# Data Point

**An item of factual information derived from measurement or research**

St. Philip's College

October 2021

## CCSSE: Community College Survey of Student Engagement: Relationship between Mindset and Student Success

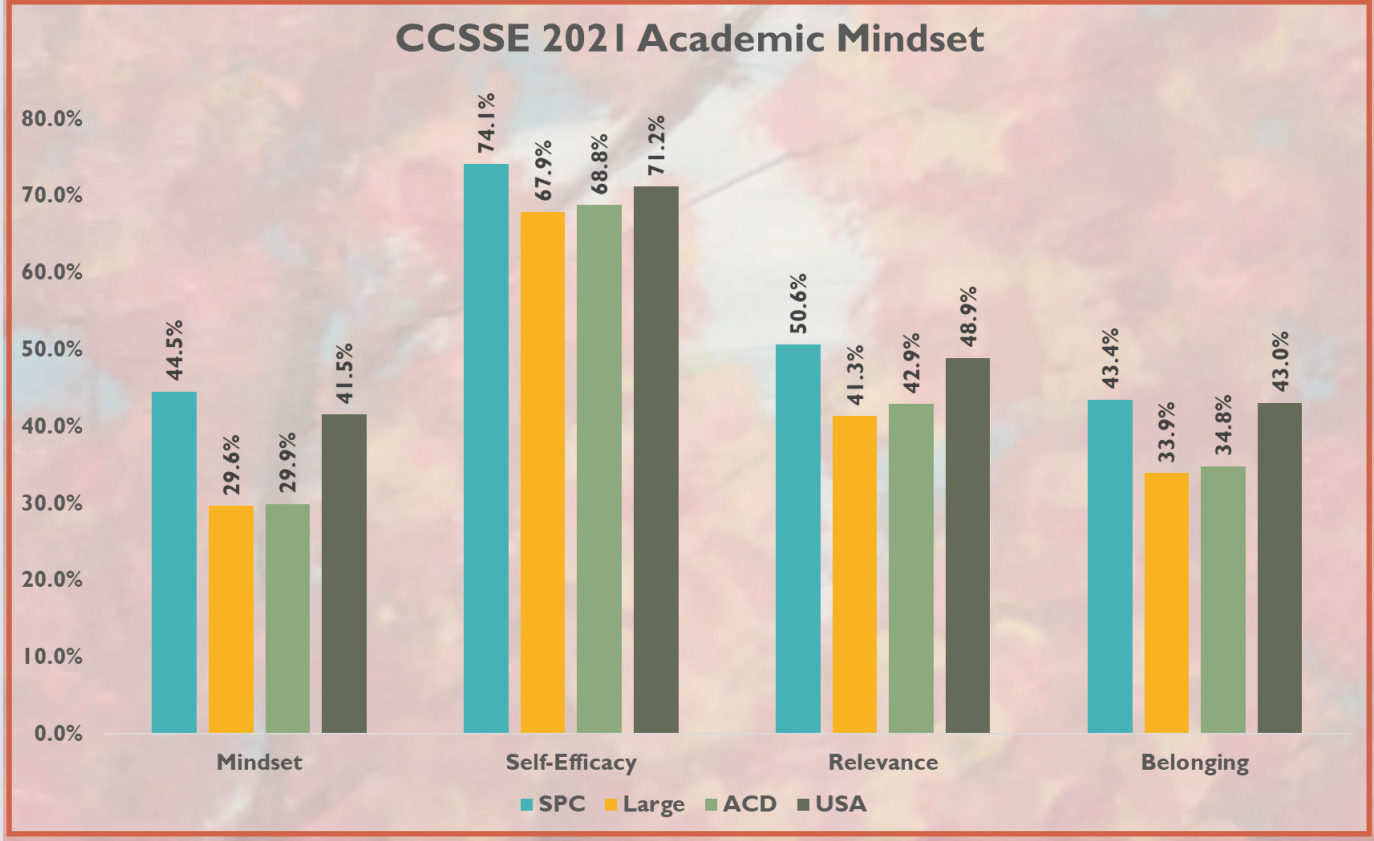


*Figure 58-1* 2021 CCSSE survey benchmark results by peer groups (Large Colleges, Alamo Colleges, and 2021 USA Cohort)
Source: CCSSE 2019 Benchmark Scores Report—Main Survey

Derived from the Academic Mindset study conducted by the Center for Community College Student Engagement (CCCSE) during the 2018 CCSSE Cohort, *Figure 58-1* (above) indicates the overall academic mindset of SPC students compared to peer groups including large colleges, Alamo Colleges District (ACD), and the 2021 national cohort (USA). As depicted, SPC students self-reporting demonstrates higher scores on all 4 components determined by the Center to indicate overall academic mindset—an integral part of student success that is comprised of a growth mindset, self-efficacy, the relevance of the academic experience, and student's sense of belonging. These components are defined below.

| For Conversations About | See CCSSE Items | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Growth vs. fixed mindset | 12d | 12e | 17 | | | | | |
| Self-efficacy | 4o | 7 | 9a | | | | | |
| Relevance of academic experience | 8a | 11a | 11h | 11i | 12a | 12b | 20 | |
| Sense of belonging | 9c | 9e | 11f | 12i | 14 | 15 | 16 | 21 |

### 4 Components of Academic Mindset

**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.

## Center for Community College Student Engagement

## Student Success Strategies to Build/Support an Academic Mindset

### To help students develop a **growth mindset**, colleges can:

Teach students the research behind growth mindset in student success courses and tutoring sessions.

Help students connect all coursework, particularly math coursework, to their interests and long-term goals.

When a student experiences a setback, such as a poor test grade, frame the conversation around strategies for improvement rather than the student's abilities or attributes.

Provide professional development to faculty and staff so they can incorporate discussions of mindset in their courses, advising sessions, and other interactions with students.

Encourage faculty to provide students with detailed feedback on projects and give them opportunities to revise their work.

Encourage faculty to structure their assessments and grading system to focus on mastery of content by the end of the course.

### To help ensure that students understand the **relevance of their academic experience**, colleges can:

Require advising, including making an academic plan, for all students.

Introduce first-year experiences that help students explore career fields and make informed choices about their majors.

Require applied learning experiences as part of every major.

Align requirements, such as math requirements, to students' programs of study.

Encourage faculty to help students understand why their course is relevant to the students' program of study. The reason for taking a class should not be "because it is a core requirement."

### To help students develop **self-efficacy**, colleges can:

Set clear expectations. At the outset of each course, faculty members can specify expectations for coursework, noting that some of the work is challenging but they are confident that the students can learn it. Current research about mindset can provide a framework for that discussion.

Help students process setbacks. When students hit an obstacle, such as a bad grade on a test, teach them to understand that stumbling is part of learning. In addition, encourage students to attribute setbacks to temporary causes, such as a transition to a new learning environment or a need for more academic support, rather than a permanent inability to learn.

Encourage faculty, staff members, and other students to share examples of their own learning process, including facing challenges, making mistakes, and learning from them. At the University of Michigan, students in introductory physics learn from the students who preceded them. They receive testimonials from past students that highlight how new approaches to study habits can lead to better performance.

Introduce and regularly review the concept of a productive mindset. This conversation can happen wherever students are learning new or challenging content (classes, tutoring sessions, and so on), during advising, and during discussions of test-taking skills.

Include low-stakes assessments, such as weekly quizzes or writing assignments, throughout the term rather than basing course grades on only midterms and finals.

### To help students develop a **sense of belonging**, colleges can:

Require orientation and use it to welcome students to the college community.

Place students in cohorts whenever possible, e.g., through learning communities or block scheduling.

Require faculty members to learn all of their students' names. And during the first meeting of every course, have students introduce themselves and encourage students to learn one another's names.

Require group projects in all classes.

Create gathering areas with comfortable seating.

Require faculty members to meet with each of their students at least once a semester.


ALAMO COLLEGES DISTRICT
St. Philip's College

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