Hope and Mindset
Changing Institutional Culture to Improve Student Success

Presented by
Cindy Walker and Jim Fillpot

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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?

Graduation Rate of High-Hope vs. Low-Hope Students

Hope: A student’s ability to envision and initiate his or her success.

Students with high hope: 56.50%

Students with low hope: 40.27%

Overall rate: 53.80%

Sample tracked 213 students at a Midwestern state university.

Source: Journal of Educational Psychology

Designed by Lauren Rouppas
Hope is NOT...
Hope is NOT...
Hope is...
Hope is...
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

Number of Students Assessed

Hope Scale Total Score

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:
  
  **More likely to be high hope**
  - African American students
  - Caucasian students

  **More likely to be low hope**
  - 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

- High Hope: 79.6, 70.9, 71.3
- Average Hope: 70.1, 67.4, 67.5
- Low Hope: 67.8, 62.4, 63.7

Effect Size (ES):
- High Hope: ES = 0.22
- Average Hope: ES = 0.20
- Low Hope: ES = 0.21

Years:
- 2011
- 2012
- 2013
Fall-to-Spring Persistence Rate

FA-to-SP Persistence Rate

High Hope: 86.0, 78.1, 78.1
Average Hope: 79.6, 78.6, 79.2
Low Hope: 76.5, 75.1, 75.8

ES = .25
Fall-to-Spring-to-Fall Persistence Rate

FA-to-SP-to-FA Persistence Rate

High Hope

FA: 70.0
SP: 69.9
FA: 68.0
ES = .22

Average Hope

FA: 60.6
SP: 60.4
FA: 60.0
ES = .28

ES = .22
ES = .29
ES = .28

Low Hope

FA: 61.2
SP: 57.6
FA: 56.4
ES = .29

ES = .23
ES = .29
ES = .28

2011 2012 2013
FA-to-SP-to-FA-to-SP Persistence Rate

- **High Hope**
  - 2011: 61.0
  - 2012: 62.2
  - ES = .27

- **Average Hope**
  - 2011: 51.6
  - 2012: 51.0
  - ES = .31

- **Low Hope**
  - 2011: 52.9
  - 2012: 46.8
  - ES = .43

Legend:
- **ES** = Effect Size
- **2011**
- **2012**
Unit Attainment – 12+ Units

High Hope
- 2011: 68.0
- 2012: 68.2
- 2013: 51.8

Average Hope
- 2011: 61.7
- 2012: 61.2
- 2013: 46.1

Low Hope
- 2011: 61.1
- 2012: 54.6
- 2013: 42.6

ES = .29
Unit Attainment – 24+ Units

- **High Hope**
  - 2011: 55.0
  - 2012: 48.3
  - 2013: 16.3

- **Average Hope**
  - 2011: 47.2
  - 2012: 44.2
  - 2013: 10.7

- **Low Hope**
  - 2011: 48.2
  - 2012: 36.5
  - 2013: 6.2

Effect Size (ES) values:
- High Hope: ES = .24
- Average Hope: ES = .32
Unit Attainment – 30+ Units

ES = .25
Unit Attainment – 45+ Units

- High Hope
  - 2011: 39.0
  - 2012: 19.3
  - ES = .20

- Average Hope
  - 2011: 29.3
  - 2012: 15.9
  - ES = .21

- Low Hope
  - 2011: 27.1
  - 2012: 11.5
  - ES = .24
Basic Skills Attainment - Math

<table>
<thead>
<tr>
<th>Year</th>
<th>High Hope</th>
<th>Average Hope</th>
<th>Low Hope</th>
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<tbody>
<tr>
<td>2011</td>
<td>30.0</td>
<td>23.5</td>
<td>11.2</td>
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<td>2012</td>
<td>19.6</td>
<td>19.7</td>
<td>11.4</td>
</tr>
<tr>
<td>2013</td>
<td>16.5</td>
<td>11.8</td>
<td>9.6</td>
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</tbody>
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Effect Size (ES)

- ES = .45
- ES = .36
Transfer Course Completion - Math

High Hope
- 2011: 23.0
- 2012: 13.6
- 2013: 4.6

Average Hope
- 2011: 18.5
- 2012: 13.2
- 2013: 4.4

Low Hope
- 2011: 15.3
- 2012: 11.7
- 2013: 3.4

Effect Size (ES) = .20
Transfer Course Completion – English & Math

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<thead>
<tr>
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<tr>
<td>2011</td>
<td>23.0</td>
<td>15.5</td>
<td>12.9</td>
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<tr>
<td>2012</td>
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</tr>
<tr>
<td>2013</td>
<td>1.9</td>
<td>1.5</td>
<td>0.6</td>
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ES = .26
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
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.
SMART goal: ________________________________

Actions I need to take soon
1.
2.

Actions I need to take in the next few weeks
1.
2.

Actions I need to take in the next few months
1.
2.

Obstacle 1: ________
Obstacle 2: ________
Obstacle 3: ________

Resources:
People:
Strategies:

Resources:
People:
Strategies:

Resources:
People:
Strategies:
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.