Hope and Mindset

Changing Institutional Culture to Improve Student Success

Presented by
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RP Strengthening Student Success Conference
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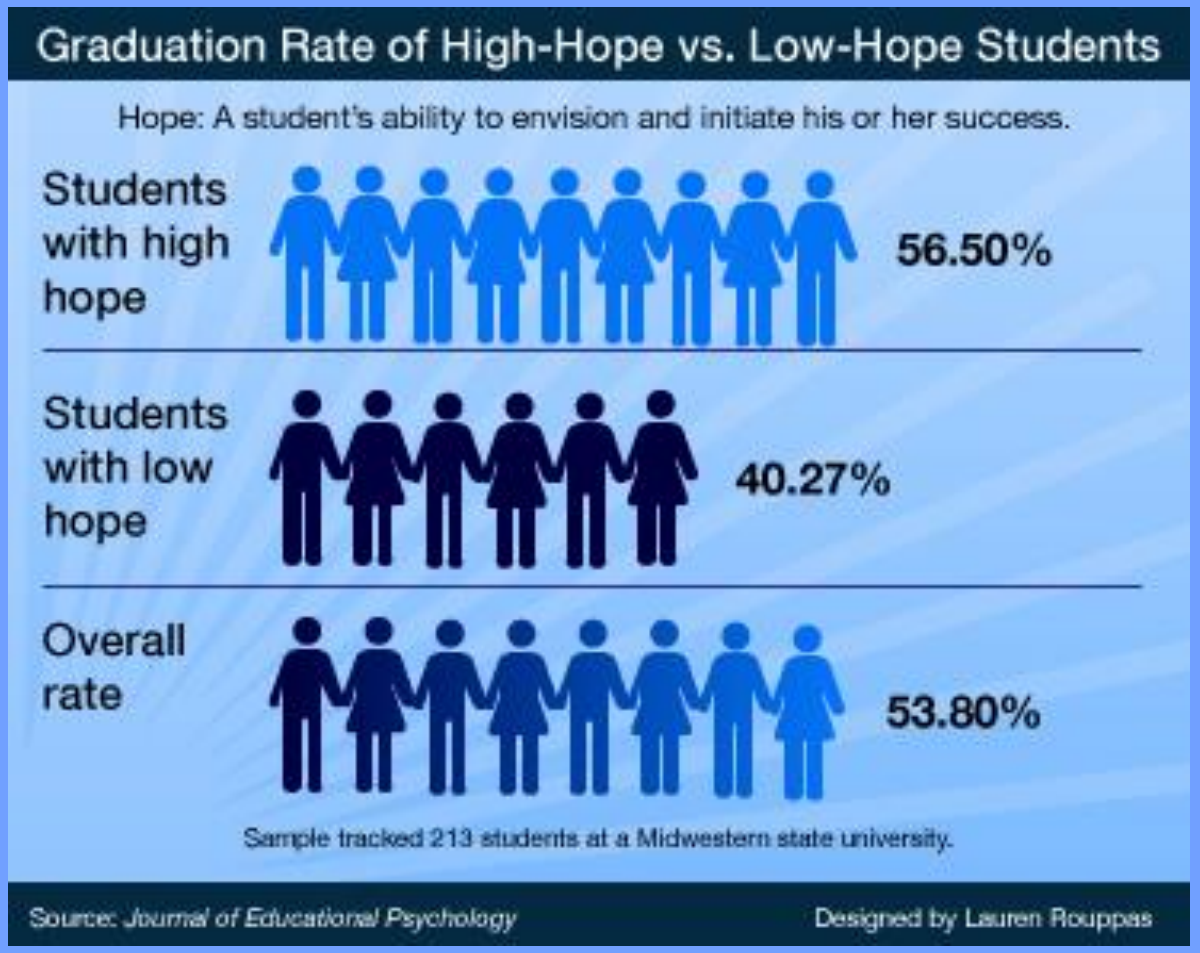
Hope and Mindset at Chaffey

Why Hope and Mindset?

- Research regarding the influence of hope on behavior and thinking
- “Actionable”
- Translation of these strategies in the entire culture
- Timeliness
- Addressing cognitive factors wasn’t enough

Does Hope Matter?

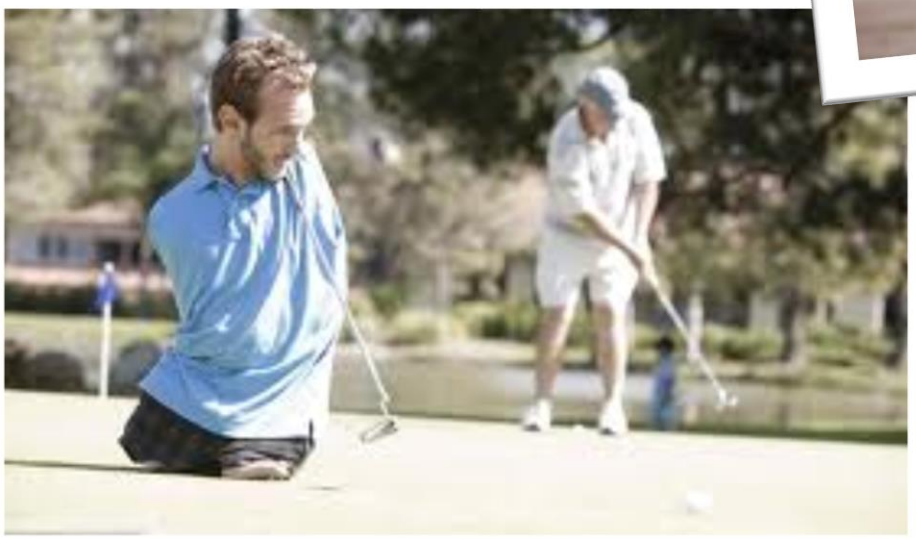


Hope is NOT…

Hope is NOT…

Hope is…

Hope is…



AGENCY

Hope is…

WAYPOWER

Pathways

Hope is…

Hope =

mental willpower + waypower

AGENCY + **PATHWAYS**

GOALS

From "Managing for High Hope" by C.R. Snyder, Ph.D. - #162 from *R&D Innovator* Volume 4, Number 6 June 1995

Data Collection Process

- Over 10,000 individuals assessed annually
- Approx. 88% - 93% of new students participate in assessment
- Data captured at the point of assessment:
  - Student Demographic Data
  - Standardized Assessment Test Data
  - Educational Background Characteristics
  - Other Data Elements
  - Non-Cognitive Measures

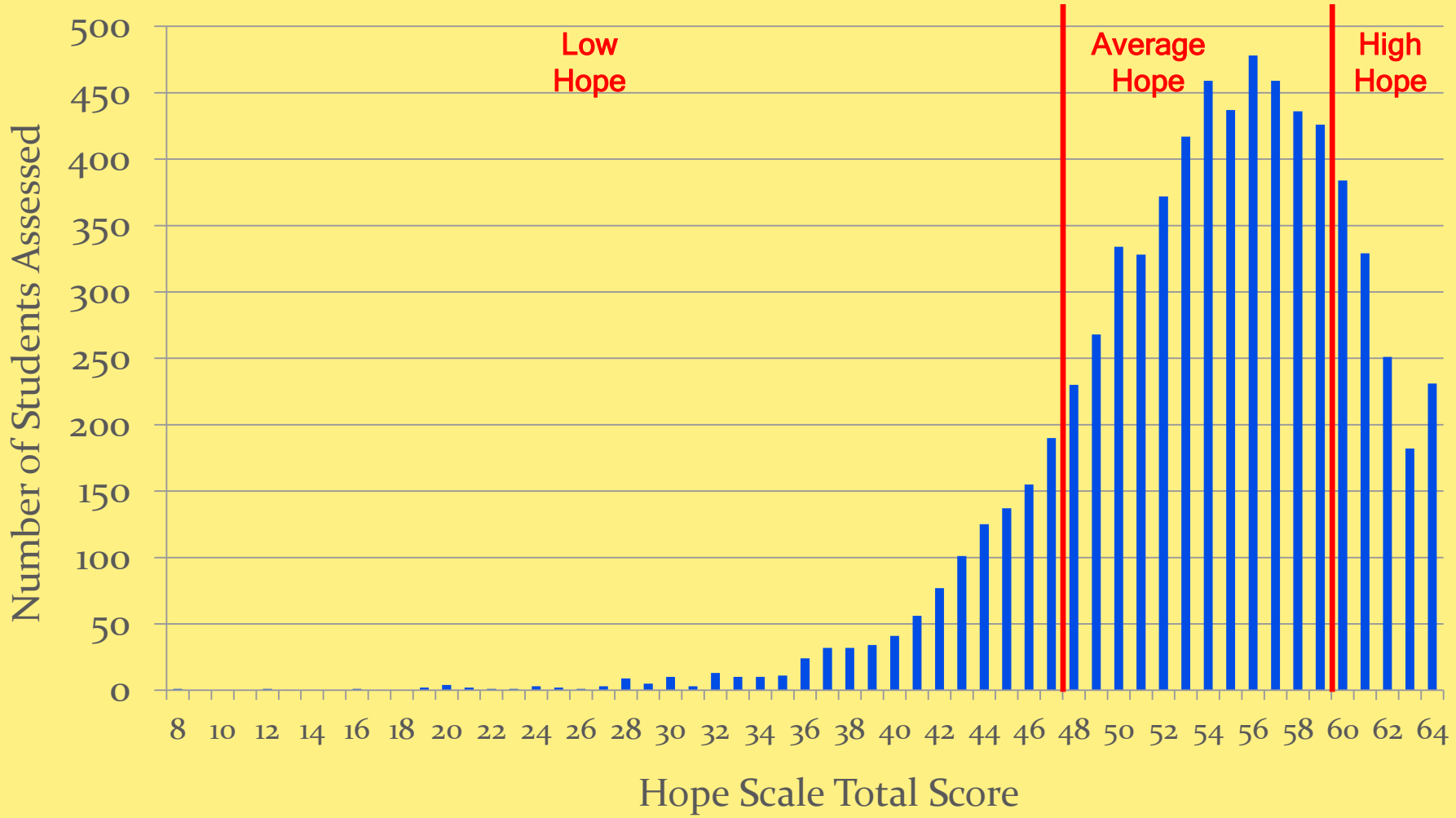
Non-Cognitive Data Collected

- Hope
- Mindset
- Self-Efficacy
- Organization
- Metacognitive Self-Regulation
- Time and Study Environment
- Help Seeking Behavior

Specific to Hope…

- Three first-time, no prior college experience cohorts examined:
  - 2011 (N = 611 students)
  - 2012 (N = 3,257 students)
  - 2013 (N = 3,250 students)
- Three-year total – 7,118 students

Hope Scale Score Distribution



mean = 53.76; median = 55.0; standard deviation = 6.58

Observed Hope Group Differences by Student Demographic Characteristics

- Examined Hope Group Membership by:
  - Gender
  - Race/Ethnicity
  - Age Range
  - Disability Status
  - Economically Disadvantaged Status

Observed Hope Group Differences by Student Demographic Characteristics

- No statistically significant differences but:

<u>More likely to be high hope</u>

- African American students
- Caucasian students

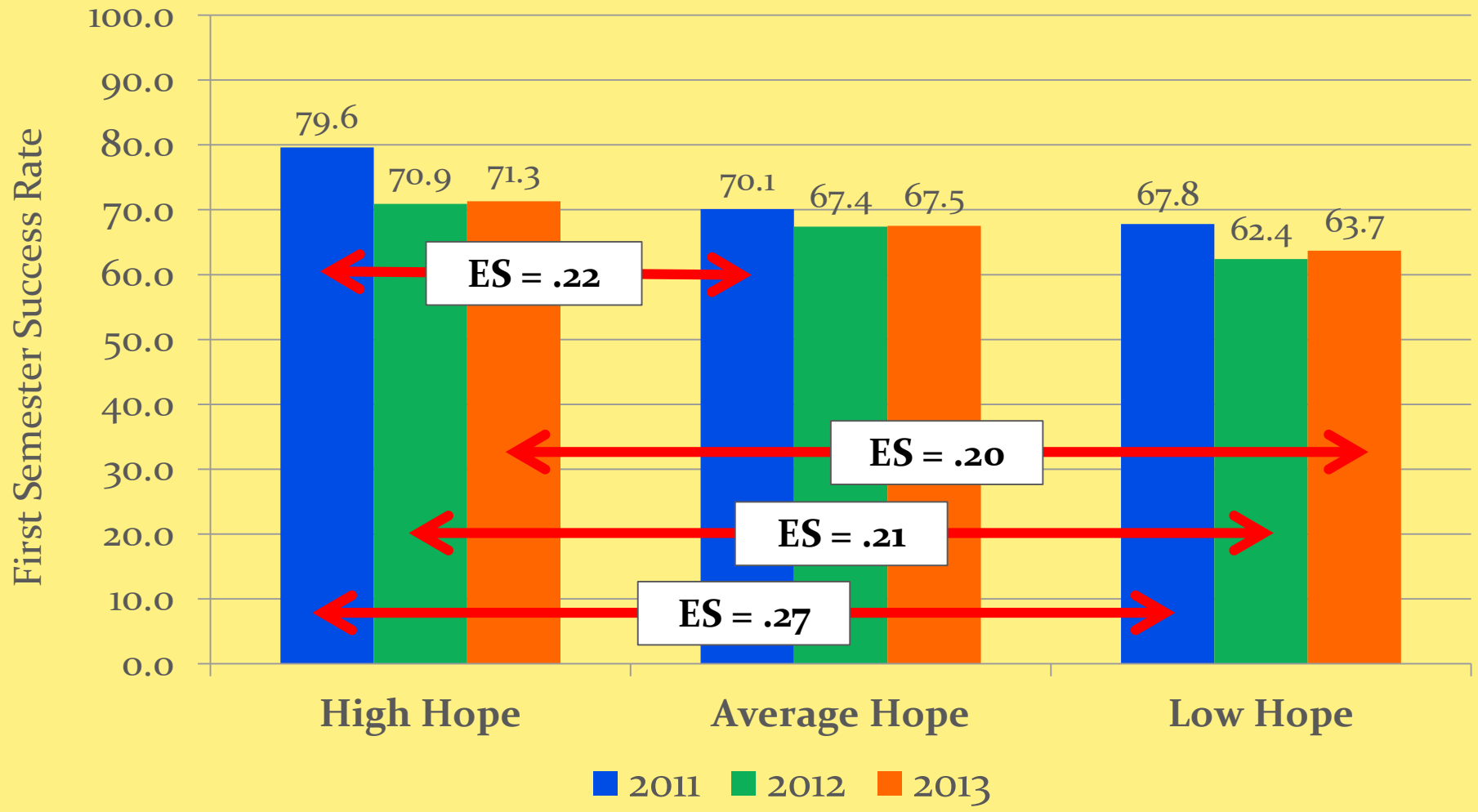
<u>More likely to be low hope</u>

- Asian students
- Hispanic students
- Students with Disabilities

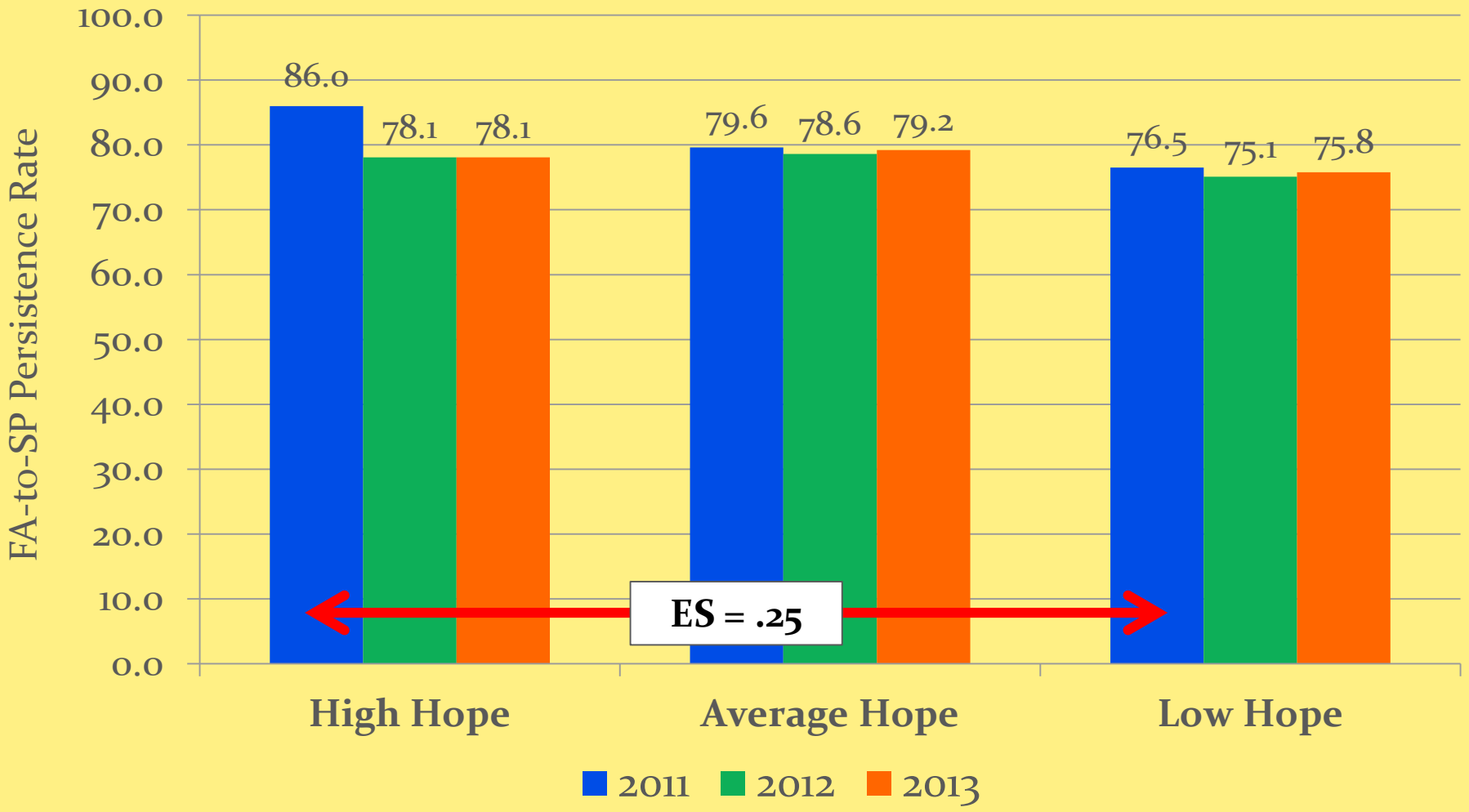
Tracking of Performance Outcomes

- First Semester Success and Retention Rates
- Persistence (multiple semesters)
- Unit Attainment (multiple unit thresholds)
- Basic Skills Attainment
- Completion of Transfer-Level Courses
- Awards (Degrees and Certificates)
- Transfer to 4-Year Institutions

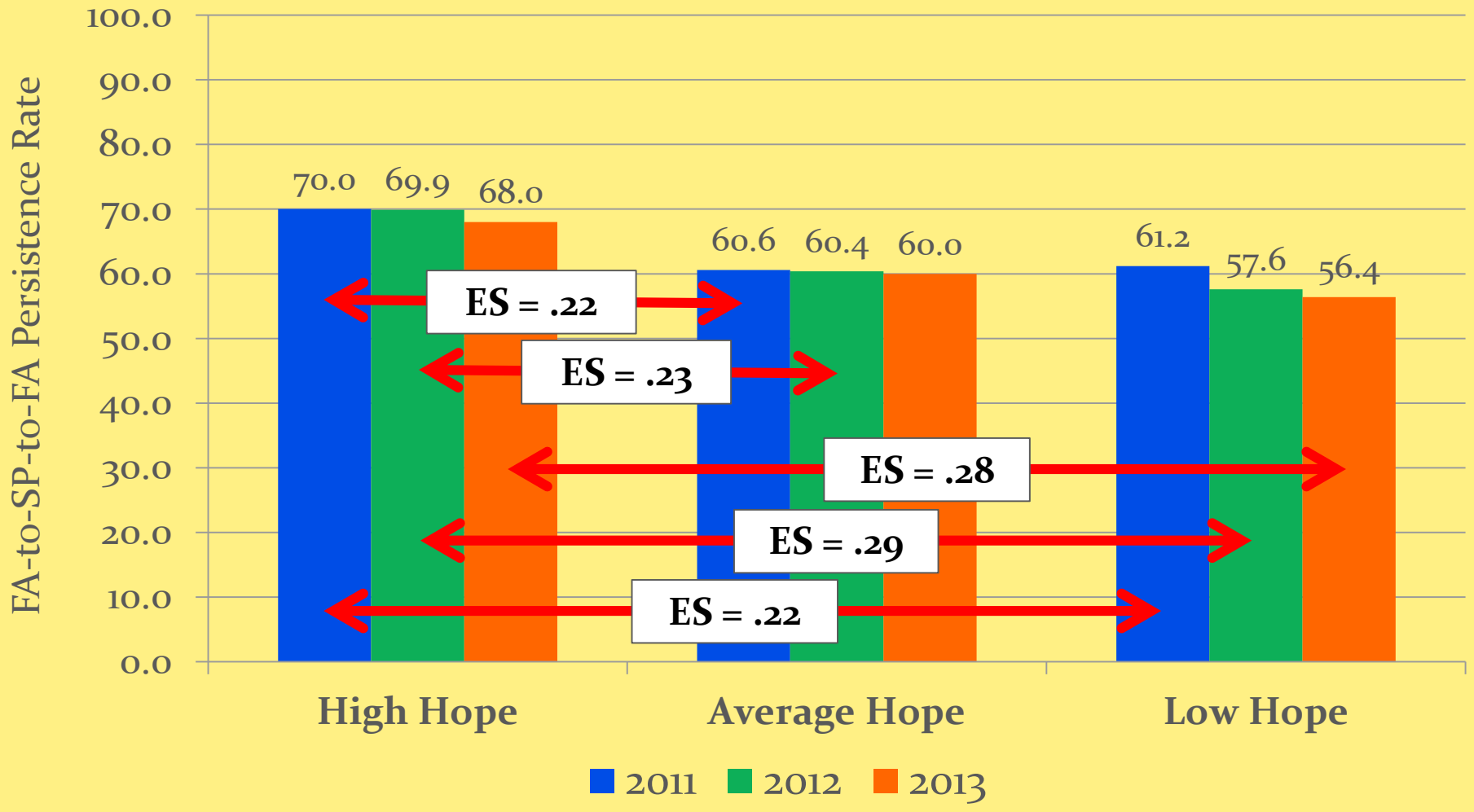
First Semester Success Rate



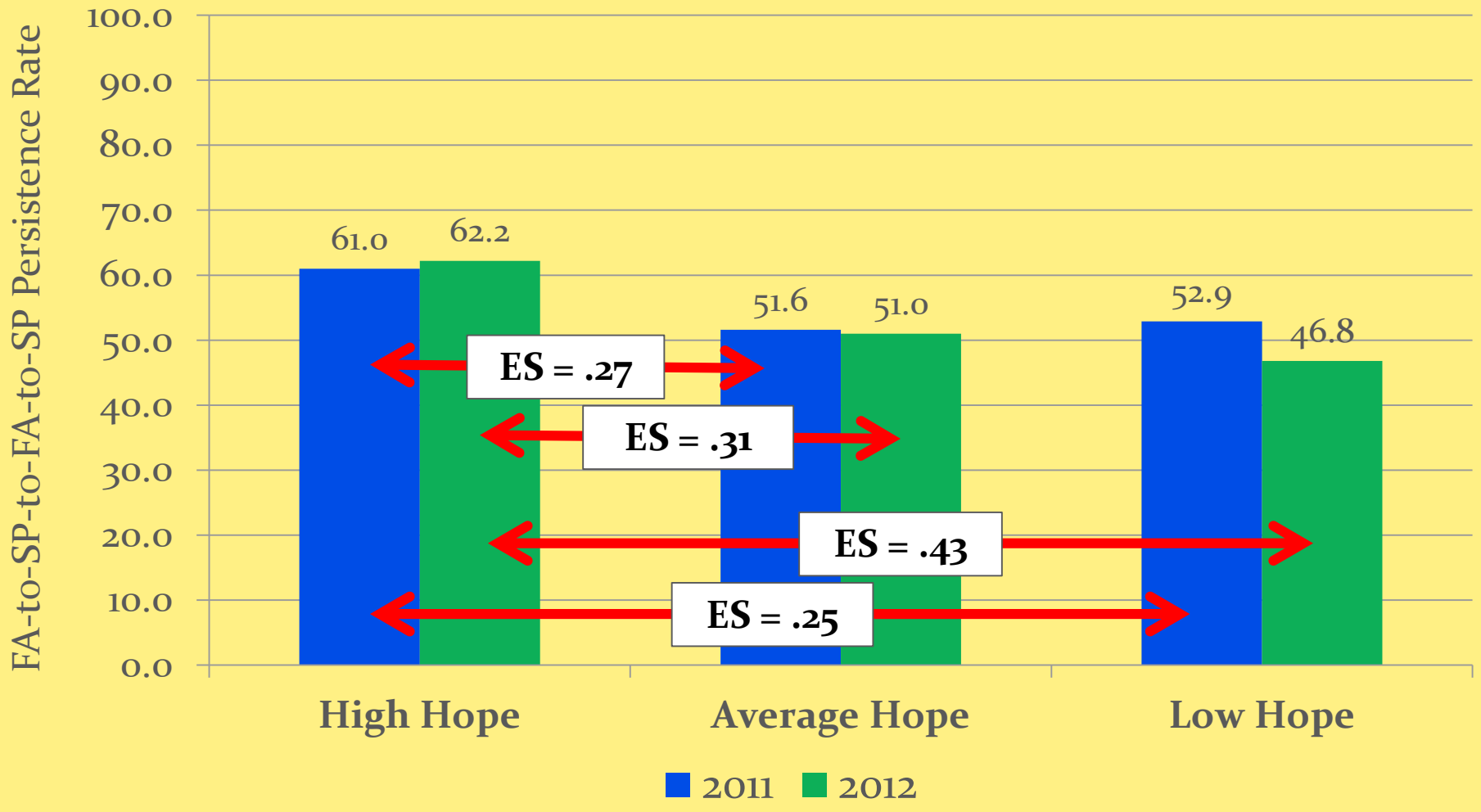
Fall-to-Spring Persistence Rate



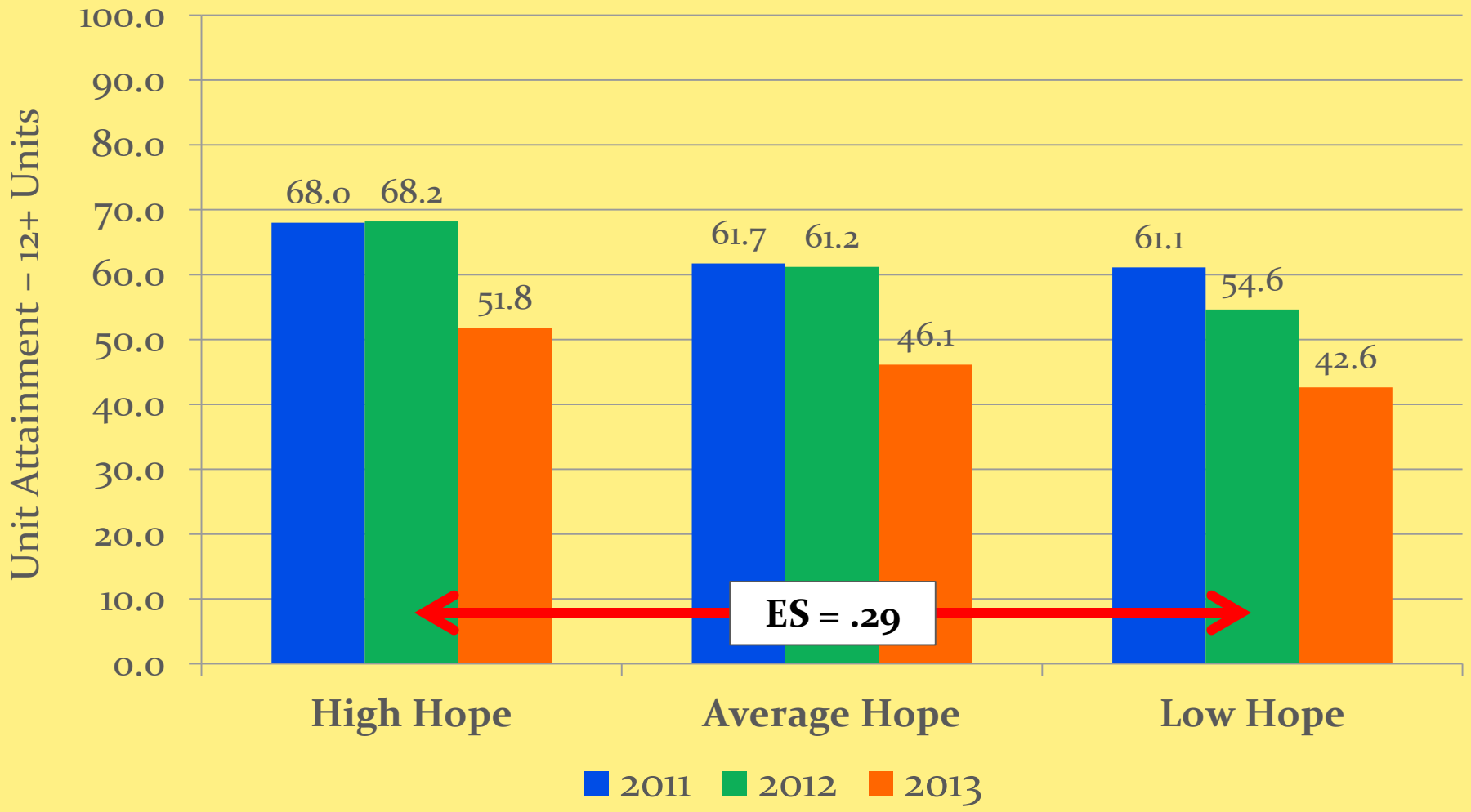
Fall-to-Spring-to-Fall Persistence Rate



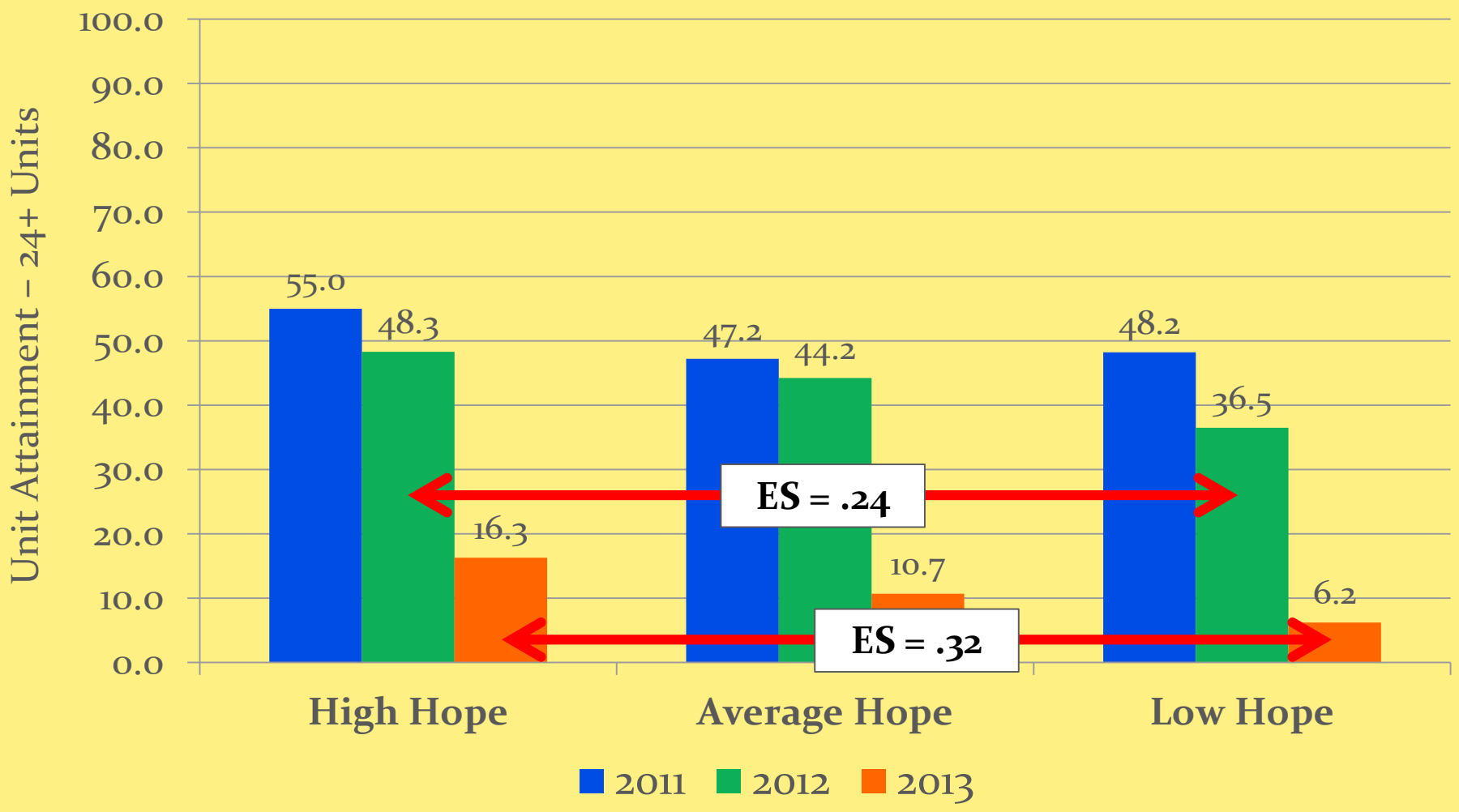
FA-to-SP-to-FA-to-SP Persistence Rate



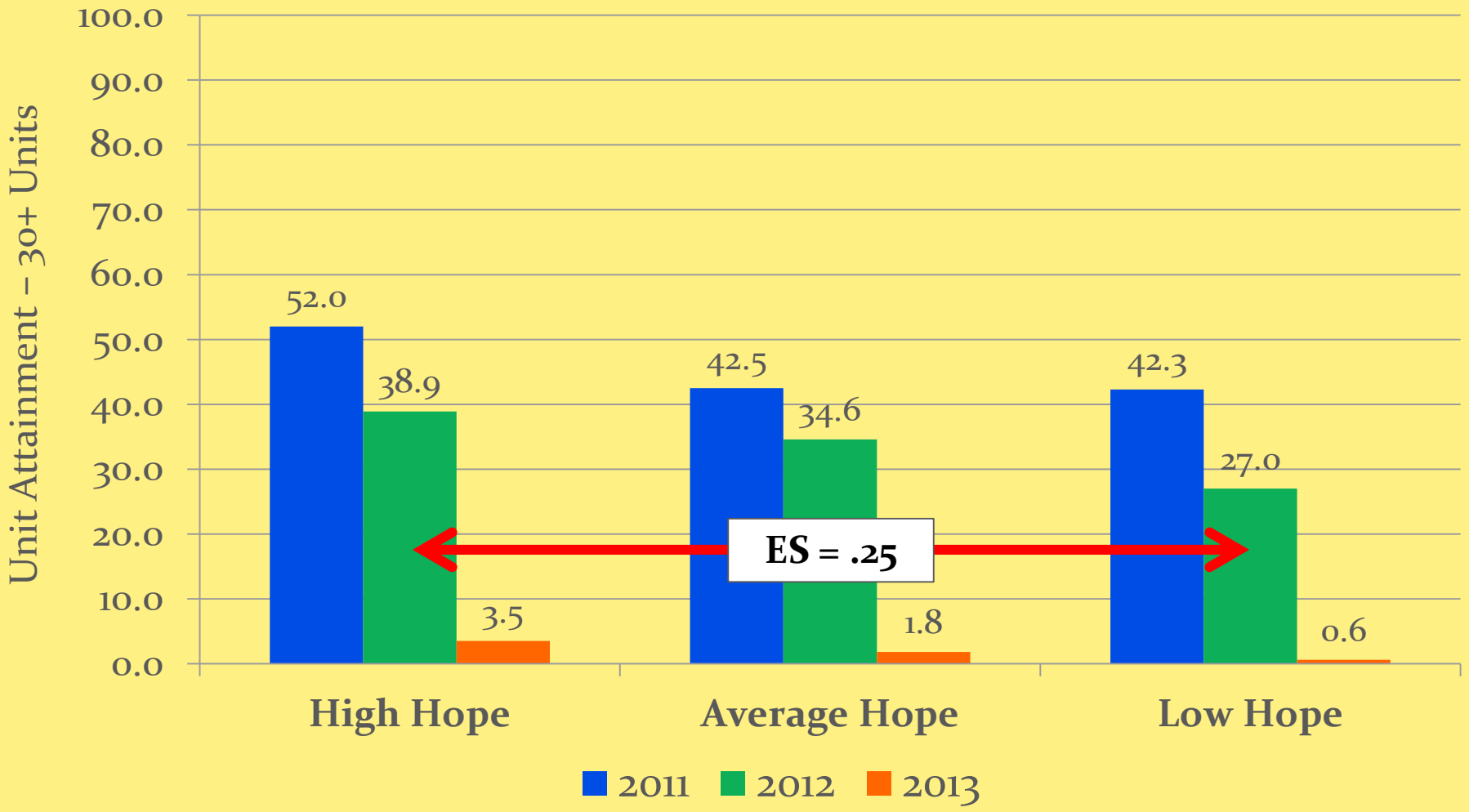
Unit Attainment – 12+ Units



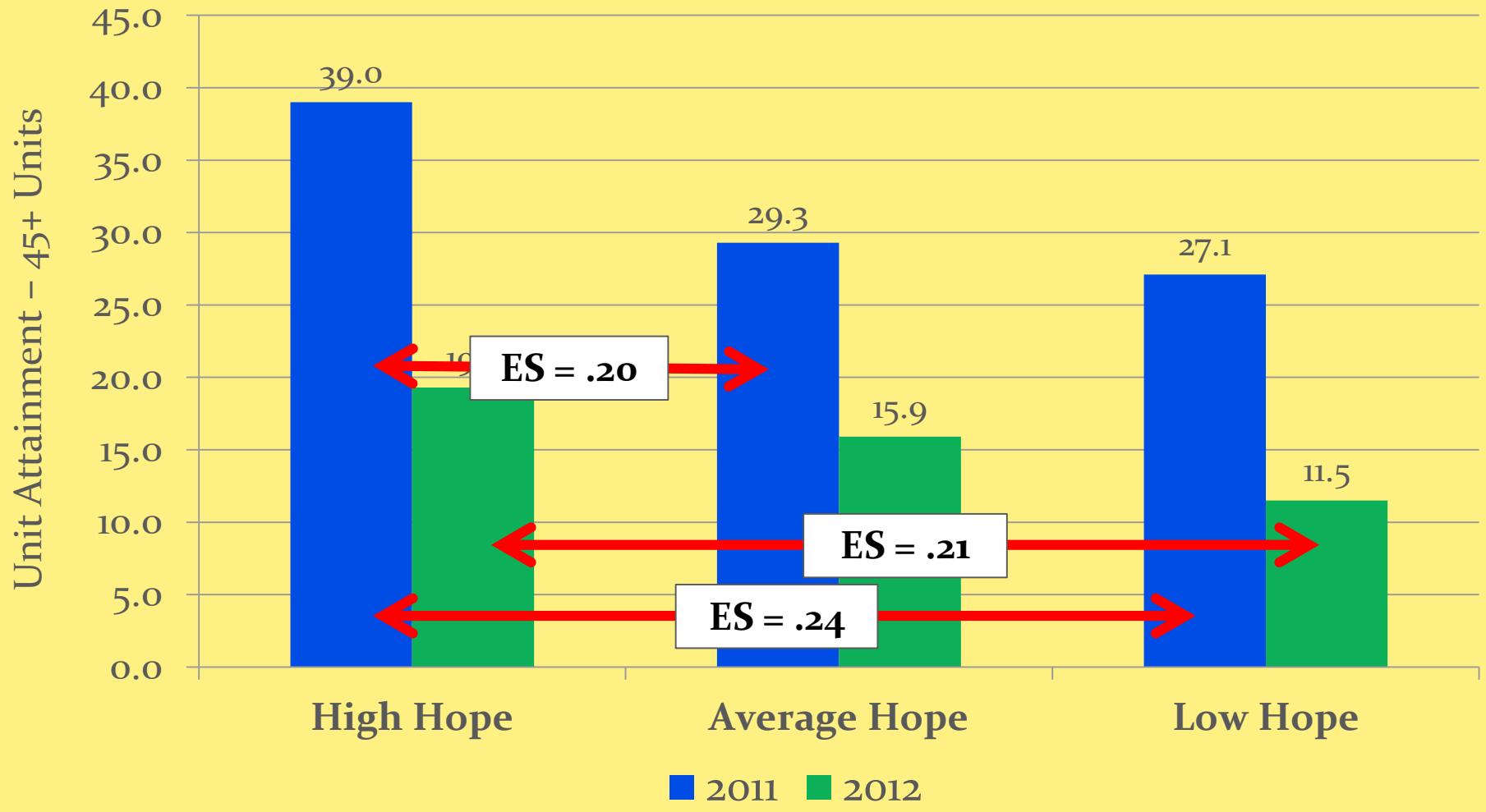
Unit Attainment – 24+ Units



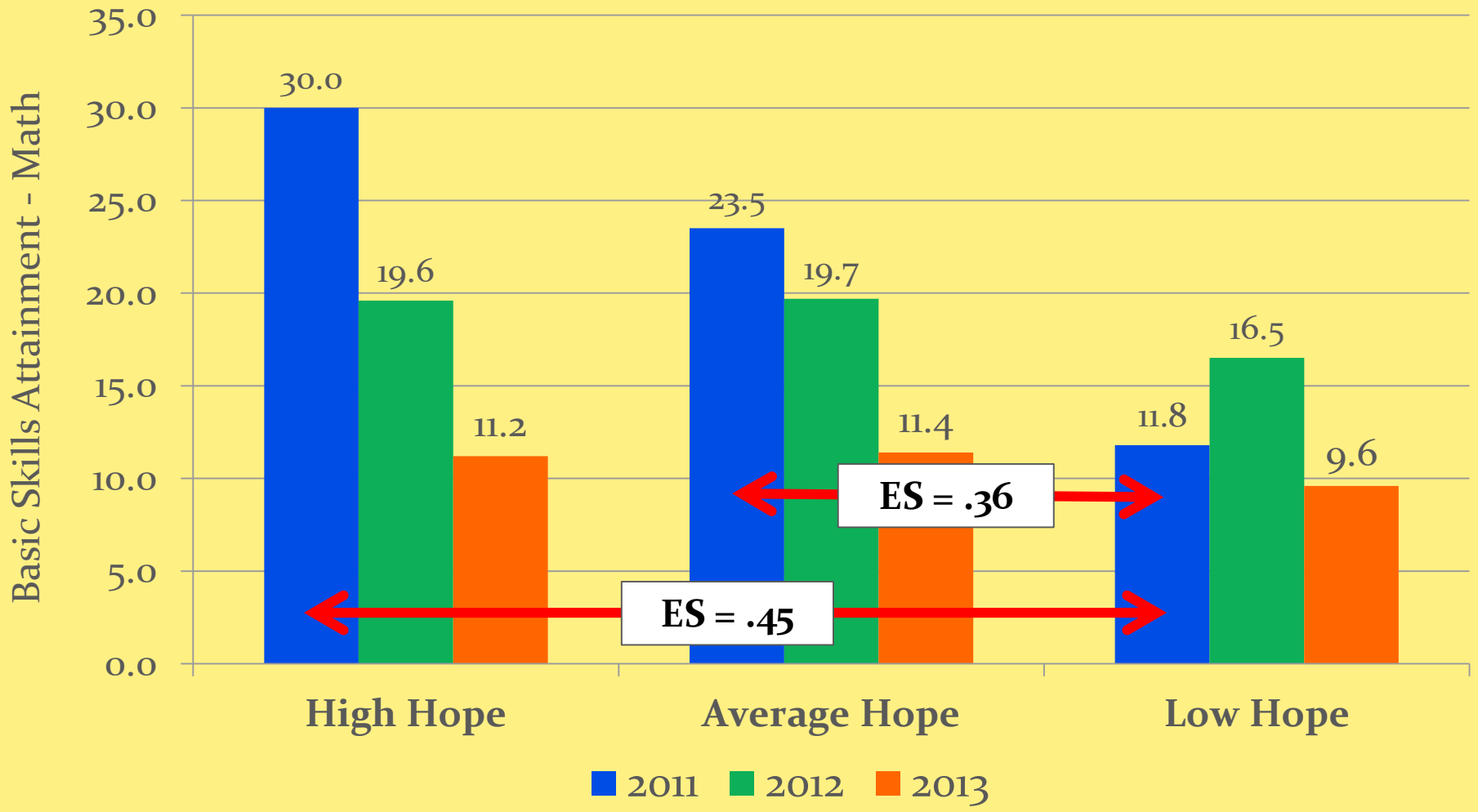
Unit Attainment – 30+ Units



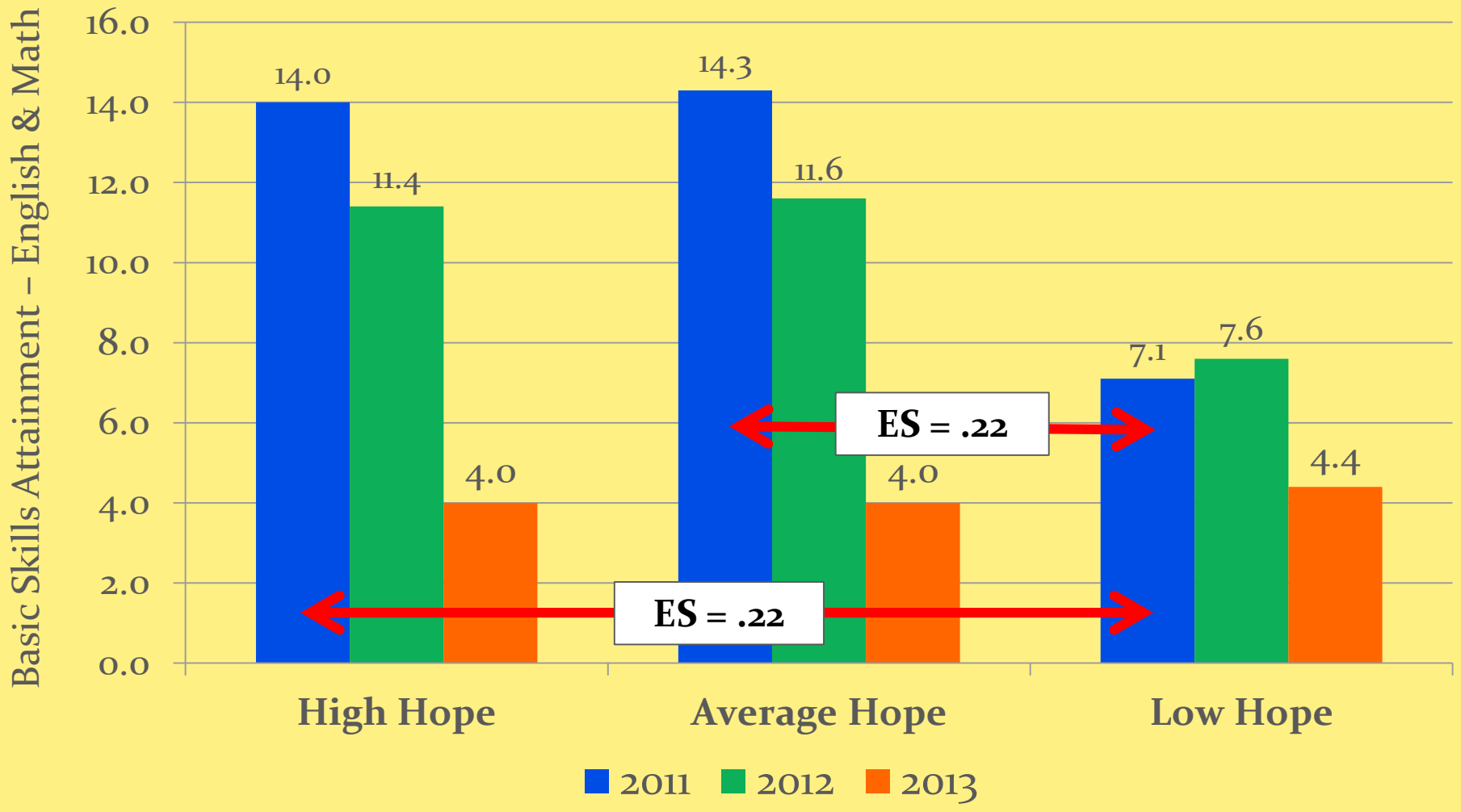
Unit Attainment – 45+ Units



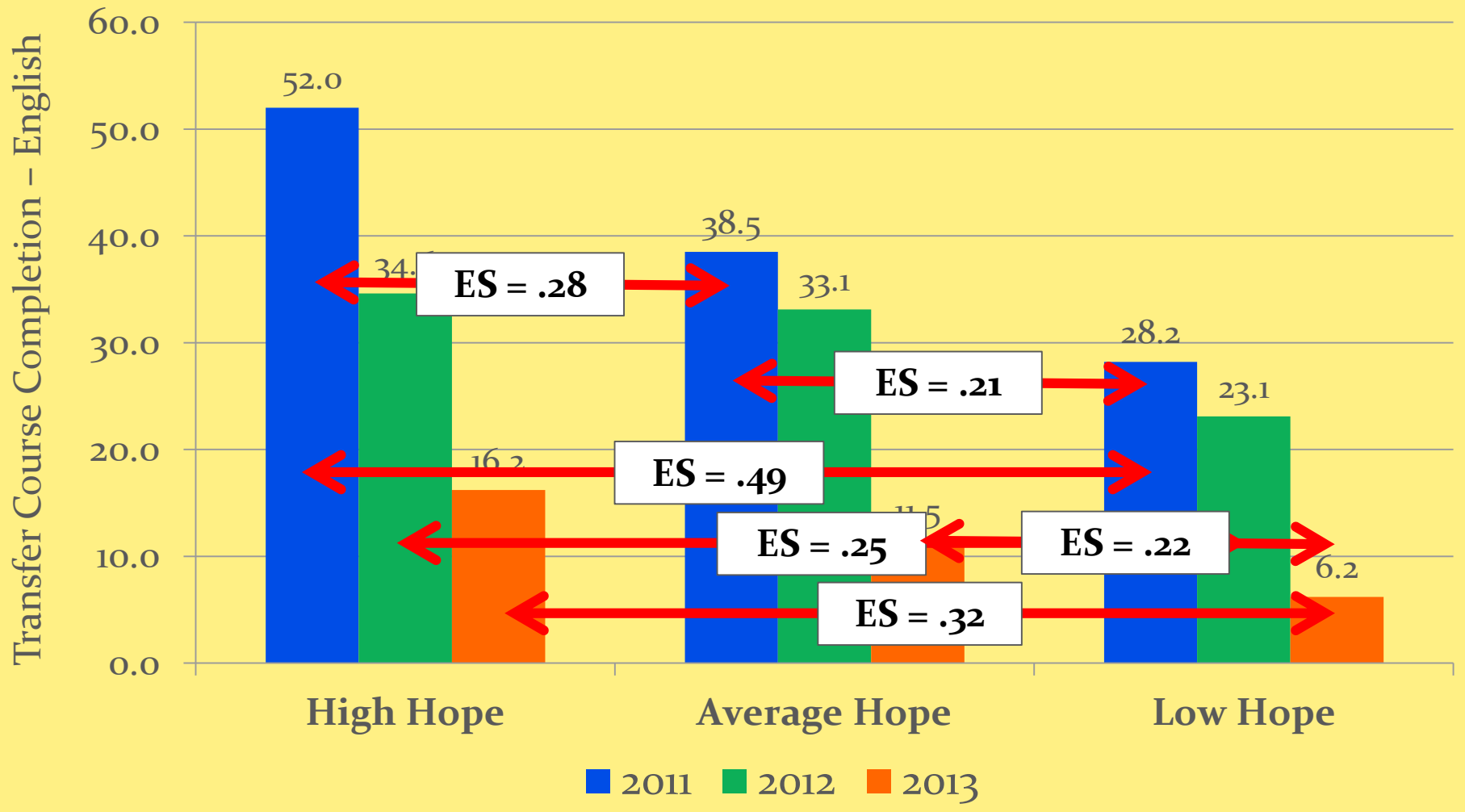
Basic Skills Attainment - Math



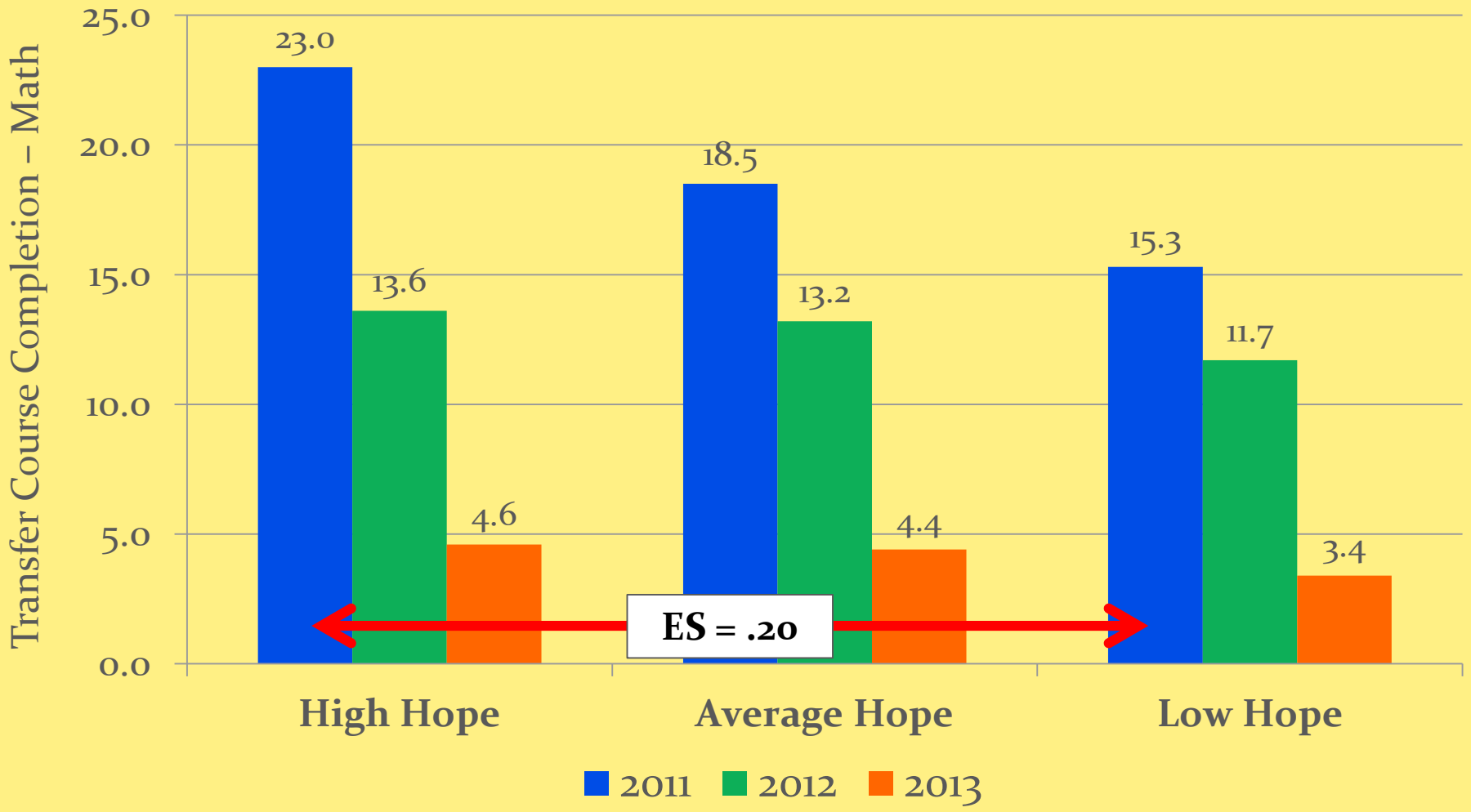
Basic Skills Attainment – English & Math



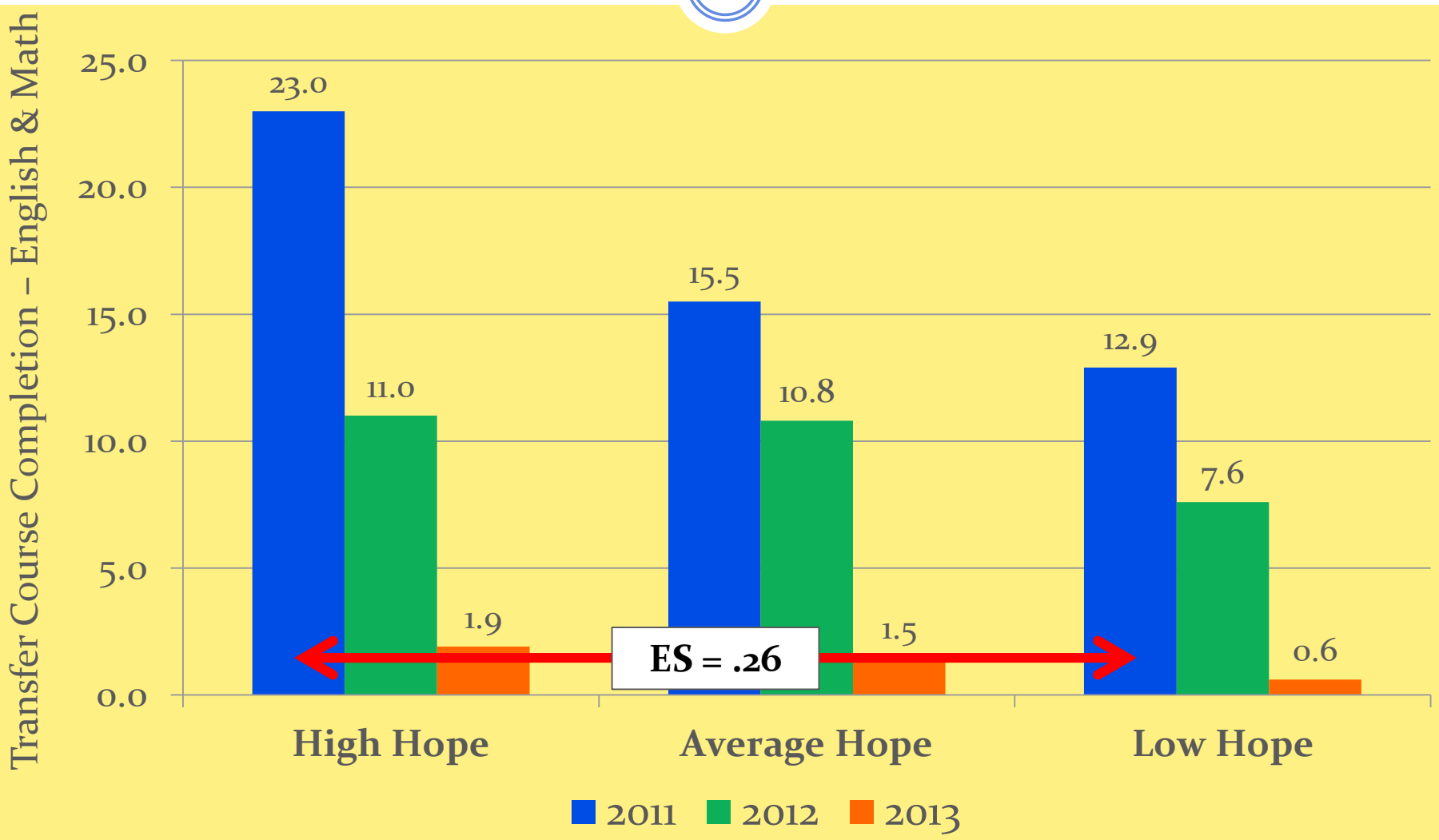
Transfer Course Completion - English



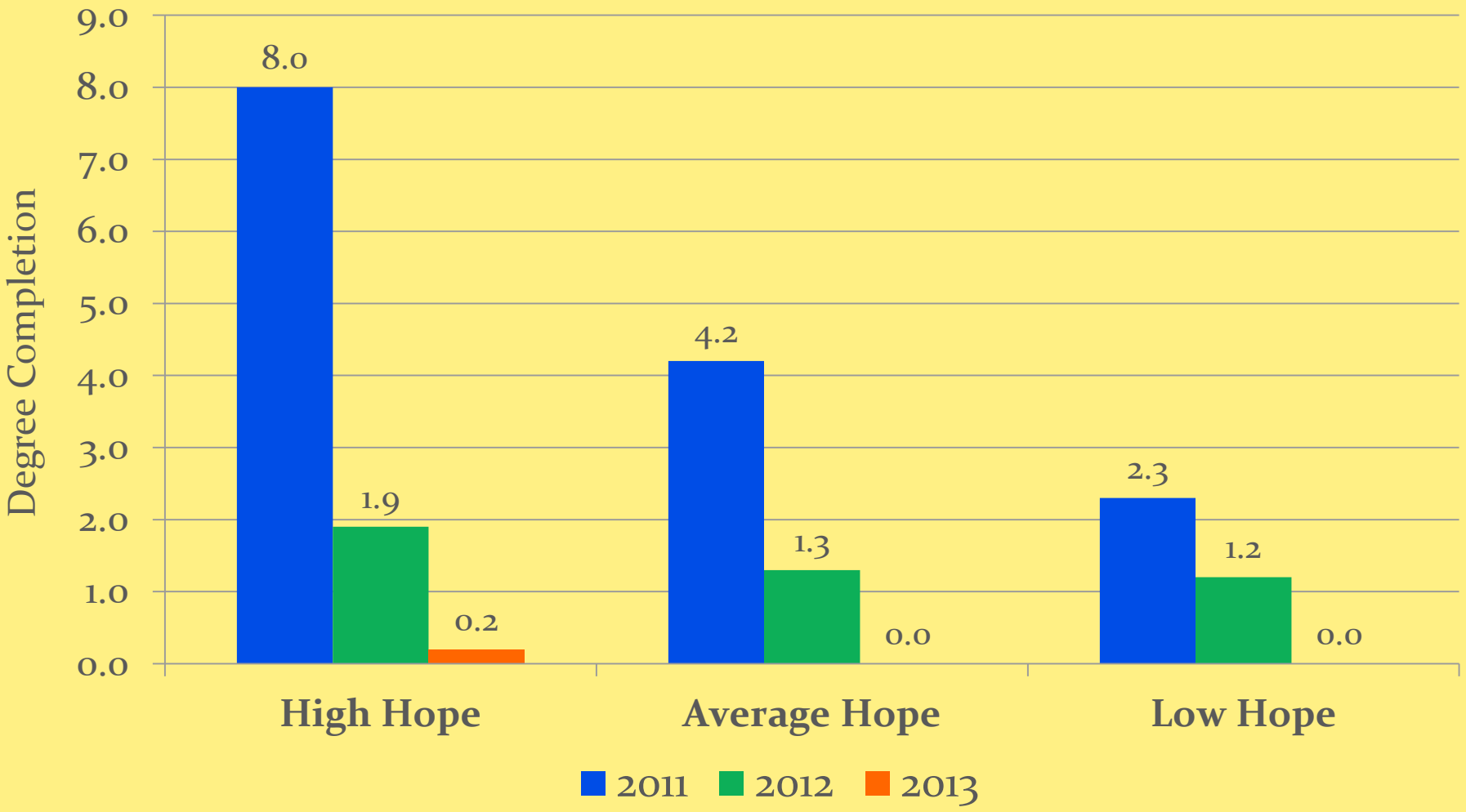
Transfer Course Completion - Math



Transfer Course Completion – English & Math



Degree Completion



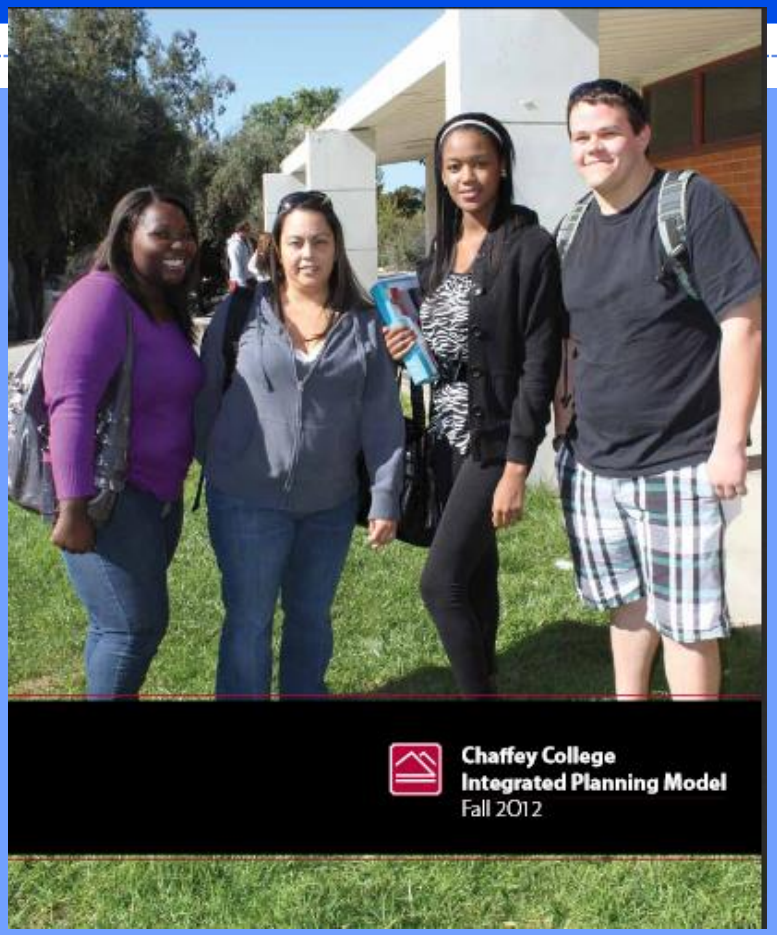
Changing the Institutional Culture

Hiring Process

Train all employee groups

Changing the Institutional Culture

- Integrated Plan
- Policies
- Procedures
- Materials



Changing the Institutional Culture

Embedding hope and mindset in programs

Changing the Institutional Culture

Outreach to Students and Campus-wide Messaging

Chaffey College
highlights
SUCCEED
Sara Wobil
Nursing Student
I have always known that SUCCESS depends on the individual and the amount of engagement we have on reaching our goals. Earning a degree and succeeding in school is the key to success. I take advantage of the ENGAGEMENT opportunities at Chaffey to reach my goals I have set for myself, whether it is ACHIEVING in class or getting a job on campus. I engage with my professors and classmates as often as possible.
HOPE
ENGAGE
SUCCEED

Setting Goals to Succeed

SMART goal: _____

Actions I need to take soon

When/Where

1.
2.

Actions I need to take in the next few weeks

Reward

1.
2.

Actions I need to take in the next few months

1.
2.

Obstacle 1 : _____

Resources:

People:

Strategies:

Obstacle 2 : _____

Resources:

People:

Strategies:

Obstacle 3 : _____

Resources:

People:

Strategies:

Handout created by Cindy Walker, 2012

Responding to Obstacles

Reframe

Responding to Obstacles

Plan

Strategize

Responding to Obstacles

Accept

Enlist social support

Take action

Changing Mindsets/Hope – Strategies

My Hope/Mindset

- Learn to hear your low hope/fixed mindset scripts and reframe them in high hope/growth mindset ways.
- Demonstrate belief in your own capabilities
- Reflect on how you've overcome past obstacles
- Become aware of and develop your strengths
- Take on new challenges with a growth mindset
- Receive feedback thoughtfully
- Learn from mistakes/failures and find ways to make them opportunities for growth
- Other:

Classmates/Co-workers/Friends

- Be available and be an empathetic listener – redirect low hope/fixed mindset statements and attitudes towards high hope/growth mindset thinking.
- Model a high hope/growth mindset to others when starting projects, tasks, etc.
- Set challenging goals together
- Anticipate potential obstacles and plan pathways to overcome those potential obstacles together
- Share how you have overcome obstacles in an area the other person is struggling with
- Help others recall past experiences where they have overcome obstacles
- Other:

Becoming a Hopeful Leader

- Frame feedback and direction in constructive/positive ways and make it specific
- Find ways to praise and reward others for using appropriate strategies, processes, effort, and attitudes
- Coach others through the thinking process necessary to accomplish the task
- Demonstrate your belief in other people's capabilities to complete tasks and achieve goals
- Other:

Be HOPEFUL! Strategies For Success

Harness Your Strengths	• Discover your passions, interests, strengths, and learning strategies • Examine how you became good at something and apply those strategies to something you're struggling to learn
Overcome Obstacles	• Predict possible difficulties or obstacles you might face and seek out tools, resources, and people who can help you overcome these potential obstacles. • Think of alternate pathways to achieve your goal.
Plan and Prioritize	•Use planning tools, lists, etc. to help you keep track of and be prepared for due dates, tests, assignments, etc. •Always keep your goals in mind. Consider ways that your classes and assignments can help you reach your goals.
Embrace the Journey	•Approach learning with a growth mindset •Remember that learning is a process – enjoy the journey •Be prepared to work hard •Learn as much as you can from mistakes
Focus on your Progress	•Track your own progress in your classes •Look closely at graded work that your instructors hands back to you – make an effort to understand the feedback/grade •Celebrate your successful completion of tasks, assignments, etc. and see them as one step closer to achieving your goals
Utilize Resources	•Learn about and try new study/organizational strategies •Find a mentor, tutor, or teacher to guide you in your journey •Be creative and resourceful. Seek out solutions to any problems you might be facing. •Use Chaffey's resources to help you achieve your goals (Success Centers, SI, library, financial aid, Career Center, Counseling, health services, etc.)
Live Out Your Dreams	• Find meaningful ways to celebrate your progress and achievement of your goals • Keep going! Once you've reached a goal, set a new one.