Methods and Messaging of Growth and Grit: How we Help (CT-238)

Session Overview

• Introduction of presenters and BYU
• Overview of Mindset
• The Relationship Between GPA, Test Scores and Student Attitudes
• Taking the message to students
• Questions
Undergraduate Enrollment
• 29,615 Undergrads
• 178 Undergraduate majors

Student Demographics
• 53% Male & 47% Female
• 24% Married
• 94% come from the US
• 83% Caucasian

Freshman Profile
• 13,376 applicants
• 48% admittance rate
• 5,127 new freshmen
• Average ACT – 29
• Average HSGPA – 3.85

How might some students interpret this?

BYU’s 2016 freshman class
7,200 admitted out of 13,000 applicants (55%)

High School GPA
Average GPA for all applicants 3.85
22% had a GPA of 4.0

ACT Score
54 applicants had a perfect score
Average ACT score: 29.2

70% Played high school sports
80% participated in performing arts
80% were employed during high school and/or this summer

Source: BYU DESERET NEWS GRAPHIC

For a digital copy Email phil_rash@byu.edu
What leads to success in college?

Student Success

Content Knowledge

Academic Skills

Environmental Factors

Noncognitive Factors
Noncognitive Factors

- **Academic Behaviors**
  - Going to class
  - Doing homework
  - Participating in class

- **Academic Perseverance**
  - Grit
  - Self-Discipline
  - Self-Control
  - Delayed Gratification

- **Academic Mindsets**
  - “I belong”
  - “Effort leads to growth”
  - “I can succeed”
  - “This work matters”

- **Learning Strategies**
  - Study skills
  - Metacognitive strategies
  - Goal-setting

- **Social Skills**
  - Interpersonal skills
  - Empathy
  - Cooperation


Noncognitive Factors: A model
What makes the biggest difference?


Academic Mindsets

Farrington, et al., 2012
Growth vs. Fixed


What might be some implications for admissions, NSO, advising, and for Students?

BYU's 2016 freshman class

7,280 admitted out of 13,000 applicants (56%)

HIGH SCHOOL GPA

Average GPA for all applicants: 3.85
22% had a GPA of 4.0

ACT SCORE

54 applicants had a perfect score
Average ACT score: 29.2

SOURCE: BYU DESERET NEWS GRAPHIC

70% played high school sports
80% participated in performing arts
80% were employed during high school and/or this summer
### Pre-Arrival Mentoring Timeline (Admission – NSO)

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Feb.</td>
<td>Admissions Notification: Welcome email with “What You Need to Know” Video</td>
</tr>
<tr>
<td>1st Week in Mar.</td>
<td>Phone Calls to Students</td>
</tr>
<tr>
<td>3rd Week in Mar.</td>
<td>8 – 10 Scheduled Text Messages</td>
</tr>
<tr>
<td>Mid-April</td>
<td></td>
</tr>
<tr>
<td>End of July</td>
<td>Parent Post Card: Monthly Parent Newsletters Begin Includes Videos</td>
</tr>
<tr>
<td>End of August</td>
<td>End of July: Last Text/email with “First Year VLOG” Video</td>
</tr>
<tr>
<td></td>
<td>Handoff to Fall Mentor</td>
</tr>
</tbody>
</table>

### Mentoring Timeline (Fall & Winter)

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Sept.</td>
<td>Classes Begin: Disseminate “Experiences of Growth” Video</td>
</tr>
<tr>
<td>3rd Week in Sept.</td>
<td></td>
</tr>
<tr>
<td>Mid-Oct (mid-terms)</td>
<td>Disseminate “Growth or Fixed Mindset” Video</td>
</tr>
<tr>
<td>Early Dec (Finals)</td>
<td></td>
</tr>
<tr>
<td>Early Jan</td>
<td>Disseminate “Joy in the Journey” Video</td>
</tr>
<tr>
<td></td>
<td>Classes Begin</td>
</tr>
</tbody>
</table>

*Student Meetings*  
*Weekly Emails*  
*Pilot LASSI “Intervention*
### Empathy Map

**low GPA/ high ACT**

*High school was a breeze*

<table>
<thead>
<tr>
<th><strong>Hearing</strong></th>
<th><strong>Thinking</strong></th>
<th><strong>Seeing</strong></th>
<th><strong>Saying</strong></th>
<th><strong>Feeling</strong></th>
<th><strong>Doing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What they’ve always heard; “the next step is always harder but it never applies to me”.</em></td>
<td><em>“I’m just going to breeze by like I did in high school”</em></td>
<td><em>Talented people everywhere</em></td>
<td><em>I’ll just cram the night before, you’re supposed to do this in college, right?</em></td>
<td><em>Skeptical about all the ‘studying’ people talk about</em></td>
<td><em>Wasting time on social media</em></td>
</tr>
<tr>
<td></td>
<td><em>“I get in so it’ll be easy going from here”</em></td>
<td><em>All these resources to help the student</em></td>
<td><em>The confident pitch they give themselves</em></td>
<td><em>Try to make it seem like it’s easy to me</em></td>
<td><em>Not using resources to help</em></td>
</tr>
<tr>
<td></td>
<td><em>“I’m smarter than most people”, a fixed mindset</em></td>
<td><em>Smart/cool kids (my people)</em></td>
<td><em>Could have gotten an A if I would have really tried</em></td>
<td><em>Happy to be independent</em></td>
<td><em>Priority to social life</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Behaviors</strong></th>
<th><strong>Semester Goals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Procrastinate so they can blame that instead</em></td>
<td><em>Just get through the first semester</em></td>
</tr>
<tr>
<td><em>don’t reach out for help</em></td>
<td><em>make lots of friends/have a social life</em></td>
</tr>
<tr>
<td><em>no set ‘study time’. May not plan ahead a lot, I don’t have a plan, I keep track in my head</em></td>
<td><em>Get by on grades, I’ll do better next year</em></td>
</tr>
</tbody>
</table>

---

**Experiences of Growth**: 
- Johnny’s First-Year VLOG

---

**Byu first year Mentoring**

---

For a digital copy Email phil_rash@byu.edu
Example of a recent peer mentor weekly email

What Top Students do Differently:

- Understand that IQ is no indicator of your success in the classroom, or anything for that matter. Never use intelligence as an excuse.
- Practice exams/quizzing are more valuable than you think.
- Plan study timetables, starting by blocking out time that you’re NOT going to study (increases meaning and joy - sustainable)

Working Harder + Working Longer = Better Performance ---- Is not a guaranteed formula for success

- Michael Jordan said, “If you do the work, you get rewarded. There are no shortcuts in life.” You can’t be lazy and consistently do well. Hard work is required by EVERYONE who wants to learn.
- However, he also said, “You can practice shooting eight hours a day, but if your technique is wrong, then all you become is very good at shooting the wrong way. Get the fundamentals down and the level of everything you do will rise.”
- Learn how to learn. Don’t study ineffectively for hours on end. CAPC is a great resource on campus that uses proven techniques to increase learning. Come talk to me to find out more.

LASSI Pilot “Intervention” - in progress

• Objectives
  • Provide students with a convenient method to self-assess
  • Introduce peer mentors as a source of support and referral
  • Academic performance is not a static trait, it can be improved (Mindset)
• 500 online administrations
• Emailed invitation/mentor follow-up
• Began with students below a 2.0
• Incentivized a meeting with their mentor (iPad drawing)