

Welcome! As you come in please engage in the following activities

1. Please find a spot at a table that is representative of your institution type:
 - ▶ 4 year Public or Private College/University
 - ▶ Community College
2. Use one of the markers at your table and walk over to one of the post-its located on the walls. Write an answer to the following question:
What do you hope to gain from this session?
3. When you return to your table, please answer the questions that are printed on the handout. You will have an opportunity to share your answers later on in the presentation

GROWTH MINDSET: SETTING STUDENTS UP FOR SUCCESS

UNIVERSITY OF NORTHERN IOWA

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AGENDA

- ▶ Who we are and what our goals were in creating a system for student success
- ▶ The systems that we had to work with
- ▶ What is a Growth Mindset?
- ▶ What were our challenges
- ▶ What have been our outcomes
- ▶ What we hope you will gain from this presentation today

Workshop Goals and Objectives

- ▶ Share our experience on integrating classroom instruction, advising, and support services to empower students
- ▶ Help you identify resources:
 - ▶ Personal
 - ▶ Institutional
- ▶ Provide strategies to begin the process of creating pathways to empower students to function with a growth mindset
- ▶ Empower and encourage you to accept the challenge to create the pathway(s) you believe will benefit students

What Was and Still is the Current System?

- ▶ Lack of resources
- ▶ Lack of understanding that collaborating and change is needful for student success
- ▶ Changing demographics of students
 - ▶ more with college credit but not college experience
 - ▶ students with disabilities
 - ▶ first generation
- ▶ Heavy workload
- ▶ Specialization

What did we want to change?

- ▶ Raquel
 - ▶ To change the “I can’t” to “Why not?” in students
 - ▶ Instill in my area the importance in investing resources and success pathways for students
- ▶ Kathy
 - ▶ Have students think beyond their immediate moment and claim ownership of their education.
- ▶ Latricia
 - ▶ Students to develop the skills needed to be successful in math and science
 - ▶ Empower students to hold the institution accountable

The Big Questions

- ▶ If you could change **ONE** thing to improve student success, what would that be?
- ▶ What are the challenges?
- ▶ Share one challenge with your colleagues and ask them to provide one suggestion to overcome this challenge.

Our Own Challenges

- ▶ Our Mindset
 - ▶ Idea of resources
 - ▶ Systems thinking
 - ▶ Fear of failure
- ▶ “I’ve (We’ve) tried this before.”
- ▶ Burn-Out/Frustration
- ▶ Silo Phenomena
- ▶ Locus of Control

Fixed Mindset

Intelligence is static

Leads to a desire to look smart
and therefore a tendency to ...

People who hold a Fixed Mindset believe that "we are the way we are", but that does not mean that they have less desire than anyone else for a positive self-image. So of course they want to perform well, and appear to be smart.

... avoid challenges

A challenge, by definition, is hard and success is not assured. So rather than risk failing and negatively impacting their self-image, Fixed Mindset individuals will often avoid challenges and stick to what they already know they can do well.

... give up easily when faced with obstacles

This same thinking applies to obstacles. The difference is that challenges are things that they can decide whether to face while obstacles are external forces that get in their way.

... see effort as fruitless or worse

Fixed Mindset individuals ask themselves, "What's the point of working hard and making efforts if afterwards I might still be on square one?" Their worldview tells them that effort is an unpleasant thing that does not really pay dividends, and so the smart thing to do is for them to avoid it as much as possible.

... ignore criticism or useful negative feedback

The Fixed Mindset logically leads people to believe that any criticism of their capabilities is criticism of them as a person. Useful negative feedback is ignored, in the best of cases, and taken as an insult the rest of the time. This usually discourages people who are around a Fixed Mindset individual and, after a while, they stop giving any negative feedback. This further isolates that person from external influences that could generate some change.

... feel threatened by the success of others

Fixed Mindset individuals see the success of others as benchmarks against which they will look bad. When others succeed, they will try to convince themselves, and the people around them, that the success was due to either luck (because almost everything is due to luck in the Fixed Mindset world), or to objectionable actions. They may try to tarnish the success of others by bringing up things completely unrelated. ("Yes, but did you know about her ...").

All this confirms a deterministic view of the world.

As a result, they may plateau early and
achieve less than their full potential.

Fixed mindset individuals do not reach their fullest potential and their beliefs feed on themselves, forming negative feedback loops. They don't change or improve much of the time, if ever, and so for them this confirms that "we are the way we are".

Growth Mindset

Intelligence can be developed

Leads to a desire to learn
and therefore a tendency to ...

If you hold a Growth Mindset, you believe that intelligence can be developed, that the brain can be grown and strengthened, like a muscle that can be trained. This leads to your desire to improve.

... embrace challenges

And how do you improve?
First you embrace challenges because you know you'll come out stronger on the other side.

... persist in the face of setbacks

Similarly, obstacles or external setbacks do not discourage you. Your self image is not tied to your success or how you will look to others. Failure is an opportunity to learn and so, whatever happens, you will win.

... see effort as the path to mastery

As a Growth Mindset individual, you see effort as necessary to grow and master useful skills and knowledge; you do not view effort as something useless or to be avoided. You are not turned away by fears that you might make an attempt, or even work hard, and that failure is possible.

... learn from criticism

Criticism and negative feedback are sources of information. That doesn't mean that all criticism is worth integrating or that nothing is ever to be taken personally. As a Growth Mindset individual, you know that you can continue change and improve, so negative feedback is not perceived as being directly about you as a person but rather about the current state of your abilities.

... find lessons and inspiration in the success of others

You see the success of others as sources of inspiration, information opportunities to learn. Growth mindset individuals do not view success as a competitive, zero-sum game with others.

As a result, you reach ever-higher
levels of achievement.

All this gives you a greater sense of free will.

As a Growth Mindset individual, you note your improvements and this creates positive feedback loops that encourage you to continue learning and improving.

Most people do not have a 100% Growth Mindset or a 100% Fixed Mindset; most of us have some of both. The good news is that it is possible to change your worldview from Fixed Mindset to Growth Mindset.

Carol Dweck's research indicates that both children and adults can be taught to change their mindsets.

What Did We Have to Work With?

- ▶ Raquel's Resources
 - ▶ Connection made as a student to campus community: understanding the navigation of the college culture and importance of resources
 - ▶ Professional experience-understanding of how various departments work and how they all play a part in a student achieving academic success
- ▶ Kathy's Resources
 - ▶ Assessment
 - ▶ Knowledge of campus resources
 - ▶ Student development theory
- ▶ Latricia's Resources
 - ▶ Faculty relationships
 - ▶ Background in developmental education
 - ▶ Experience in the community college
 - ▶ Experience preparing students for STEM majors

Our Experiences

- ▶ Raquel's Story
 - ▶ Student experience: Latina/transfer/out-of-state/urban/dual-language/low-socio-economic
 - ▶ Professional experience: work with under-represented groups- Latinos/Blacks/First-Generation/undocumented/transfer's: recruitment, retention, advising, working with systems that embrace "do more with less" approach.
- ▶ Kathy's Story
 - ▶ LI/FG student (5 years to complete degree)
 - ▶ Advisor for LI/FG, under-represented athletes
 - ▶ Strategies for Academic Success Course
 - ▶ Mentoring first-year students
 - ▶ Jump Start Program
- ▶ Latricia's Story
 - ▶ Student experience
 - ▶ Professional experience: teaching, recruiting and retaining students in STEM
 - ▶ Departmental coordination

Intersectionality: Similar but Different



How Do You Get Started?



What did we want to change?

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TOOLS

- StrengthsQuest
- Appreciative Advising
- Strategies for Academic Success Course
- Midterms
- Registration
- CSI



TEAMWORK

- Academic Advising
- Financial Aid
- Counseling Center
- Office of Disability Services
- Department of Residence
- Orientation
- Office of the Registrar



EMPOWERMENT

- Intersectionality
- Advising
- Collaboration
- Decision Making
- Mentoring
- Validation of the student's experience
- Accountability
- Goal Setting

The Big Question

If you could change **ONE** thing to improve student success, what would that be?

Creating Your Pathway

- ▶ What is one thing you can go back to your institution and begin doing to improve an existing pathway or create a new pathway to success for students?
- ▶ What do you visualize are the steps in the pathway? What aspects are within your locus of control?
- ▶ For each step in the pathway, who are the people you need to have conversations with? Collaborate with?
- ▶ For each step in the pathway, what resources do you already have? What resources do you need? What are potential challenges? How can you overcome these challenges?
- ▶ How will the pathway lead to student success i.e. what is your desired outcome for creating/improving this pathway?

Time to Share

We would like one volunteer from each institution type to share their pathway to student success:

- ▶ Community College
- ▶ 4 year Public College/University
- ▶ 4 year or Private College/University

The background features abstract, overlapping geometric shapes in various shades of purple, ranging from light lavender to deep, dark purple. These shapes are primarily located on the right side of the frame, creating a modern, layered effect.

What Were Our Results?

Impact for Students

- ▶ Raquel:
 - ▶ Creating a sense of community, of investment
 - ▶ Sense of empowerment
 - ▶ Increased collaboration, increased resources
- ▶ Kathy:
 - ▶ graduation rate
- ▶ Latricia
 - ▶ CHAS providing funding for SI and science tutors
 - ▶ Successful LSAMP Grant
 - ▶ Faculty collaboration to reduce DFIW rate in math/science courses
 - ▶ Increase communication on what resources are available, how to use those resources, and how to improve pathways for student success

Personal/Professional Impact

- ▶ Grit-courage and resolve; strength of character
- ▶ Discoveries:
 - ▶ Education is complex
 - ▶ Education is multifaceted
 - ▶ The system changes without informing you
 - ▶ Students are not clones
 - ▶ You can learn from the students
- ▶ Willingness to interrogate reality
- ▶ Work with compassion (Don't be afraid to make sacrifices.)
- ▶ Seek to understand not to be understood

Institutional Impact (Interrogation of Reality)

- ▶ The system is slow to change; however, individuals can make changes that have big impact within their sphere of control.
 - ▶ Math and science faculty
 - ▶ Department of Mathematics
 - ▶ Department of Chemistry and Biochemistry
- ▶ Understand that new ideas are hard and threatening to a system that has never seen a reason to try something different. Be true to yourself and the perspectives that you bring to the table, but realize that it will take time for those perspectives to be processed.
 - ▶ Increase in collaboration with other departments
 - ▶ Change in intake process for ALL students
 - ▶ TEAM mentality
- ▶ Recognize that the impact within your sphere may take years to impact the institution, but keep the data; stay the course.
 - ▶ Strategies for Academic Success Course
 - ▶ Praxis Core Committee

In Closing

- ▶ Our goals and objectives today were to:
 - ▶ Share our experience on integrating classroom instruction, advising, and support services to empower students
 - ▶ Help you identify resources:
 - ▶ Personally
 - ▶ Institutional
 - ▶ Provide strategies to begin the process of creating pathways to empower students to function with a growth mindset
 - ▶ Empower you and encourage you to accept the challenge to create the pathway(s) you believe will benefit students

REMEMBER TO. . .



Questions and Answers

Thank You!

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