Hope and Mindset
Changing Institutional Culture to Improve Student Success

Presented by
Cindy Walker and Jim Fillpot

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?

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
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

<table>
<thead>
<tr>
<th>Year</th>
<th>High Hope</th>
<th>Average Hope</th>
<th>Low Hope</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>79.6</td>
<td>70.1</td>
<td>67.8</td>
</tr>
<tr>
<td>2012</td>
<td>70.9</td>
<td>67.4</td>
<td>62.4</td>
</tr>
<tr>
<td>2013</td>
<td>71.3</td>
<td>67.5</td>
<td>63.7</td>
</tr>
</tbody>
</table>

Effect Sizes (ES):
- High Hope: ES = .22
- Average Hope: ES = .20
- Low Hope: ES = .21

**Fall-to-Spring Persistence Rate**

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Hope</strong></td>
<td>86.0</td>
<td>78.1</td>
<td>75.8</td>
</tr>
<tr>
<td><strong>Average Hope</strong></td>
<td>79.6</td>
<td>78.6</td>
<td>75.1</td>
</tr>
<tr>
<td><strong>Low Hope</strong></td>
<td>78.1</td>
<td>79.2</td>
<td>75.8</td>
</tr>
</tbody>
</table>

ES = .25
Unit Attainment – 12+ Units

High Hope

Average Hope

Low Hope

ES = .29
Unit Attainment – 30+ Units

- High Hope: ES = .25
- Average Hope
- Low Hope

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<tr>
<th>Year</th>
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<th>2012</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>High Hope</td>
<td>52.0</td>
<td>38.9</td>
<td>3.5</td>
</tr>
<tr>
<td>Average Hope</td>
<td>42.5</td>
<td>34.6</td>
<td>1.8</td>
</tr>
<tr>
<td>Low Hope</td>
<td>42.3</td>
<td>27.0</td>
<td>0.6</td>
</tr>
</tbody>
</table>

Unit Attainment – 30+ Units
Unit Attainment – 45+ Units

High Hope

Average Hope

Low Hope

ES = .20

ES = .21

ES = .24

2011

2012
Basic Skills Attainment - Math

High Hope
- 2011: 30.0
- 2012: 19.6
- 2013: 11.2

Average Hope
- 2011: 23.5
- 2012: 19.7
- 2013: 11.4

Low Hope
- 2011: 16.5
- 2012: 11.8
- 2013: 9.6

Effect Size (ES) for each group:
- High Hope: .45
- Average Hope: .36

Legend:
- 2011
- 2012
- 2013
Basic Skills Attainment – English & Math

![Bar chart showing Basic Skills Attainment for High Hope, Average Hope, and Low Hope groups across 2011, 2012, and 2013. The chart indicates a consistent increase in scores with an ES value of .22.]

ES = .22
Transfer Course Completion - English

High Hope
Average Hope
Low Hope

ES = .28
ES = .49
ES = .25
ES = .21
ES = .22
ES = .32
Transfer Course Completion - Math

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<th>Low Hope</th>
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<tr>
<td>2011</td>
<td>23.0</td>
<td>18.5</td>
<td>15.3</td>
</tr>
<tr>
<td>2012</td>
<td>13.6</td>
<td>13.2</td>
<td>11.7</td>
</tr>
<tr>
<td>2013</td>
<td>4.6</td>
<td>4.4</td>
<td>3.4</td>
</tr>
</tbody>
</table>

ES = .20
Transfer Course Completion – English & Math

High Hope
- 2011: 23.0
- 2012: 11.0
- 2013: 1.9

Average Hope
- 2011: 15.5
- 2012: 10.8
- 2013: 1.5

Low Hope
- 2011: 12.9
- 2012: 7.6
- 2013: 0.6

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
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.
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:**

Handout created by Cindy Walker, 2012
Responding to Obstacles

Reframe
Responding to Obstacles

Plan

Strategize
Responding to Obstacles

Take action

Accept
Enlist social support
### Changing Mindsets/Hope – Strategies

<table>
<thead>
<tr>
<th><strong>My Hope/Mindset</strong></th>
<th><strong>Classmates/Co-workers/Friends</strong></th>
<th><strong>Becoming a Hopeful Leader</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learn to hear your low hope/fixed mindset scripts and reframe them in high hope/growth mindset ways.</td>
<td>• Be available and be an empathetic listener – redirect low hope/fixed mindset statements and attitudes towards high hope/growth mindset thinking.</td>
<td>• Frame feedback and direction in constructive/positive ways and make it specific</td>
</tr>
<tr>
<td>• Demonstrate belief in your own capabilities</td>
<td>• Model a high hope/growth mindset to others when starting projects, tasks, etc.</td>
<td>• Find ways to praise and reward others for using appropriate strategies, processes, effort, and attitudes</td>
</tr>
<tr>
<td>• Reflect on how you’ve overcome past obstacles</td>
<td>• Set challenging goals together</td>
<td>• Coach others through the thinking process necessary to accomplish the task</td>
</tr>
<tr>
<td>• Become aware of and develop your strengths</td>
<td>• Anticipate potential obstacles and plan pathways to overcome those potential obstacles together</td>
<td>• Demonstrate your belief in other people’s capabilities to complete tasks and achieve goals</td>
</tr>
<tr>
<td>• Take on new challenges with a growth mindset</td>
<td>• Share how you have overcome obstacles in an area the other person is struggling with</td>
<td>• Other:</td>
</tr>
<tr>
<td>• Receive feedback thoughtfully</td>
<td>• Help others recall past experiences where they have overcome obstacles</td>
<td>• Other:</td>
</tr>
<tr>
<td>• Learn from mistakes/failures and find ways to make them opportunities for growth</td>
<td>• Other:</td>
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<tr>
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## 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.