

# Resilience: A Factor in First-Year Student Success



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As a result of this presentation, participants will be able to:

- Discuss the need to cultivate resiliency in students within the first year
- Define resiliency and describe its uses
- Indicate practices that contribute to a resilient community
- Describe strategies that could be employed at their home institutions to cultivate resiliency in their students



# Today's First-Year Students

Frequently or occasionally studied with other students 89.0%

Frequently or occasionally performed volunteer work 88.3%

Considered helping others who are in difficulty as “essential” or “very important” 72.2%

(Eagan et al., 2014)

# Today's First-Year Students

2010

2014

29.1%

Frequently “felt overwhelmed  
by all I had to do”

34.6%

6.6%

Frequently “felt depressed”

9.5%

(Pryor et al., 2010; Eagan et al., 2014)

# Today's First-Year Students

2010

**51.9%**

Emotional health is in the  
“highest 10%” or “above  
average” compared to peers

2014

**50.7%**

(Pryor et al., 2010; Eagan et al., 2014)

# Today's First-Year Students

2010

2014

66.4%

Expect a “very good chance”  
they will “make at least a ‘B’  
average”

67.8%

(Pryor et al., 2010; Eagan et al., 2014)



# Today's First-Year Students

- Higher expectations for themselves and their abilities
- Lower self-reported abilities to cope

# What is Resilience?

# RESILIENCE

the ability to  
persevere and adapt  
when  
things go awry

(Reivich and Shatté, 2002)

# Four Uses of Resiliency

Overcome

Steer Through

Bounce Back

Reach Out

(Reivich and Shatté, 2002)

# Mindsets

# TWO MINDSETS

CAROL S. DWECK, Ph.D.

Graphic by Nigel Holmes

**Fixed Mindset**  
Intelligence is static



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

## CHALLENGES

...avoid challenges



## OBSTACLES

...give up easily



## EFFORT

...see effort as fruitless or worse



## CRITICISM

...ignore useful negative feedback



## SUCCESS OF OTHERS

...feel threatened by the success of others



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

All this confirms a **deterministic view of the world.**

**Growth Mindset**  
Intelligence can be developed



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

...embrace challenges



...persist in the face of setbacks



...see effort as the path to mastery



...learn from criticism



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

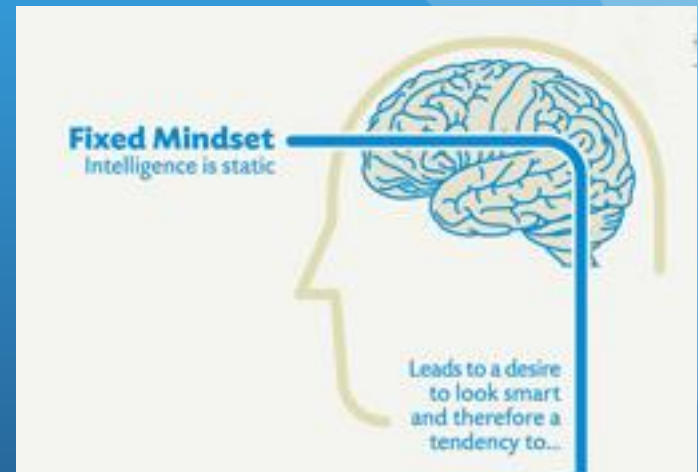


As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

# Fixed Mindset

- Avoids challenges
- Gives up easily
- Sees effort as fruitless or worse
- Ignores useful criticism or feedback



(Dweck, 2007)

# Growth Mindset



- Embraces challenges
- Persists in the face of setbacks
- Sees effort as the path to mastery
- Learns from criticism

(Dweck, 2007)



**Thriving**

# Thriving

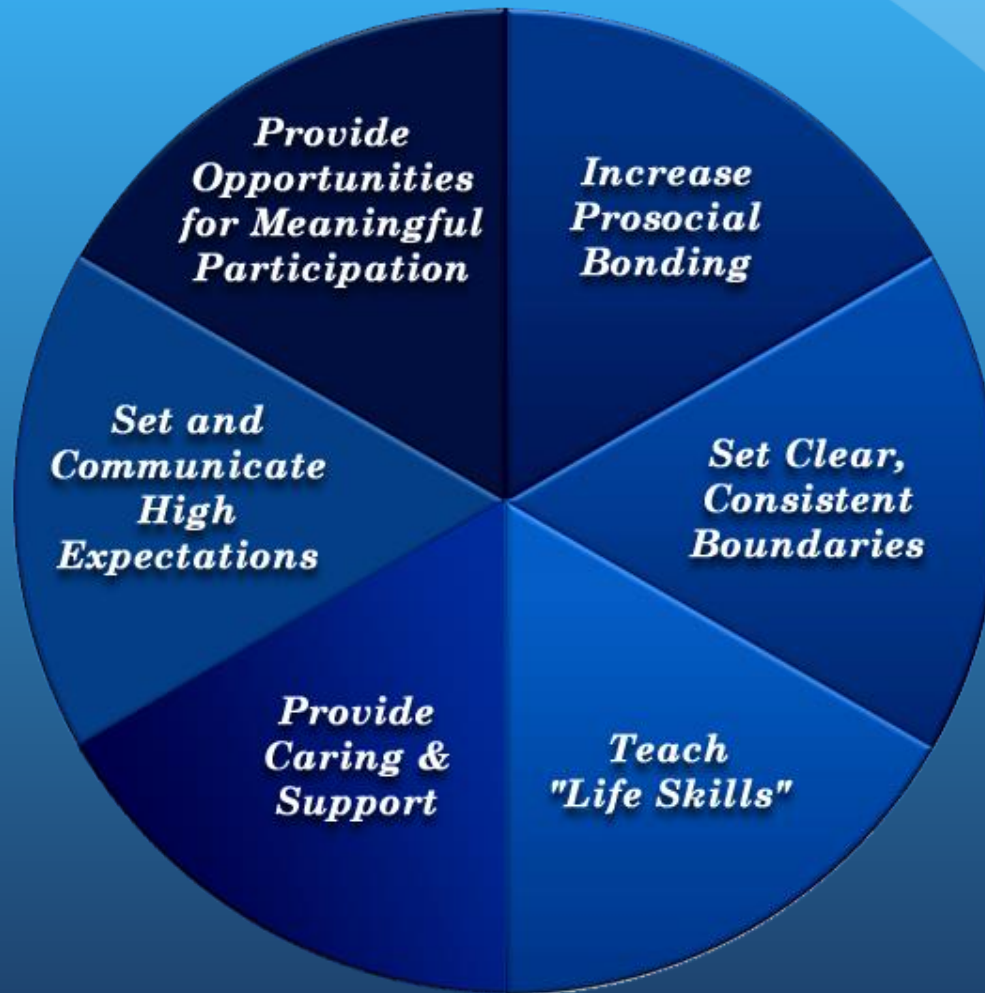
“Thriving implies more than just surviving in the college environment; it conveys that a student is fully engaged intellectually, socially, and emotionally, and is experiencing a sense of psychological well-being that contributes not only to his or her persistence to graduation, but also to success in life.”

(Schreiner, 2012, p. 4)

**Focus on framing of students'  
strengths - personal tendencies  
that can be developed**

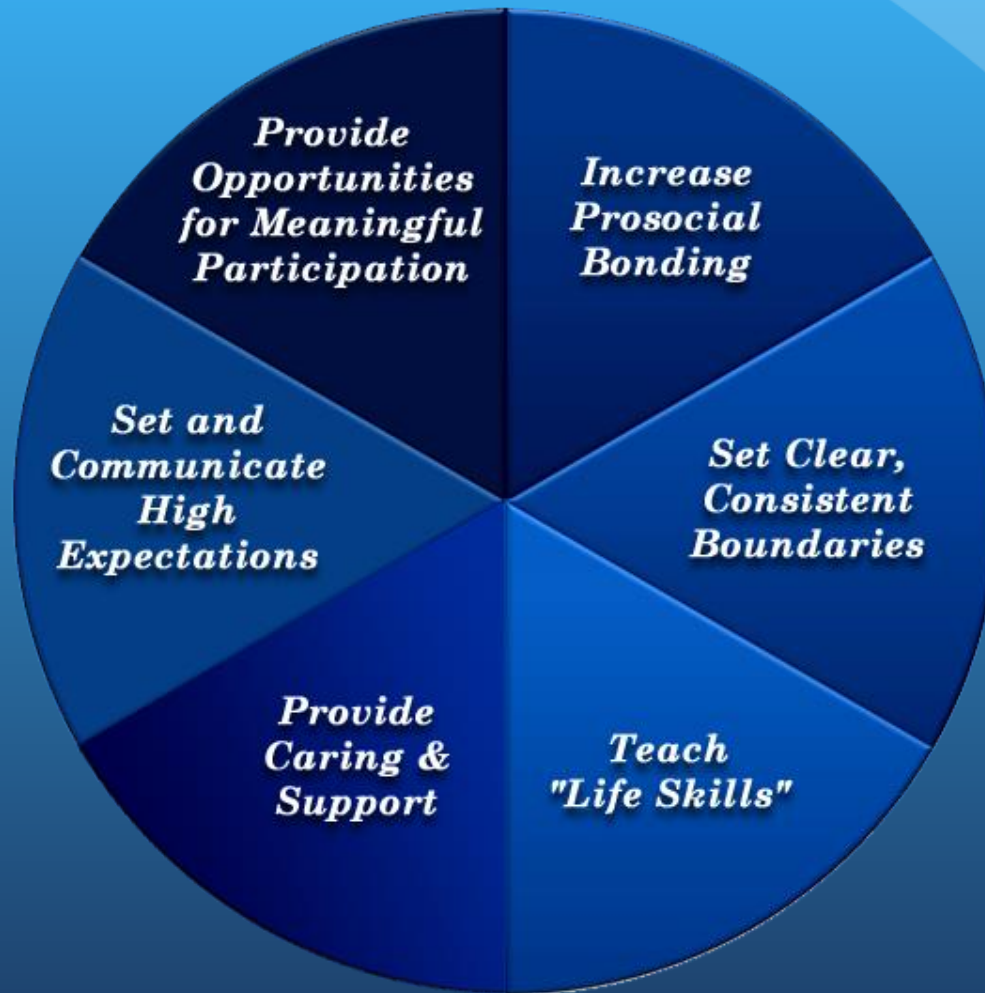
(Louis & Schreiner, 2012, p. 36)

# *The Resiliency Wheel*



(Henderson)

# *The Resiliency Wheel*



(Henderson)

Questions?

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