

Academic Mindset: Are Students & Faculty on the Same Page?

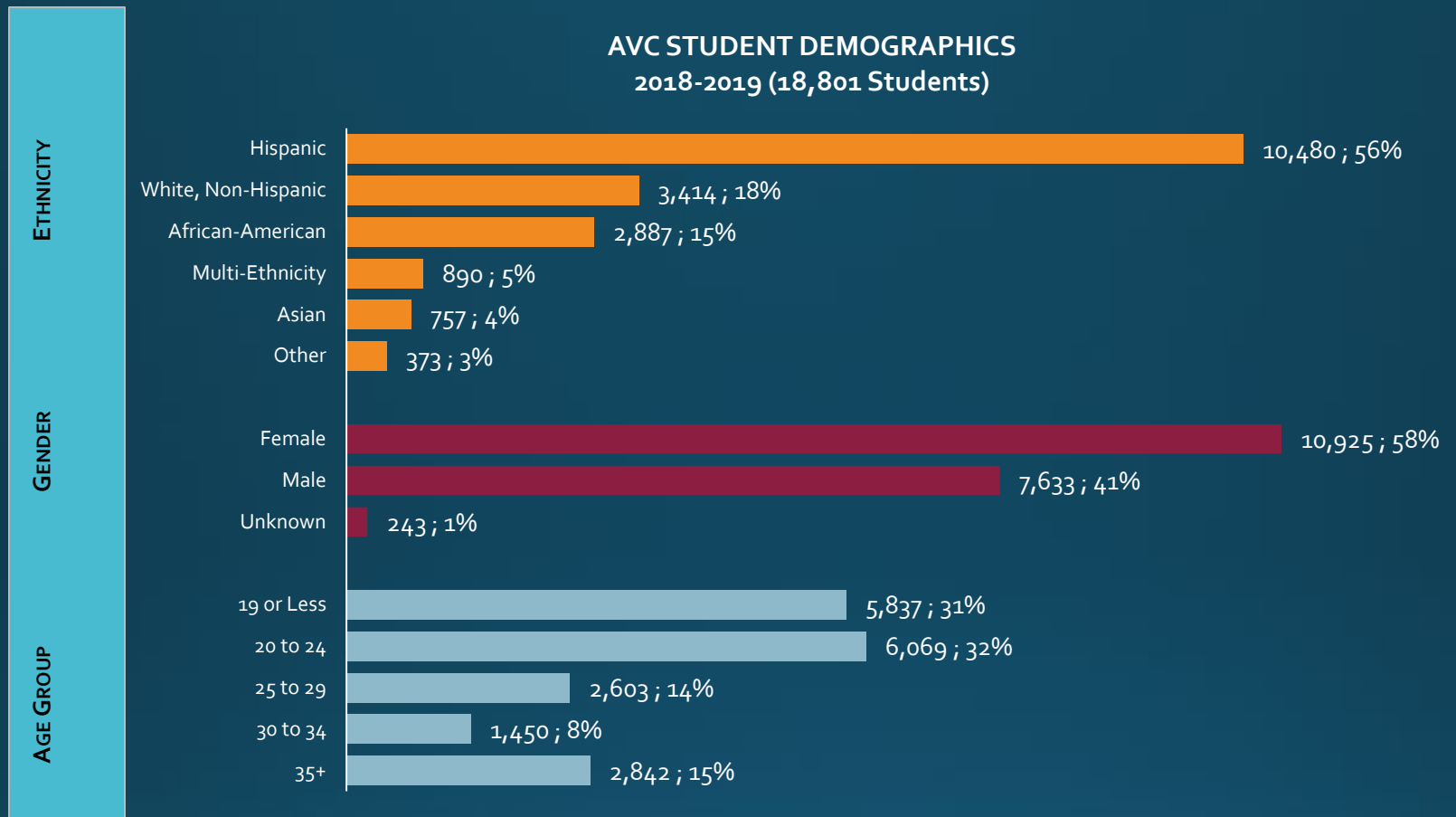
Meeta Goel, Ph.D.

Dean of Institutional Effectiveness, Research, Planning &
Library Services

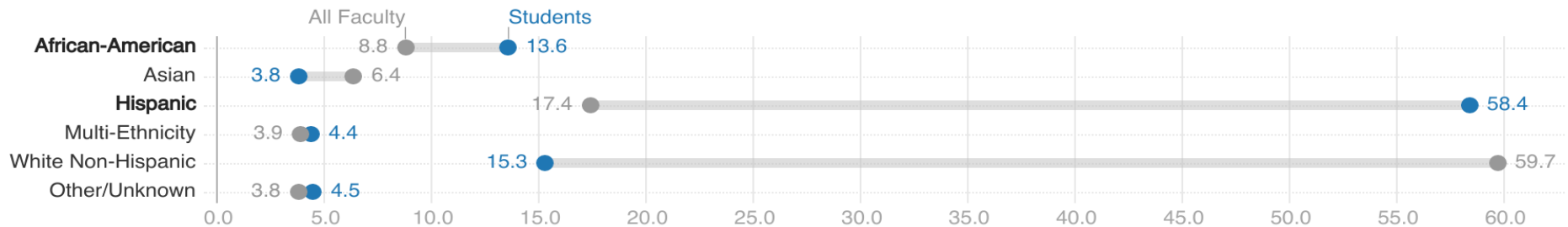
Svetlana Deplazes, Ph.D.

Director of Institutional Research

AVC STUDENT DEMOGRAPHICS 2018-2019 (18,801 Students)



Students vs. All Faculty by Race/Ethnicity, % | Fall 2019



This Session Will Focus On:

1. Comparing **student** and **faculty** perceptions concerning **academic mindset** based on data from Comparing Community College Survey of Student Engagement (**CCSSE**) & Community College Faculty Survey of Student Engagement (**CCFSSE**) data.
2. How we can be more deliberate with everyday campus **interactions** or **practices** that strengthen academic mindset.

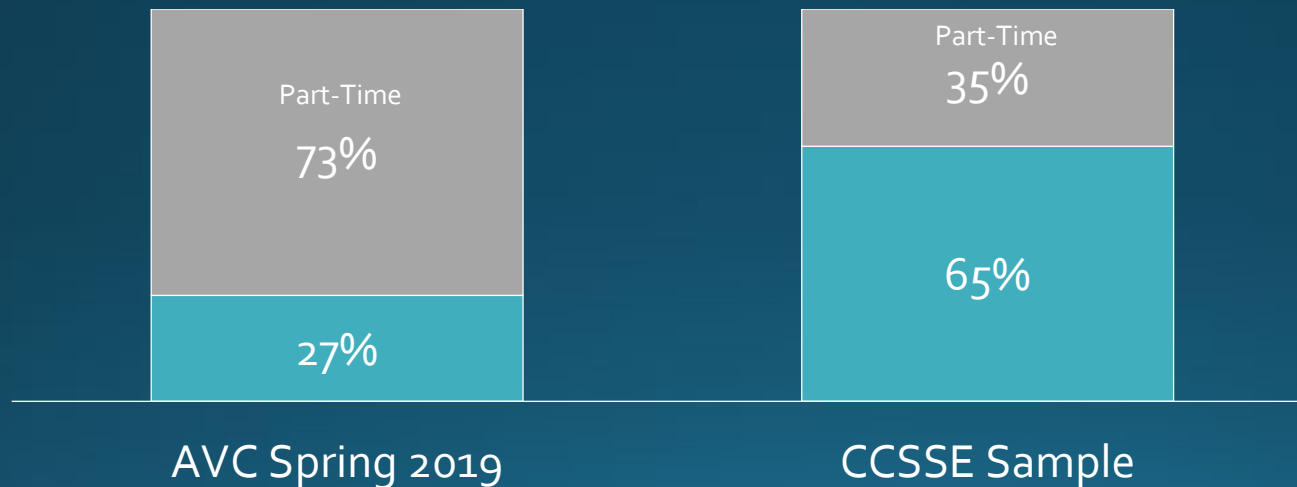
“We found that **students**’ mindsets - how they perceive their abilities - played a key role in their motivation and achievement, and we found that if we changed students’ mindsets, we could **boost** their achievement.” (Dweck, 2015)

“... mindset beliefs of STEM college professors shape the motivation and achievement of students in their classes, and these beliefs matter especially for URM students in their classes. Professors’ beliefs about the nature of intelligence are likely to shape the way they structure their courses, how they communicate with students, and how they encourage (or discourage) students’ persistence.” (Canning *et. al.*, p.4)

- “...results from a university sample of 150 STEM Professors and >15,000 students revealed that racial achievement gaps in courses taught by fixed mindset faculty were twice as large as the gaps in courses taught by more growth mindset-oriented faculty. Student evaluations in classes taught by fixed mindset faculty indicated a negative educational climate.” (Campbell, Theard, & Harrison, 2020).

- CCSSE and CCFSSE were administered in Spring 2019 in 51 sections at AVC.
- CCSSE was administered in person to 953 students
- CCFSSE was administered on-online to 51 faculty members.

Spring 2019: **AVC Total vs. CCSSE Sample**
Part-time vs. Full-time Enrollment Status (Load), N = 953



- CCFSSE Sample: 51% part-time; 49% full-time faculty.

TWO MINDSETS

Carol S. Dweck, PhD

FIXED MINDSET
INTELLIGENCE IS STATIC



GROWTH MINDSET

INTELLIGENCE CAN BE DEVELOPED

AVOID CHALLENGES



CHALLENGES



EMBRACE CHALLENGES

GIVE UP EASILY



OBSTACLES



PERSIST IN THE FACE OF SETBACKS

SEE EFFORTS AS FRUITLESS



EFFORT



SEE EFFORT AS THE PATH TO MASTERY

IGNORE USEFUL CRITICAL FEEDBACK



CRITICISM



LEARN FROM CRITICISM

FEEL THREATENED BY THE SUCCESS OF OTHERS



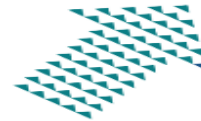
SUCCESS OF OTHERS



FIND LESSONS AND INSPIRATION IN THE SUCCESS OF OTHERS.

As a result they may plateau early and achieve less than their full potential. All this confirms a deterministic sense of the world.

As a result they achieve ever higher levels of achievement. All this gives them a greater sense of free will.



THE UNIVERSITY OF ARIZONA
Student Success &
Retention Innovation

Graphic inspired by Nigel Holmes

Most students (and instructors) have **mixed** mindsets. The goal is to move closer to the productive (growth) academic mindset on a continuum by reflecting on feedback and learning new strategies for continuous improvement.

Graphic Source: <https://catsconnect.wordpress.com/2019/09/20/growth-mindset-i-dont-know-her-yet/>

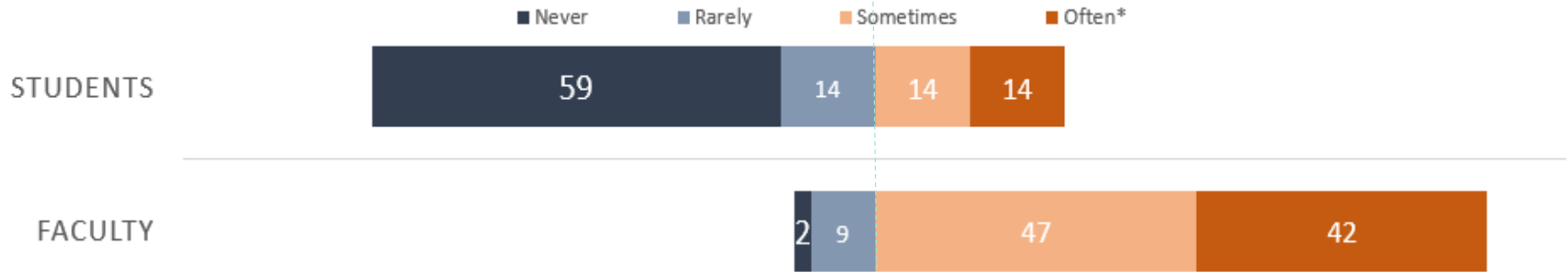
Academic Mindset Components

- **Growth vs. fixed mindset:** students' perceptions of the potential for **change in their intelligence**.
- **Self-efficacy:** students' confidence in their ability to be **successful** in their coursework.
- **Relevance of academic experience:** students' views of whether their college work is preparing them for **future success**.
- **Sense of belonging:** students' perceptions of whether they are **accepted members** of their college community

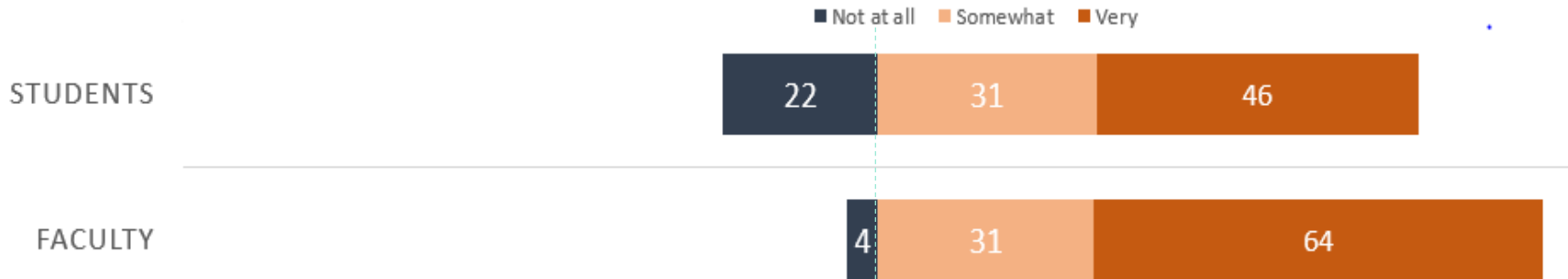
Comparing student and faculty perceptions concerning academic mindset

Growth vs. Fixed Mindset Questions

HOW OFTEN DO FACULTY REFER STUDENTS TO AND STUDENT USE **PEER OR OTHER TUTORING?**



HOW IMPORTANT IS **PEER OR OTHER TUTORING TO STUDENTS?**



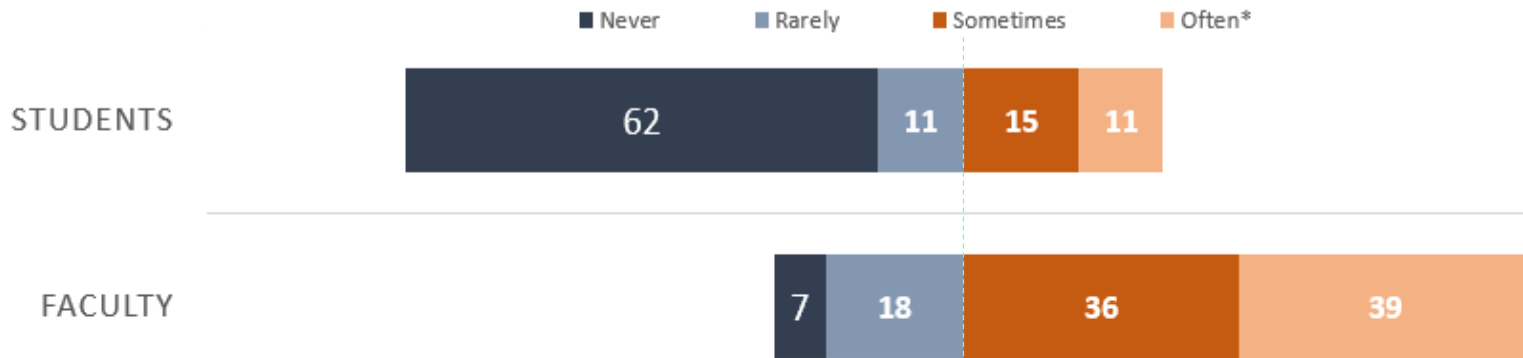
Faculty vs. Student Scales:

Never	Rarely	Sometimes	Often
Never	1 time	2-4 times	5 or more times

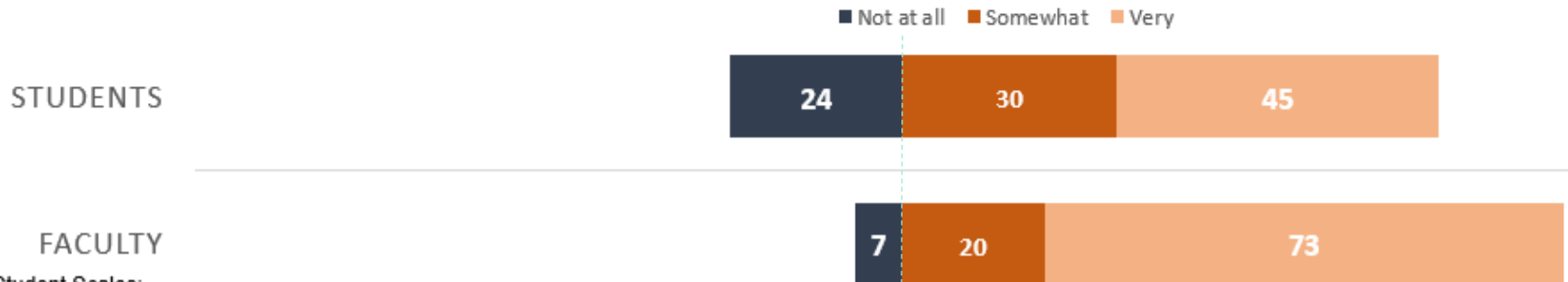
Comparing student and faculty perceptions concerning academic mindset

Growth vs. Fixed Mindset Questions

HOW OFTEN DO FACULTY REFER STUDENTS TO AND STUDENTS USE SKILLS LAB (MATH, WRITING, ETC.)?



HOW IMPORTANT IS SKILL LAB (MATH, WRITING, ETC.) TO STUDENTS?



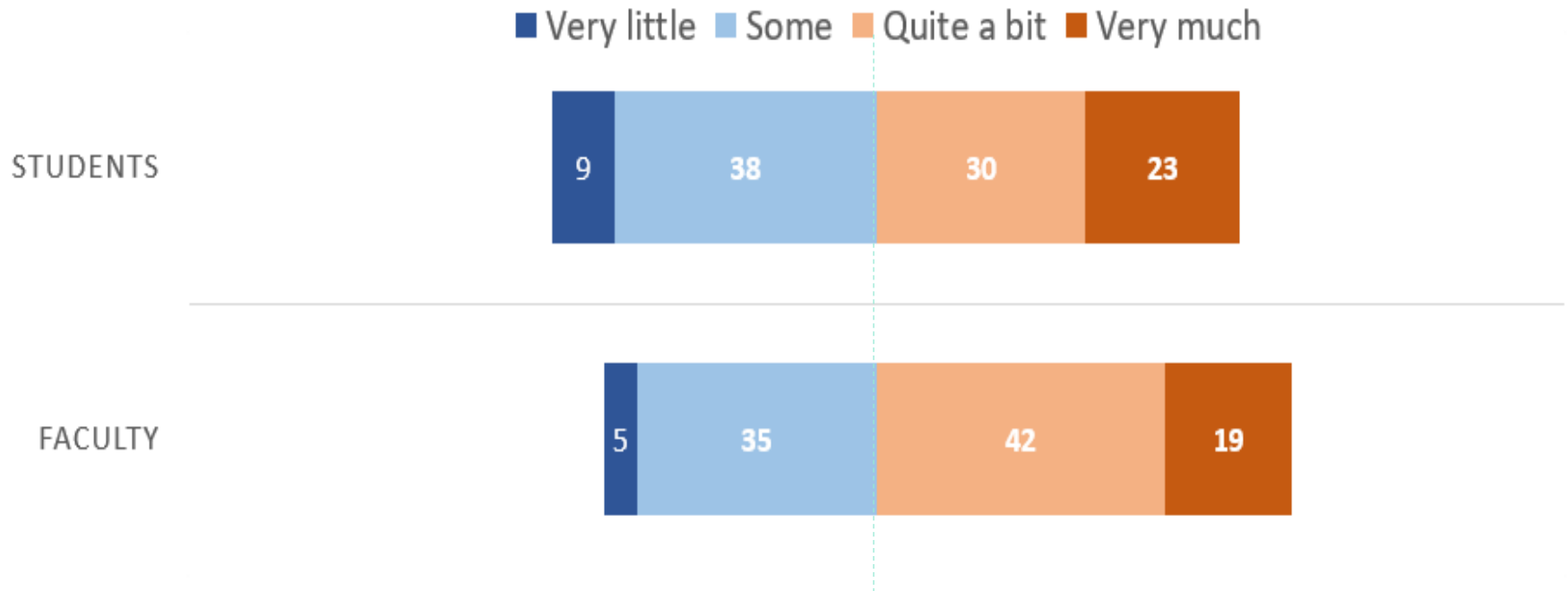
Faculty vs. Student Scales:

Never	Rarely	Sometimes	Often
Never	1 time	2-4 times	5 or more times

Comparing student and faculty perceptions concerning academic mindset

Self-Efficacy Questions

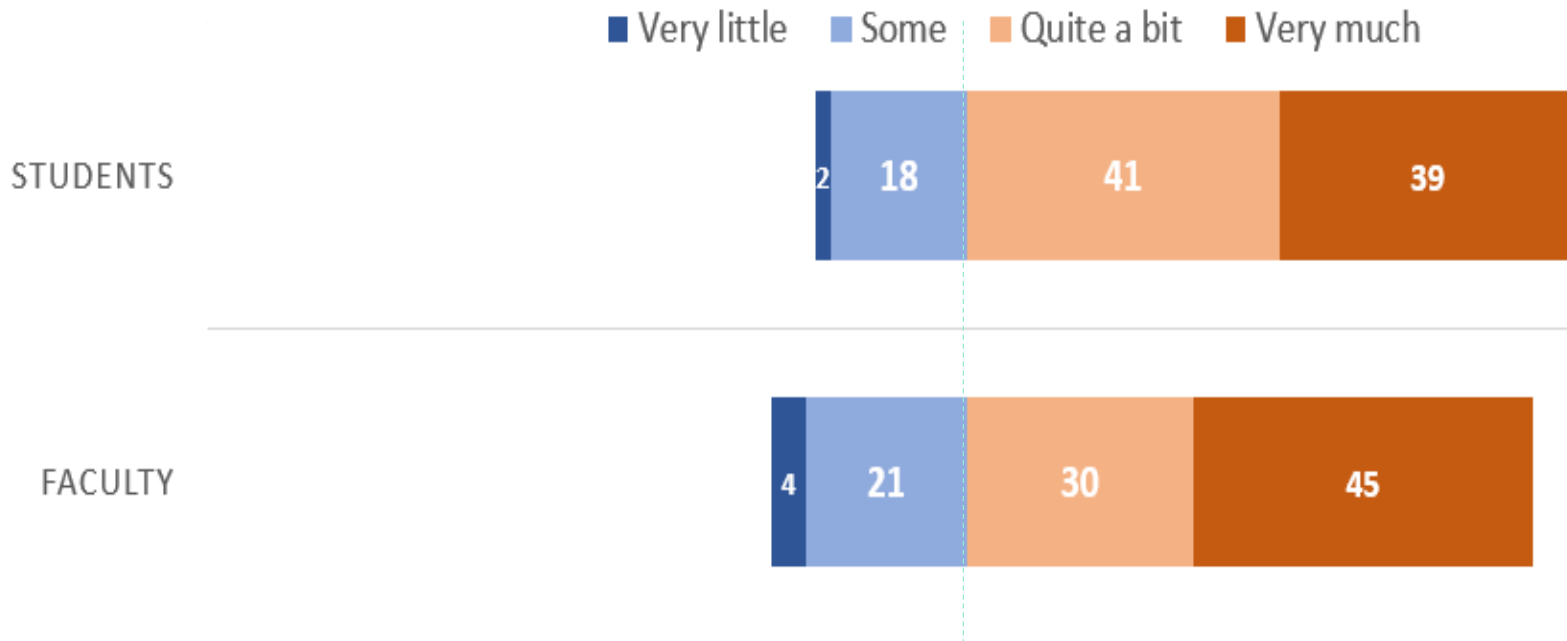
HOW OFTEN DO STUDENTS **WORK HARDER THAN THEY THOUGHT THEY COULD TO MEET INSTRUCTOR'S STANDARDS OR EXPECTATIONS?**



Comparing student and faculty perceptions concerning academic mindset

Self-Efficacy Questions

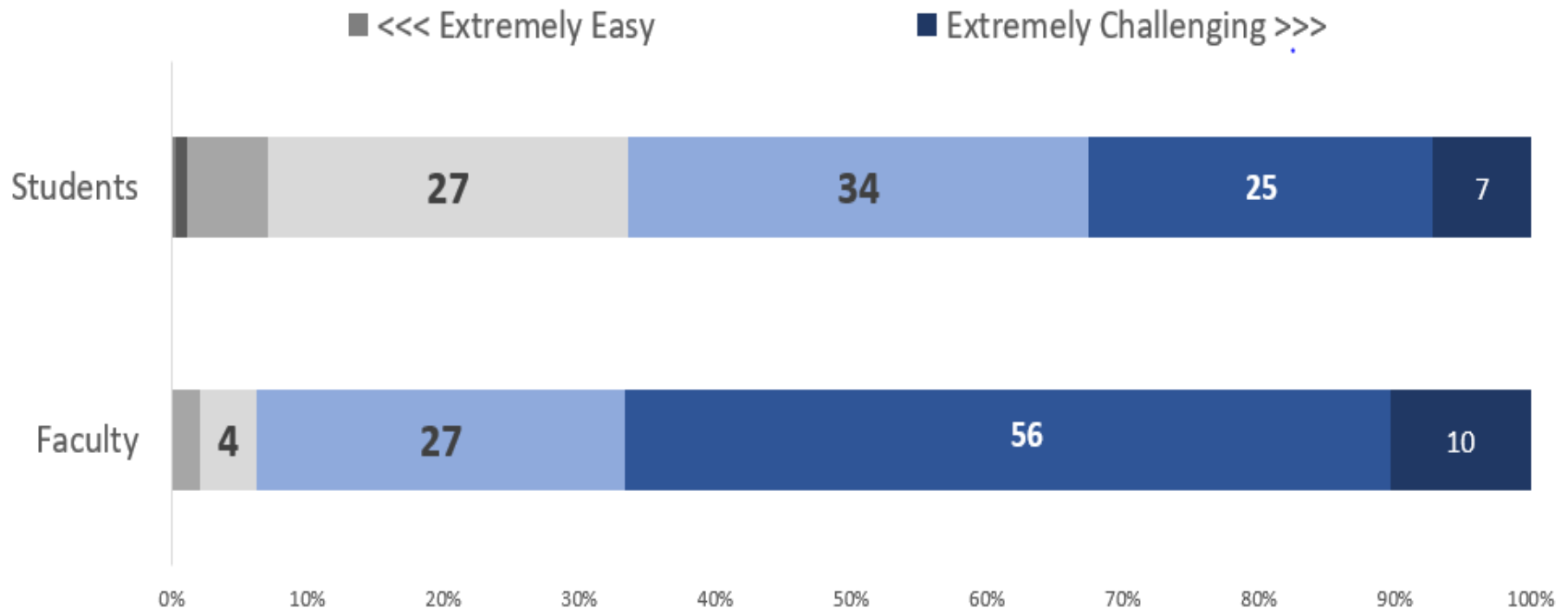
HOW MUCH DOES THIS COLLEGE EMPHASIZE ENCOURAGING STUDENTS TO SPEND SIGNIFICANT AMOUNT OF TIME STUDYING?



Comparing student and faculty perceptions concerning academic mindset

Self-Efficacy Questions

THE EXTENT TO WHICH YOUR EXAMINATIONS DURING THE CURRENT ACADEMIC YEAR HAVE CHALLENGED YOU TO DO YOUR **BEST WORK** AT AVC



Comparing student and faculty perceptions concerning academic mindset

Relevance of Academic Work Questions

HOW MUCH HAS YOUR EXPERIENCE AT THIS COLLEGE CONTRIBUTED TO YOUR KNOWLEDGE, SKILLS, AND PERSONAL DEVELOPMENT IN ACQUIRING **JOB- OR WORK-RELATED KNOWLEDGE AND SKILLS?**

■ Very little ■ Some ■ Quite a bit ■ Very much

STUDENTS



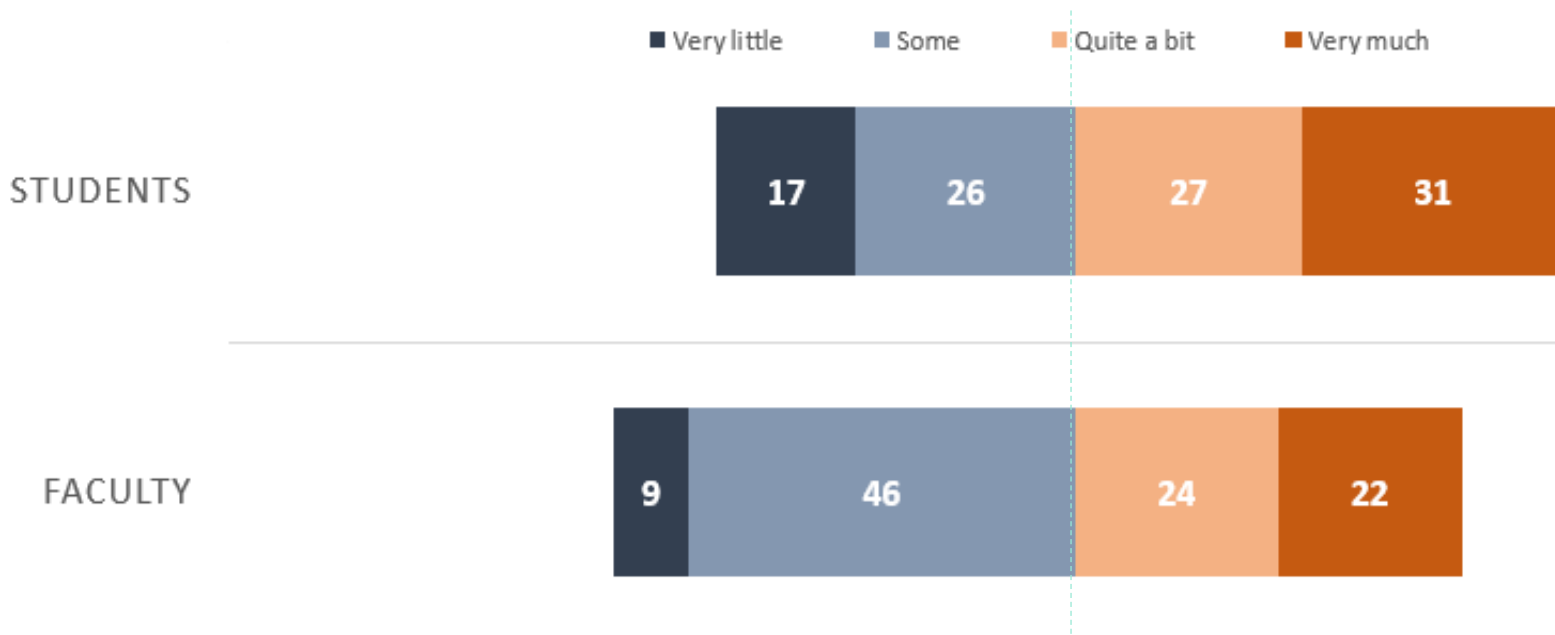
FACULTY



Comparing student and faculty perceptions concerning academic mindset

Relevance of Academic Work Questions

HOW MUCH HAS YOUR EXPERIENCE CONTRIBUTED TO STUDENTS' KNOWLEDGE, SKILLS, AND PERSONAL DEVELOPMENT IN DEVELOPING **CAREER GOALS?**

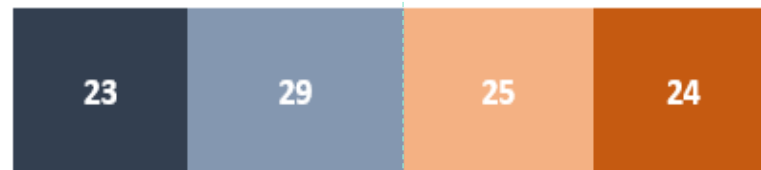


Relevance of Academic Work Questions

HOW MUCH HAS EXPERIENCE AT AVC CONTRIBUTED TO STUDENTS' KNOWLEDGE, SKILLS, AND PERSONAL DEVELOPMENT IN GAINING INFORMATION ABOUT **CAREER OPPORTUNITIES**?

■ Very little ■ Some ■ Quite a bit ■ Very much

STUDENTS



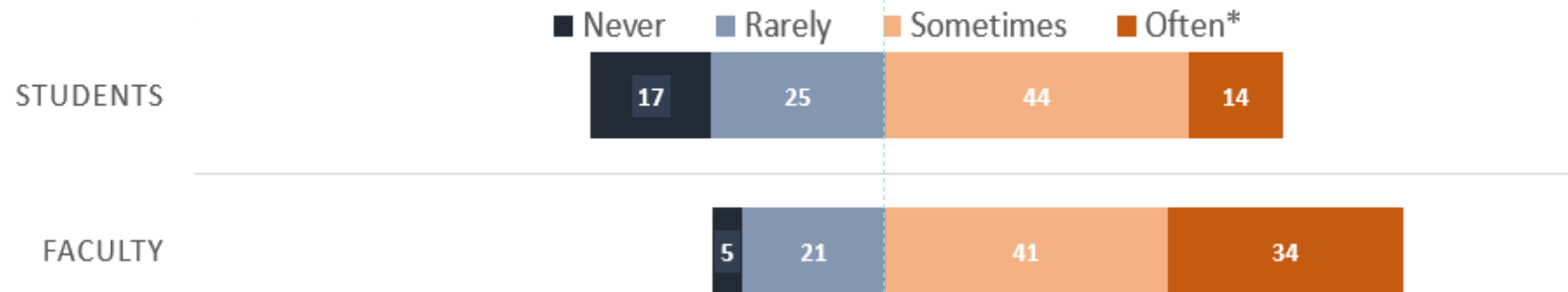
FACULTY



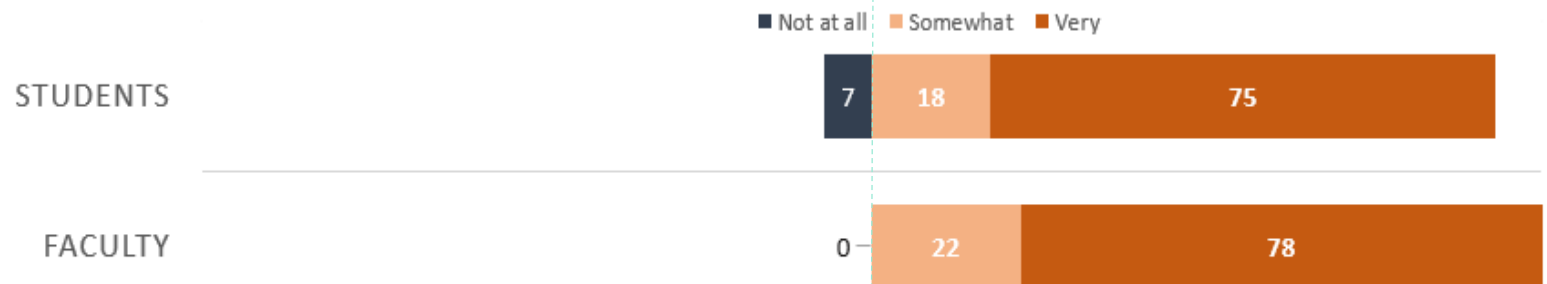
Comparing student and faculty perceptions concerning academic mindset

Relevance of Academic Work Questions

HOW OFTEN DO FACULTY REFER STUDENTS TO AND STUDENTS USE **ACADEMIC ADVISING/PLANNING?**



HOW IMPORTANT IS **ACADEMIC ADVISING/PLANNING** TO STUDENTS?

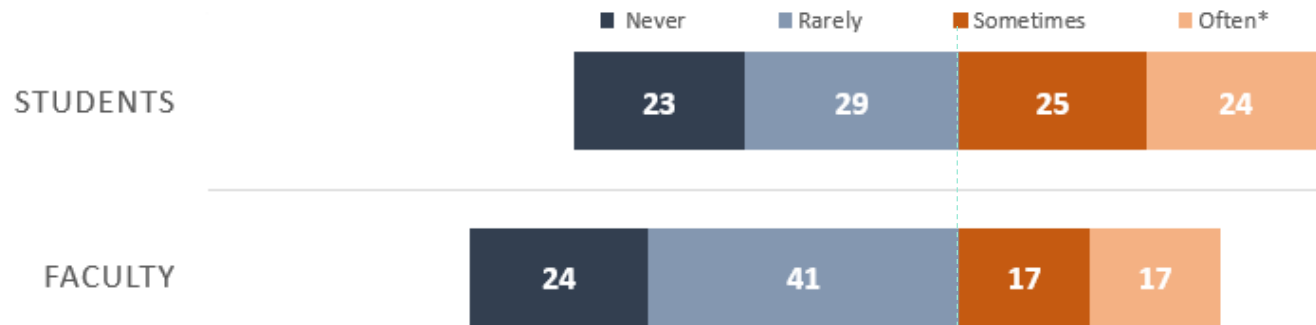


* Faculty vs. Student Scales:

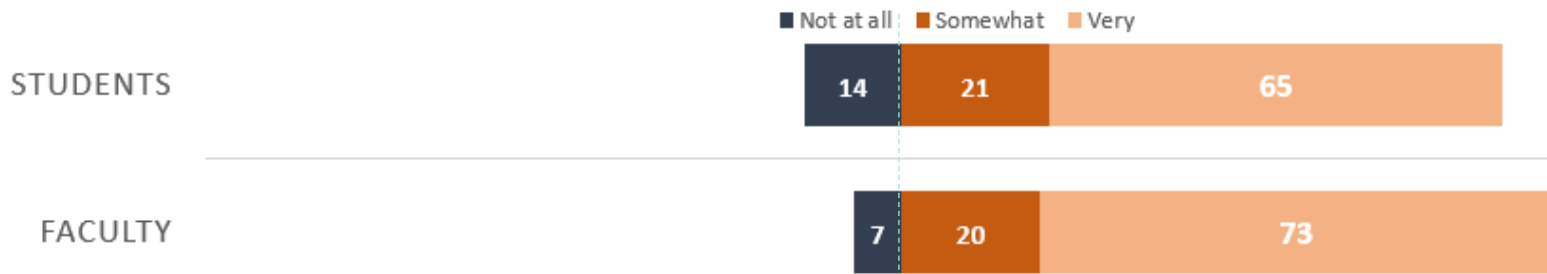
Never	Rarely	Sometimes	Often
Never	1 time	2-4 times	5 or more times

Relevance of Academic Work Questions

HOW OFTEN DO FACULTY REFER STUDENTS TO AND STUDENTS USE CAREER COUNSELING?



HOW IMPORTANT IS CAREER COUNSELING TO STUDENTS?



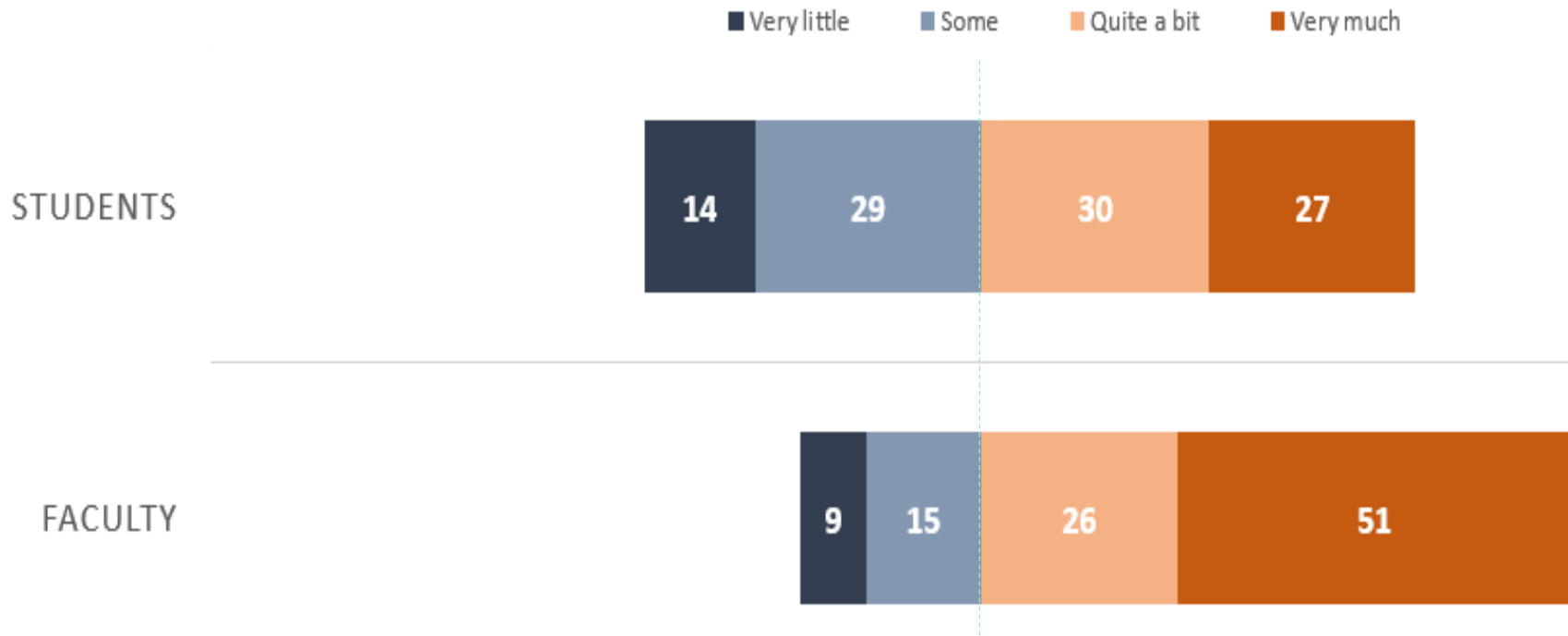
Faculty vs. Student Scales:

Never Rarely Sometimes Often
Never 1 time 2-4 times 5 or more times

Comparing student and faculty perceptions concerning academic mindset

Sense of Belonging Questions

HOW MUCH DOES THIS COLLEGE EMPHASIZE ENCOURAGING **CONTACT AMONG STUDENTS** FROM DIFFERENT ECONOMIC, SOCIAL, AND RACIAL OR ETHNIC BACKGROUNDS?



Comparing student and faculty perceptions concerning academic mindset

Sense of Belonging Questions

HOW MUCH HAS YOUR EXPERIENCE AT THIS COLLEGE CONTRIBUTED TO YOUR KNOWLEDGE, SKILLS, AND PERSONAL DEVELOPMENT IN **WORKING EFFECTIVELY WITH OTHERS?**

■ Very little ■ Some ■ Quite a bit ■ Very much

STUDENTS



FACULTY



Comparing student and faculty perceptions concerning academic mindset

Sense of Belonging Questions

HOW OFTEN DO FACULTY REFER STUDENTS TO AND STUDENTS USE
STUDENT ORGANIZATIONS

■ * Never ■ Rarely ■ Sometimes ■ Often*

STUDENTS



FACULTY



Faculty vs. Student Scales:

Never	Rarely	Sometimes	Often
Never	1 time	2-4 times	5 or more times

Efforts to promote academic mindset components on a broader scale at AVC:

- During our last collegewide Planning Retreat, the college has been seeking a better understanding of student needs and consideration of the student perspective “How do students define success?” ... “Why is student success defined so narrowly?” ... “What can I do to help make students successful?” ... “How can we be more resourceful for our students?” ... “Increase student autonomy - teach skills to prepare for college/life expectations.”
- From November 2019 SPC-BC meeting: AVC’s Mission needs to reflect moving students forward better and preparing them for a rapidly changing world.
- Campus conversations around academic mindset have been held during various committee meetings (Student Equity, Guided Pathways, etc.)
- Academic Mindset Student Focus Groups were held in October of 2019 and February 2020. There were plans for Faculty Focus Groups that were interrupted by COVID.

Student Focus Groups Discussion Topics/Outcomes

- To understand students' **perceptions** of their intelligence and their own learning.
- To understand the importance of **relationships** in student persistence and success.
- To understand how and to what extent students are exposed to academic **mindset** ideas in their courses at the college.

Academic Mindset Student Focus Group, October 2019
Growth vs. Fixed Mindset:

- “You can change the intellect you have if you humble yourself and try to learn.”
- “Some instructors can be detrimental to learning.”
- “Can change my intelligence in math a lot because I went from algebra to calculus and tutor now.”

Self-Efficacy:

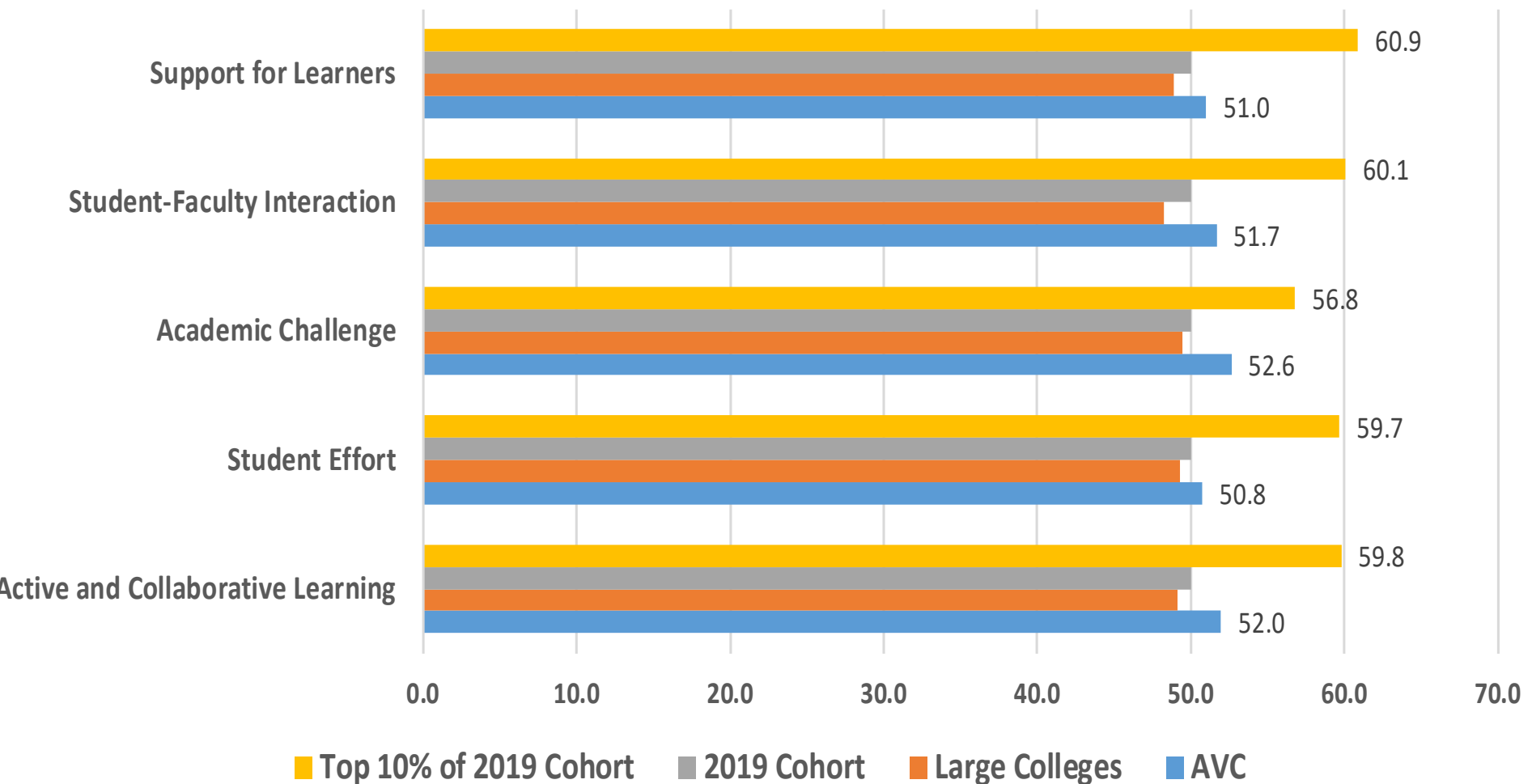
- “Academic mindset: motivation to complete your long-term goal...open-minded towards multiple pathways....confidence in what you're doing and completing classes. Mixed, some instructors encourage it, others not.”
- “Instructors changed my outlook regarding being smart and dumb....learned about academic mindset as passion, knowing where you want to get to - having a direction, sense of belonging without judgment, bias...support from mentor, friendships, others with drive, hard work, inspiration helped develop mindset...support available at college, if not at home.”
- “Yes, I didn't think could learn all of the material but became at peace with not being able to grasp everything-depends on instructor...they can ruin the excitement for you.”
- “I have test anxiety but I can study and learn it if I prepare, but I don't have time to finish them.”

Academic Mindset Student Focus Group, October 2019 cont.
Sense of Belonging:

- “Regarding significant relationships at college: “Yes, clubs, ASO, professors, mentors/friends in field, letters of recommendation.”
- “My professors became close friends in time; counselors - seem unfamiliar and unable to make bonds with.”
- “Getting misguided and misinformed with the counseling department.”
- “Getting counselors that truly know what they will be advising to students.”
- When first started at AVC: “Confused about ed plan, what to take, where do I need to go.”

CCSSE 2019 AVC - Key Findings

- While performing as well as the national or peer group average is reasonable initially, it is a better strategy for subsequent CCSSE administrations to aspire to meet and exceed high-performance targets.



Being more deliberate with everyday campus interactions or practices that strengthen academic mindset:

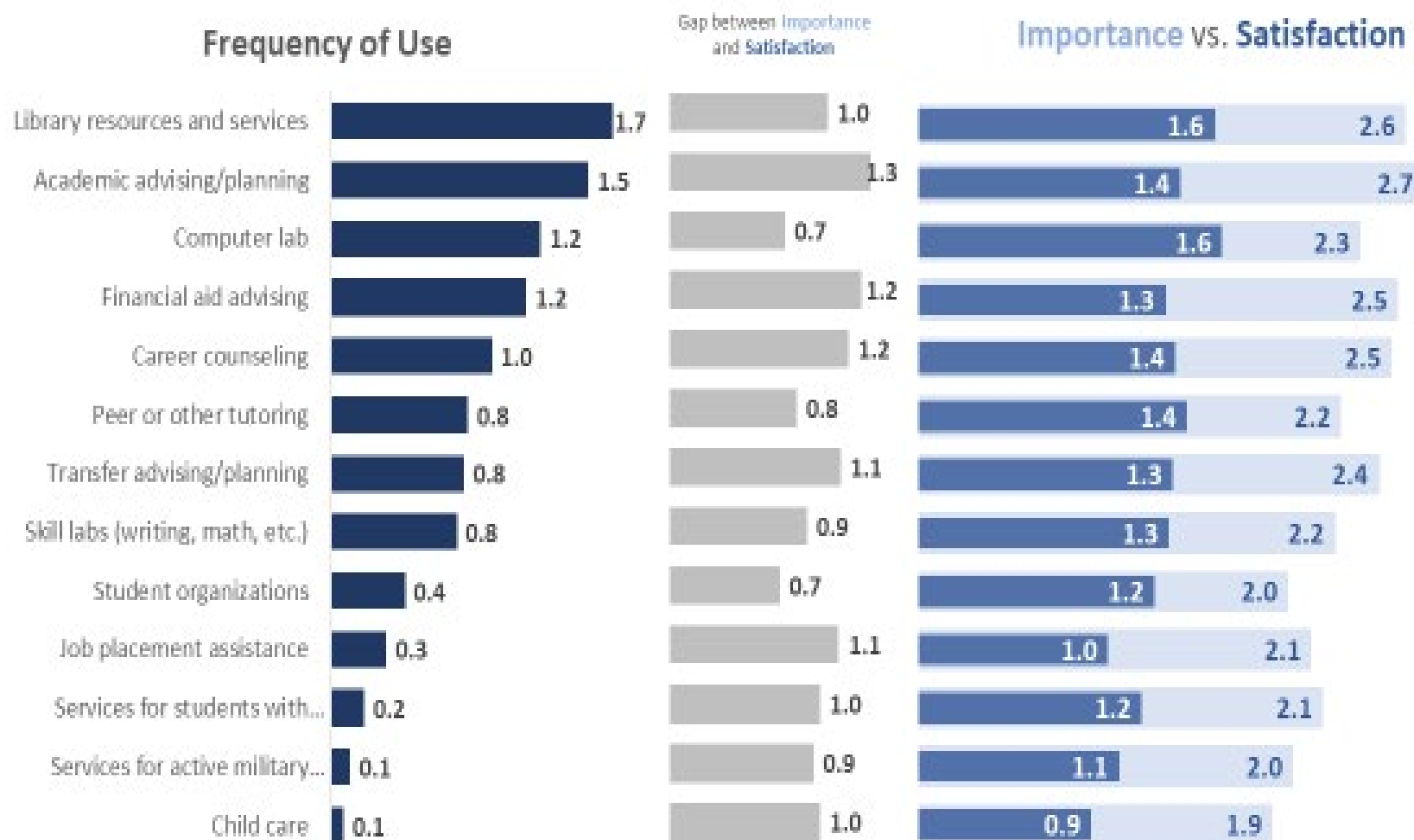
- Integration of initiatives as a goal for leadership (e.g. alignment of Guided Pathways and enrollment management for the student experience), increased communication and collaboration around these goals.
- Using CCSSE focus groups: Cleveland State faculty identified opportunities to help grow student mindsets and feel like they belong, e.g. helping students understand that failure is a path to improvement and not a dead end (Tuesday, 2019).
- Adapt Community College Student Success Factors Directed and Focused: Early Communication & Feedback - students could feel that they belong in school, and are in the right classes for moving forward, are motivated to succeed, and have the necessary skills for achieving their goals.

Integration of Student Success Principles into Campus Culture*

*Extracted from AVC Title V's grant application, based on literature review of best strategies

1. Personal Validation	Students are more likely to succeed when they feel personally significant—when they are recognized as individuals, feel that they matter to the college and that the college cares about their success.
2. Self-Efficacy, Grit, and Growth Mindset	Success is maximized when students believe: (a) they can influence or control their educational fate, (b) their intelligence isn't "fixed" but can be "grown," and (c) that positive academic outcomes are achieved through personal effort, perseverance, and resilience.
3. Finding Meaning and Purpose	Students are more likely to succeed when they find meaning or purpose in the undergraduate experience—when they appreciate the significance of their college education and make relevant connections between academic learning, their current life, and their future goals.
4. Active Involvement (Engagement)	Student success increases proportionately with the depth of student involvement in the learning process—i.e., the amount of time and energy that students invest in their college experience—both inside and outside the classroom.
5. Reflection	Student success is optimized when students reflect on their learning experiences, think deeply about them, and transform them into a form that connects with what they already know or have previously experienced.
6. Social Integration	Student success is facilitated by interpersonal interaction, collaboration, and formation of relationships between students and other members of the college community—peers, faculty, staff, administrators, and alumni.
7. Self-Awareness (Self-Knowledge)	Students' prospects for success increase when they gain self-insight into and remain mindful of their: (a) learning strategies, styles, and habits, (b) ways of thinking, and (c) personal talents, interests, and values.

Student Services: Frequency of Use, Satisfaction, Importance



What students say works best for their learning experience:

- Being patient and flexible;
- Encouraging group work inside and outside of the classroom to help each other in their learning process;
- Using active methods of teaching;
- Letting students improve their assignments (even re-do exams for fewer points);
- Giving enough time for exams and assignments;
- Teaching students about learning strategies;
- Having high expectations of students' success;
- Appreciating differences as strength;
- Making course content (and assignments) relevant to student lives;
- Encouraging students to ask questions and give **feedback**, taking their voices into consideration (example, 5-min papers);
- Being aware of resources and support available on campus.

Questions for discussions:

- How can we utilize these results to better understand student needs, promote campus conversations, and address college culture concerns?
- How can these data be used to support growth in academic mindset, greater self-efficacy, the relevance of the educational experience, and an increased sense of belonging for student both inside and outside of the classroom?
- What are you doing to foster an academic growth mindset in your classrooms?

Michael Jordan Video

<https://www.youtube.com/watch?v=9zSVu76AX3I&t=7s>



References

CCCSE (2019). *A mind at work: Maximizing the relationship between mindset and student success*. Austin, TX: University of Texas at Austin.

Dweck, C. (2015). Carol Dweck revisits the 'Growth Mindset'. *Education Week*, September 2015.

Canning, E. A., Muenks, K., Green, D. J., & Murphy, M. C. (2019). STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes. *Science advances*, 5(2), eaau4734.

Tuesday, H.V. (2019). Mindsets and success in community colleges. *Academics*, April 2019.

Phillips, B.C. & Horowitz, J.E. (2017). *Creating a data-informed culture in community colleges*. Cambridge, Massachusetts: Harvard Education Press.

Campbell, J., Theard, M. A., & Harrison, R. (2020). The growth mindset in medical education: A call for faculty development. *EClinicalMedicine*, 29-30, 100648.

<https://doi.org/10.1016/j.eclinm.2020.100648>

Mindset Assessment: <https://www.mindsetworks.com/assess/>