Performance Outcomes of First-Time, No-Prior College Experience Students by Self-Reported Student Hope Levels

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Why Non-Cognitive Factors?

- Timeliness
- Research regarding the influence of non-cognitive factors on behavior and thinking
- “Actionable”
- Ability to impact the institutional culture
- Addressing cognitive factors wasn’t enough
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
Hope is NOT...

I Wish...
Hope is...

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
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

**Number of Students Assessed**

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**Hope Scale Total Score**

- **Low Hope**
- **Average Hope**
- **High Hope**
Hope Group Differences by Student Characteristics

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

- Examined Hope Group Membership by:
  - First Generation Status
  - Primary Language
  - Parent Education Level
  - High School GPA
  - Years of High School English
  - Years of High School Math
Observed Hope Group Differences by Student Demographic Characteristics

- Only observed statistically significant difference by H.S. GPA

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

More likely to be low hope:
  - Asian 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: 2011 - 79.6, 2012 - 70.9, 2013 - 71.3

Effect Sizes (ES):
- High Hope: ES = .22
- Average Hope: ES = .20
- Low Hope: ES = .21
Fall-to-Spring-to-Fall Persistence Rate

ES = .22
ES = .23
ES = .28
ES = .29

High Hope
Average Hope
Low Hope

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

ES = .25
ES = .31
ES = .43

High Hope | Average Hope | Low Hope
61.0     | 51.6        | 52.9
62.2     | 51.0        | 46.8
Unit Attainment – 24+ Units

High Hope
- 2011: 55.0
- 2012: 48.3
- 2013: 16.3
ES = .24

Average Hope
- 2011: 47.2
- 2012: 44.2
- 2013: 10.7
ES = .32

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

Colors: Blue, Green, Orange
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

ES = .20

Legend:
- Blue: 2011
- Green: 2012
- Orange: 2013
Changing the Institutional Culture

Hiring Process

Train All Employee Groups
Changing the Institutional Culture

Integrated Planning Model
Policies & Procedures
Materials
Changing the Institutional Culture

Embed 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.
# 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. |
Next Steps

- Expand Upon Preliminary Research
- Role of Non-Cognitive Factors in Placement
- Guiding Students to Non-Instructional and Student Service Support Programs
- Non-Cognitive Factors as Predictors of Success (e.g., Distance Learning)
Next Steps

- Direct Messaging to Students at Key Momentum Points
- Post Assessment at Key Momentum/Completion Points
- Replicate Process With Core Competencies to Address ILOs, Accreditation Standard I.B.6
QUESTIONS?