

# Building a Postsecondary Mindset

## *Paving the Pathway to College and Career Training Series*

October 13, 2020

# Your presenters



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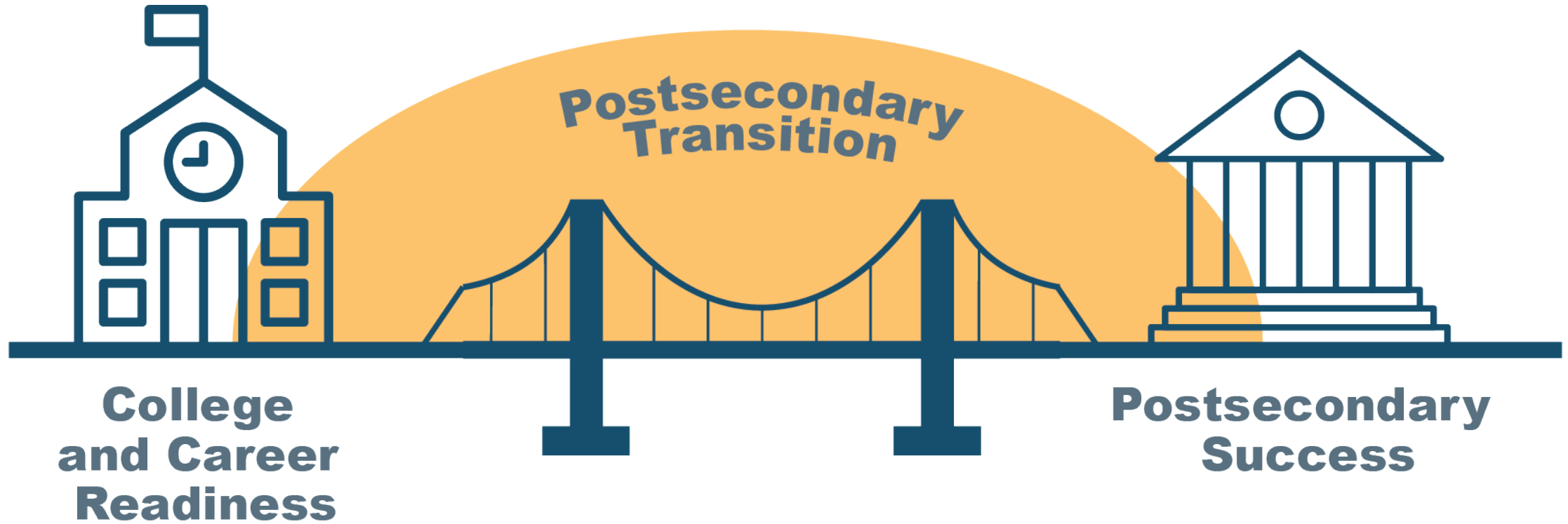


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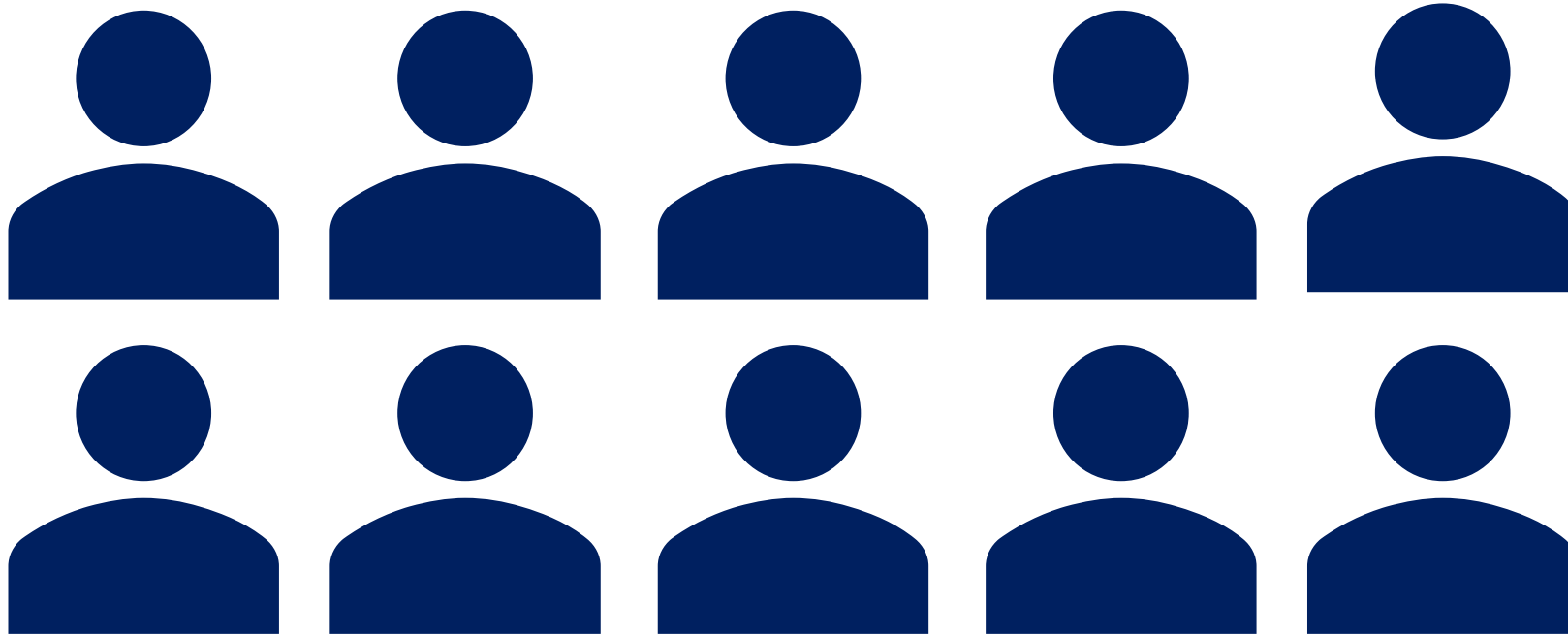


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# Terminology



# What do we know about college enrollment?

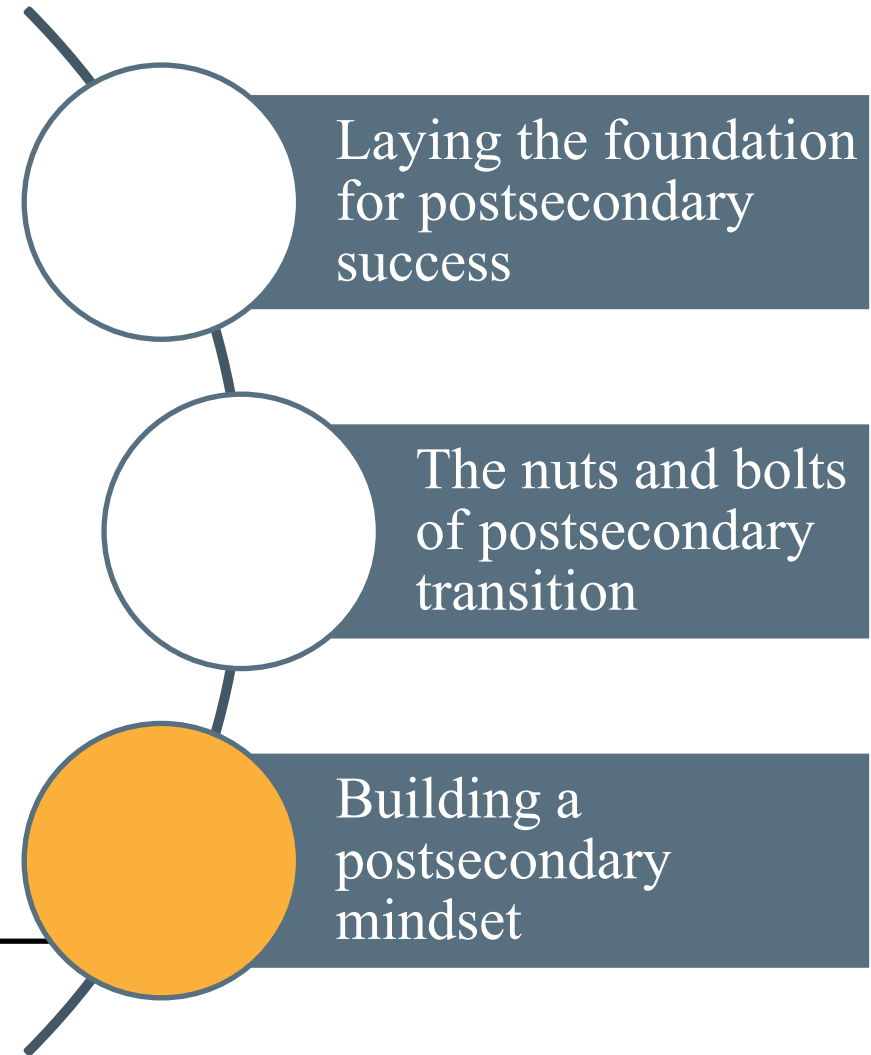


*(Castleman & Page, 2014)*

Between 10% and 40% of college-intending students **do not show up on campus** in the fall.



*(Castleman & Page, 2014)*



## Paving the pathway to college and careers

# Agenda

- Welcome and overview
- Social-emotional skills for a postsecondary mindset
- Growth mindset
- Academic self-efficacy
- School culture
- Social emotional learning within systems
- Question and answer
- Wrap-up and next steps



# Today's goals

- Define the social and emotional skills that support a postsecondary mindset.
- Share strategies that support students to develop a postsecondary mindset.





# Barriers and strategies from your experience

#1 - What challenges did you face in your postsecondary experience?



#2 - What skills and resources did you bring to your postsecondary experience that enabled you to succeed?



# What gets in the way of students' successful transition?



- Lack of confidence
- Geographic isolation
- Localism
- Family culture, family obligations
- Lack of college knowledge
- Low levels of family educational expectations and involvement in education
- Financial considerations

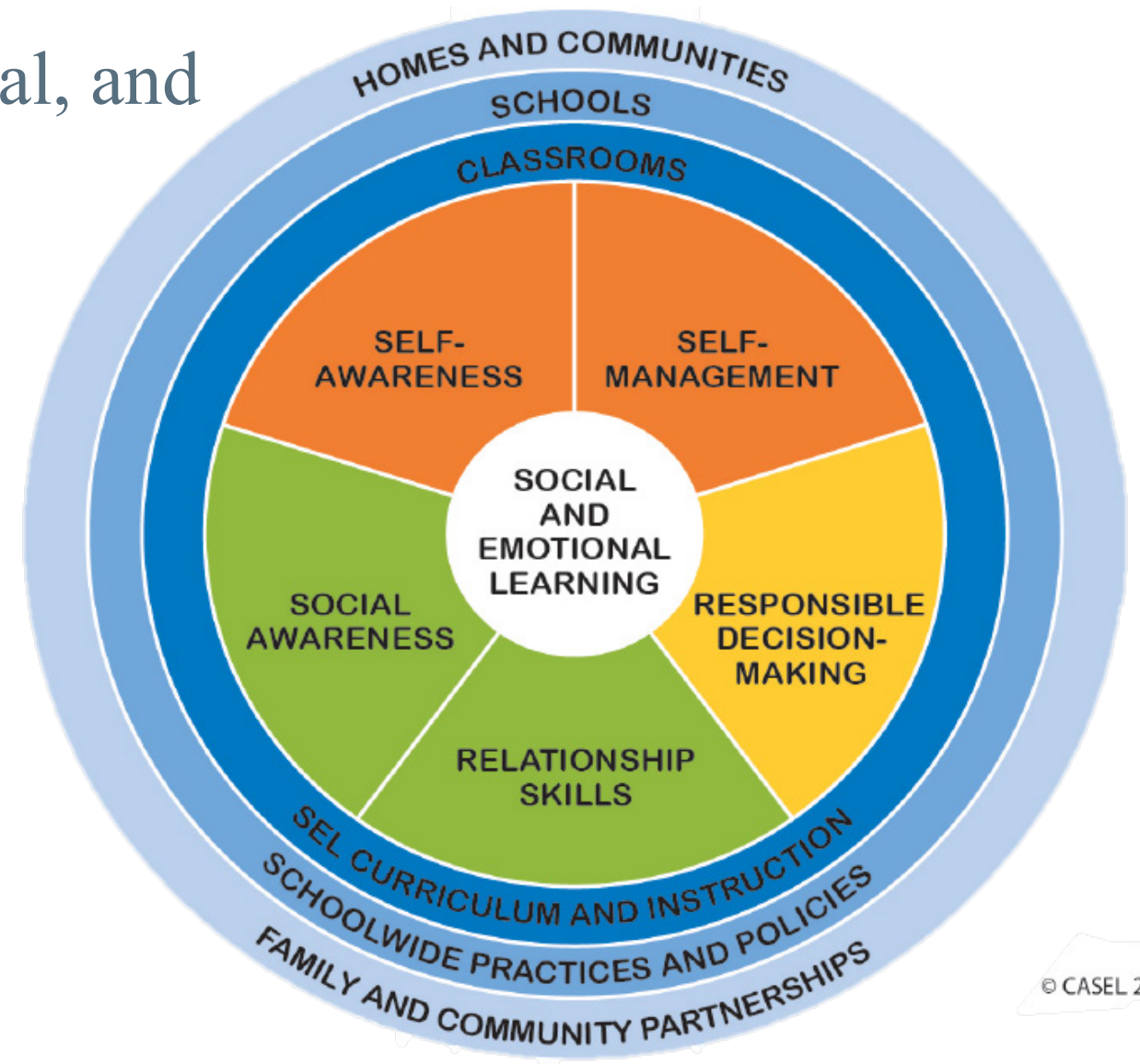
*(Ali & McWhirter, 2006; Barnett, 2016; Bennett, 2008; Byun, et al., 2012; Hlinka, 2017; Hlinka, Mobelini, & Giltner, 2015; Meece et al., 2014)*



# Social-emotional skills for a postsecondary mindset

# Collaborative for Academic, Social, and Emotional Learning (CASEL) Core Competencies

- A framework for defining SEL competencies

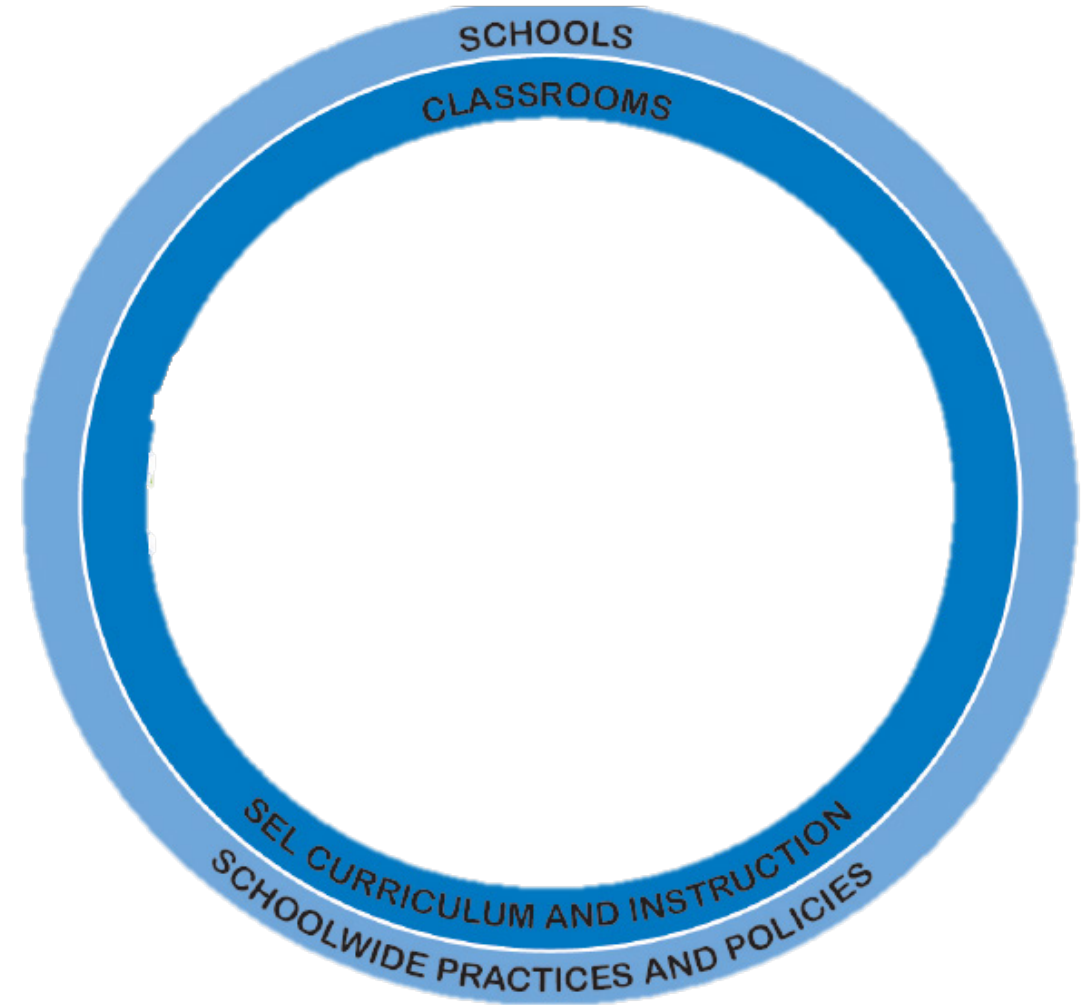


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*(CASEL framework, 2017)*

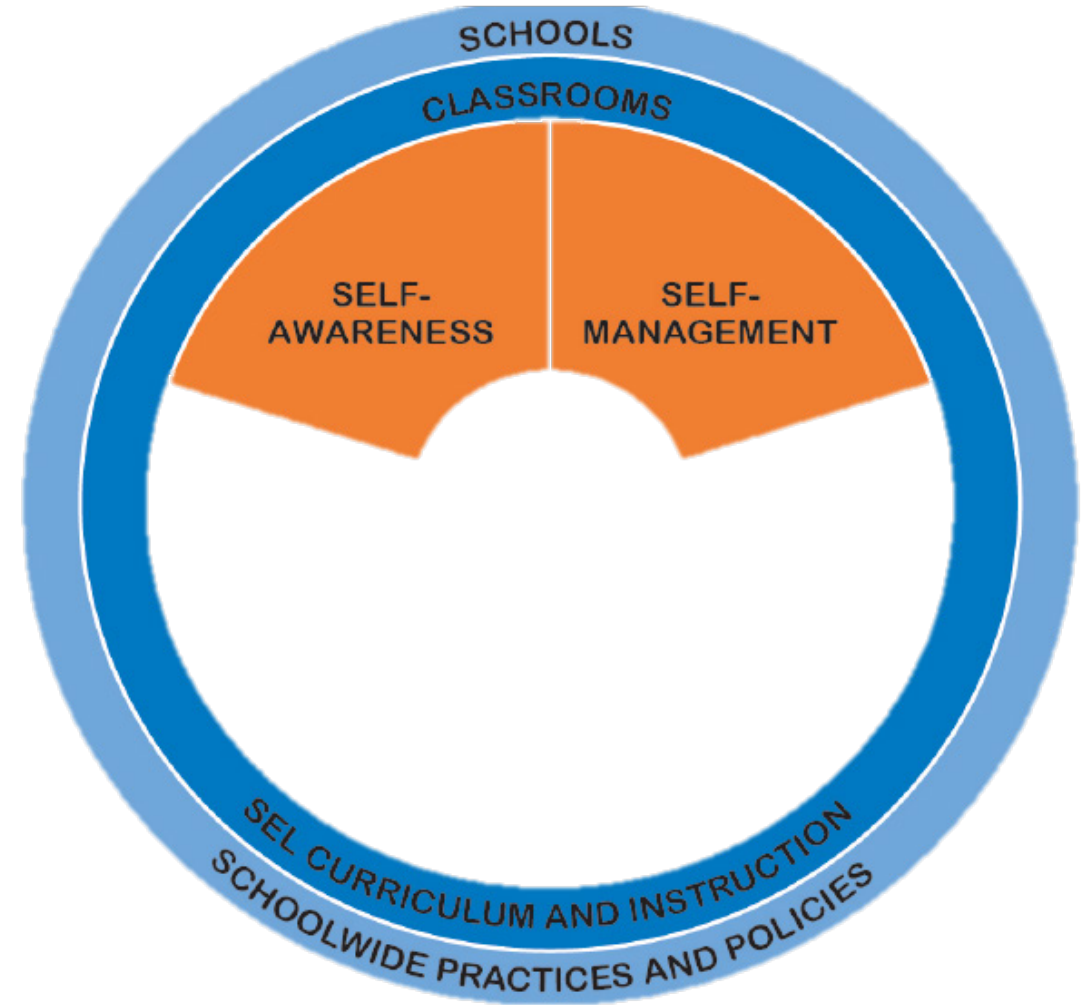
# Narrowing the focus

- Areas of influence in the school and classroom.



# Narrowing the focus

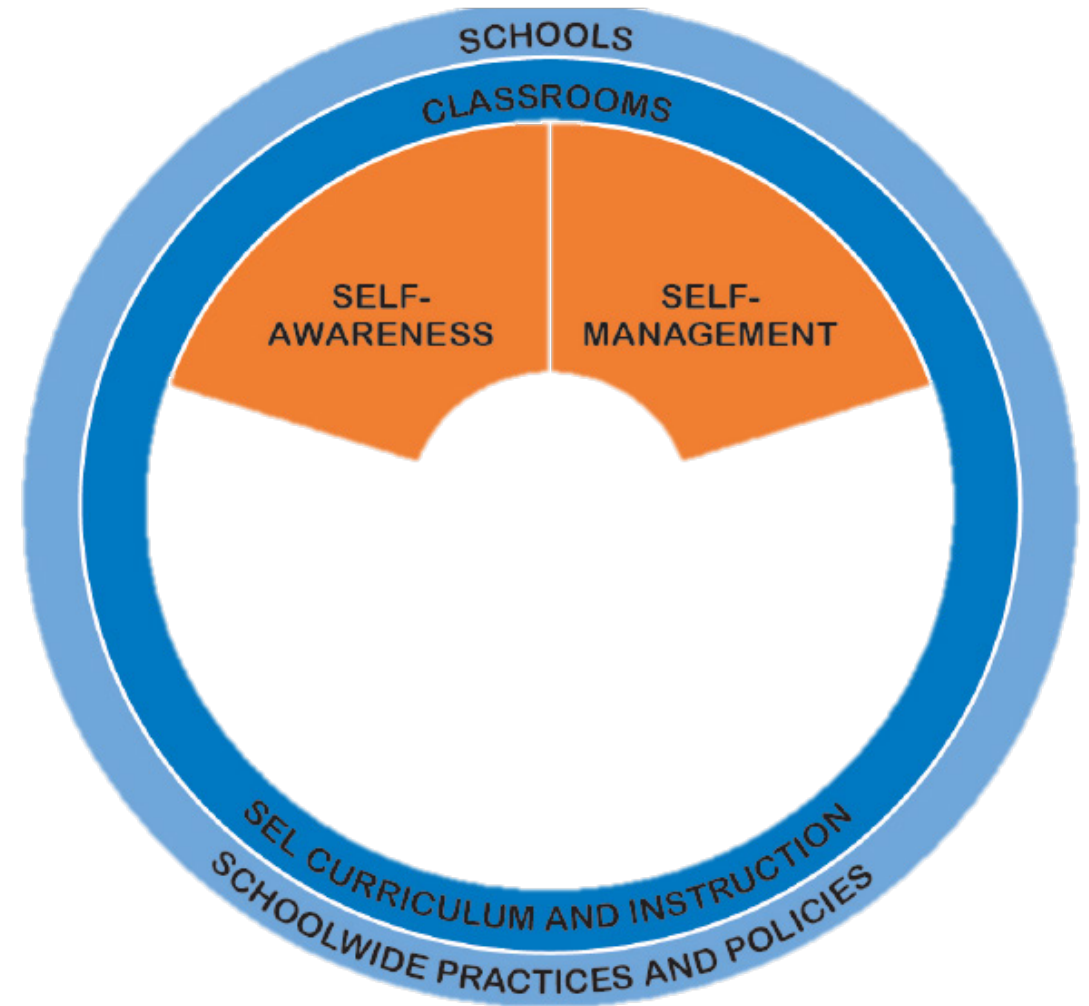
- Areas of influence in the school and classroom.
- Areas of need identified by your colleagues and our partners.
- We heard...
  - Students give up easily.
  - Students don't set goals for follow-through.
  - Students don't believe they can pursue college or career training due to finances, family objections, or ability.



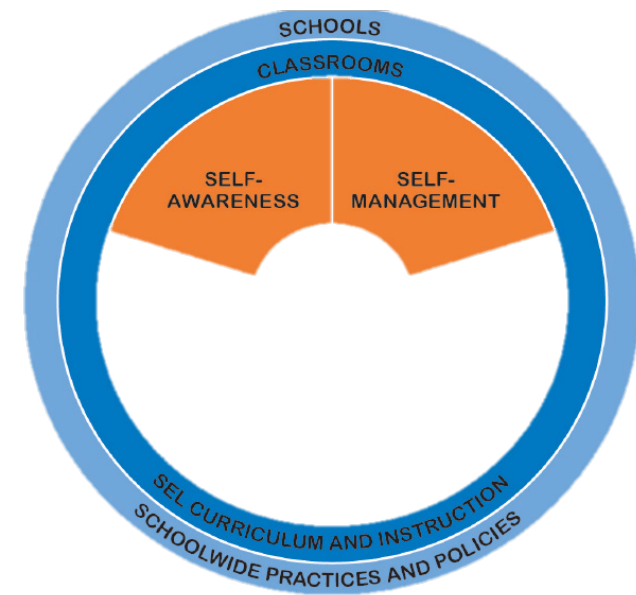


# Narrowing the focus

- Growth mindset
- Academic self-efficacy
- School culture



# Growth mindset





*“In a **growth mindset**, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point.”*



Image: Pixabay

*(Dweck, 2017)*

# Why is growth mindset important?

- Students who view intellectual ability as something that can be developed “are more resilient when they encounter the rigorous learning opportunities presented to them,” (Yeager & Dweck, 2012, p. 306).
- Limited but promising evidence shows growth mindset is “related to college success and... malleable in response to interventions,” (National Academies, 2017, p. 5).
- “Students with low socioeconomic status or who are academically at risk might benefit from mindset interventions,” (Sisk et. al., 2018, p. 549).

*(National Academies, 2017; Sisk et al.; Yeager & Dweck, 2012, Yeager et al, 2019)*

# What is growth mindset?

	<b>Fixed Mindset</b>	<b>Growth Mindset</b>
<b>Challenges</b>	Avoids challenges	Embraces challenges
<b>Obstacles</b>	Gives up easily	Persists in the face of setbacks
<b>Effort</b>	Sees effort as fruitless (or worse)	Sees effort as the path to mastery
<b>Criticism</b>	Ignores useful negative feedback	Learns from criticism
<b>Success of others</b>	Feels threatened by the success of others	Finds lessons and inspiration in the success of others

*(Courous, 2015)*



# Strategies that work: Growth mindset

# Building growth mindset in students

## Praise the process

Praise the process of learning, solving a problem, or completing a task, not intelligence or smarts.

## Teach students their brains can grow

Explicitly teach students that intelligence is malleable.

*(Dweck, 2007; Mueller & Dweck, 1998; Blackwell et al., 2007; Paunesku et al., 2015; Yeager et al., 2019)*

# Sample strategy details: Praise the process

Praising the process can help students associate their efforts with success. In contrast, praising students for being smart suggests that a fixed trait is the reason for success.

- “I liked how you tried a few approaches until you found a way to solve the problem.”

Possible ideas. . .

- Focus on process over product
- Embrace mistakes as part of the learning process
- Talk up strategies and efforts
- The struggle is good

*(Dweck, 2007; Mueller & Dweck, 1998.; Transforming Education, n.d.)*

# Sample strategy details: Teach students their brains can learn and change

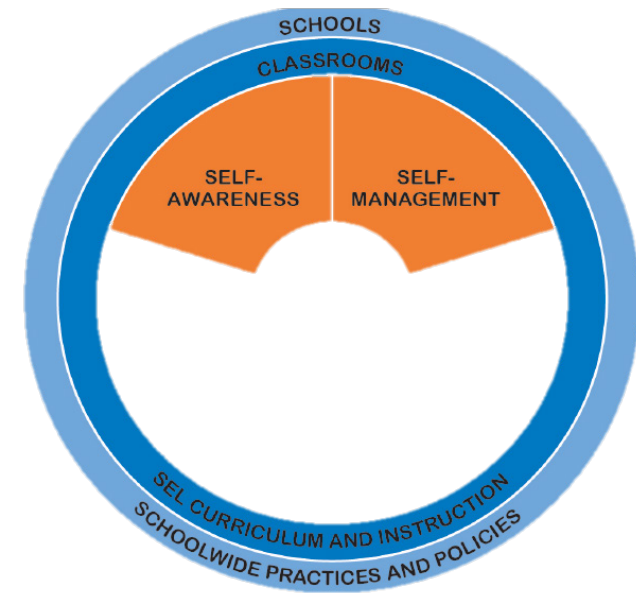
Teach students that intelligence is malleable, and that with effort and the right strategies they can take on challenging tasks.

Possible ideas . . .

- Have students read an article or watch a video:
  - <https://www.youtube.com/watch?v=NG3HxrW1qZk>
  - <https://www.youtube.com/watch?v=WrbafIYcbFY>
- After they've learned about the malleability of the brain or the importance of goal setting, ask students to write a letter to their future selves that they can read if they find themselves struggling with a class in college.

*(Blackwell et al., 2007; Paunesku et al., 2015; Yeager et al., 2019)*

# Academic self-efficacy





# What is self-efficacy?

- Belief in one's ability to succeed or to accomplish a task.
- Our sense of self-efficacy can play a major role in how we approach goals, tasks, and challenges.
- *Academic* self-efficacy is a person's belief that they can do well on educational tasks.
- Academic self-efficacy is a predictor for postsecondary performance and persistence.

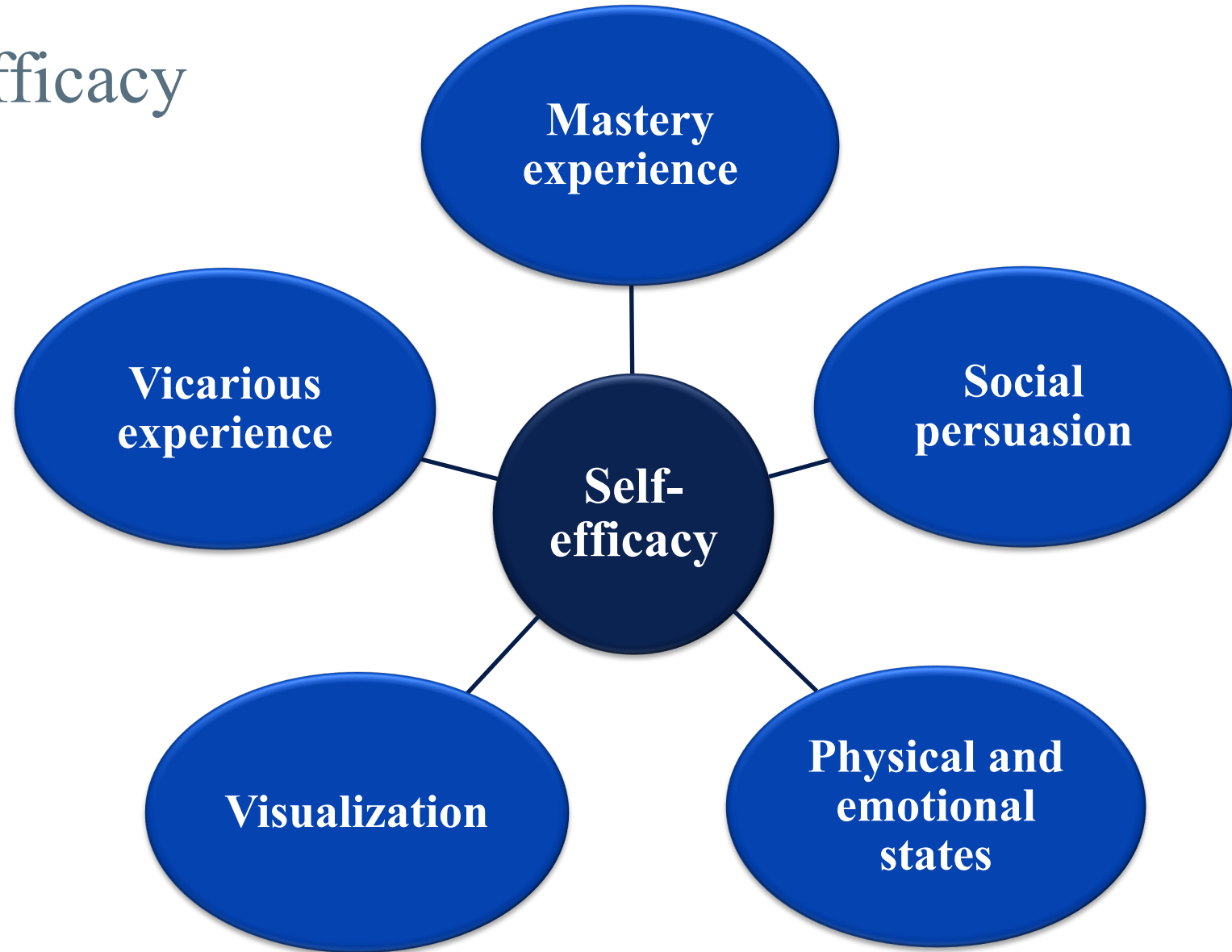
*(Bandura, 1994; Usher & Pajares, 2008; Robbins et al., 2004, Zimmerman, 1995)*

# Why is academic self-efficacy important?

- Students' academic self-efficacy influences their academic goals and academic achievement.
- College students' academic self-efficacy is related to academic adjustment in college.
- Students are more likely to choose majors and careers in subjects in which they have higher academic self-efficacy.
- Students with high academic self-efficacy tend to pursue careers that require advanced education.

*(Hsieh, Sullivan, & Guerra, 2007; Ali & Saunders, 2009; Bandura et al., 2001; Lent & Brown, 1986; Chemers et al., 2001; Ramos-Sanchez & Nicholas, 2007; Valentine et al., 2004; Zimmerman et al., 1992)*

# Sources of self-efficacy



*(Bandura, 1994)*



# Strategies that work: Self-efficacy

# Building academic self-efficacy in students

- Give students road maps with milestones to mastery
- Set goals
- Begin with a simple task and create opportunities for success
- Use modeling
- Employ peer tutoring
- Have advanced students work through problems with peers, out loud
- Have students use if-then statements for planning
- Celebrate incremental success

*(Margolis & McCabe, 2006; Schunk, 1990; Uchida et al., 2018)*



Photo: Pixabay

# Sample strategy details: Road map and milestones

- Provides a “mastery experience” for students to build their own self-efficacy through scaffolding.
- Builds confidence in achieving each step on the way to the goal.

Possible ideas . . . .

- Create a timeline of activities that includes college entrance testing, FAFSA completion, searching out institutions and options, essay writing, application submission.
- Break down each activity into manageable steps.

*(Schunk, 1990)*

# Sample strategy details: Modeling

- Provides a “vicarious experience” for students to build their own self-efficacy.
- Is most effective when they can see some of their own characteristics in the model.

## Possible ideas . . .

- Invite recent graduates to return and talk about their experiences in postsecondary transition.
- Share stories about how other students have been admitted, received financial aid, or transitioned to-either a local institution or a distant institution.

*(Margolis & McCabe, 2006)*

# Sample strategy details: Teaching goal-setting

- As goals are met, students gain confidence in their abilities.
- Goals should be attainable, timely, and specific.

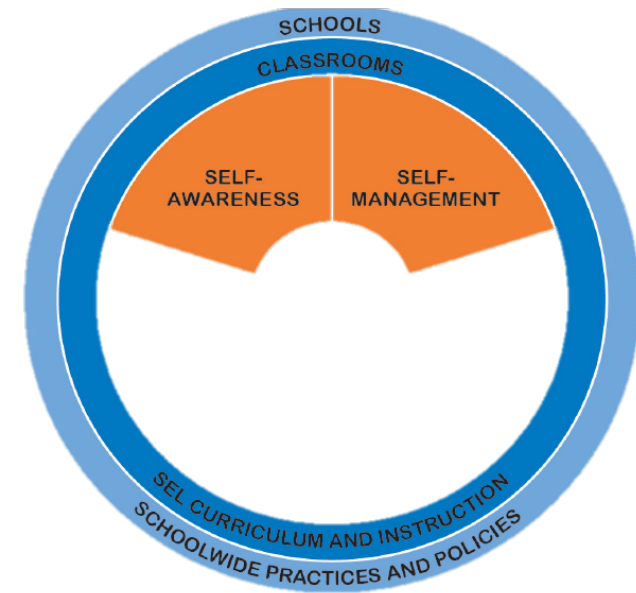
## Possible ideas . . .

- Students can set a goal for completing the FAFSA, researching postsecondary options, or completing applications.
- Students can set goals for their current course assignments or course milestones.
- As goals are achieved, students can set a new goal.

*(Midwest Comprehensive Center, 2018)*



# School culture



# School culture and postsecondary success

- A culture that “builds the expectation of postsecondary education for all students—not just the best students. It inspires the best in every student, and it supports students in achieving their goals,” (The College Board, 2006, p. 2).
- “College-focused schools do the following:
  - Expect that all...students are capable of being prepared to enroll and succeed in college;
  - Provide a range of high-quality, college-preparatory tools for students and families;
  - Embrace students’ social, cultural, and varied learning styles when developing the school environment and school-based activities;
  - Involve leaders at all levels in establishing policies, programs, and practices;
  - Maintain sufficient financial and human resources for this mission; and
  - Assess policy, programs, and practices regularly to determine their effectiveness,” (The College Board, 2006, p. 2)

*(The College Board, 2006)*



# Strategies that work: School culture

# School culture strategies

- Create a culture of high expectations, with consistent, schoolwide messages about what is needed for postsecondary success.
- Collaborate with postsecondary institutions, community-based organizations, economic development agencies, and employers to help create smoother transitions to college and the workforce.
- Engage families early and often through counseling and events.
- Hold frequent postsecondary-related events and make use of existing events to spread the word about applications, deadlines, and resources.
- Identify and use data to support students and families.

*(Bangser, 2008; The College Board, 2006)*



# Social emotional learning within systems

**Allison Dymnicki**

Principal Researcher

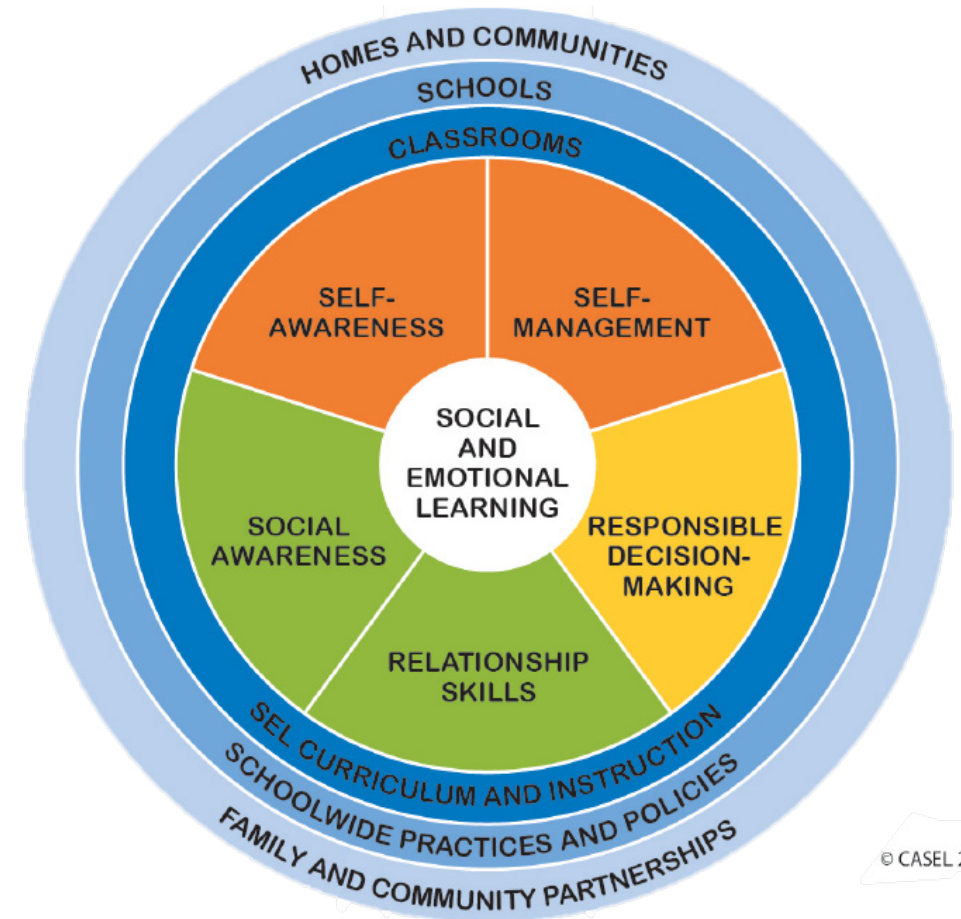
*American Institutes for Research*

# Collaborative for Academic, Social, and Emotional Learning (CASEL)

## Core Competencies

A framework for defining SEL  
competencies focused on  
understanding youth within  
multiple systems and settings

*(CASEL framework, 2017)*



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# School culture strategies

- Create a culture of high expectations, with consistent, schoolwide messages about what is needed for postsecondary success.
- **Collaborate with postsecondary institutions, community-based organizations, economic development agencies, and employers to help create smoother transitions to college and the workforce.**
- Engage families early and often through counseling and events.
- Hold frequent postsecondary-related events and make use of existing events to spread the word about applications, deadlines, and resources.
- **Identify and use data to support students and families.**



# Putting the pieces together

Collaborate with postsecondary institutions, community-based organizations, economic development agencies, and employers to help create smoother transitions to college and the workforce.





# What should high school graduates know and be able to do?

- Establish statewide standards for SEL to emphasize that these skills are equally as important for postsecondary preparedness as mathematics and English language arts.
- Provide support to help teachers, district-level, and school-level practitioners create explicit links between content standards and SEL skills.

# What policies, programs, and structures will help high school graduates meet expectations?

- Provide guidance to districts and schools on how to develop comprehensive SEL supports and programs.
- Foster collaborations to ensure that students receive aligned SEL supports both in school and out of school and as they transition through the PK–20 spectrum.

# How do we know when high school graduates meet expectations?

- Provide planning time and professional development to help teachers gather data on program implementation and program impacts, and use these data to inform their classroom practices.
- Share promising practices and program evaluation results from schools across the state to develop a body of evidence in support of this type of work.

## **Student resources that promote academic persistence and success**

Student resources that appear the most effective in increasing postsecondary academic persistence and success.

## **Teaching and learning for student development and academic success**

Aspects of teaching and learning that seem to have a considerable, long-term impact on student engagement, progress, development, and success.

## **How study programs contribute to academic success**

Efficacy of study programs, i.e., how they are designed, developed, and implemented to help students integrate, engage in their learning, make steady progress toward achieving training objectives, develop in many different ways, and take charge of their own futures.

## **Academic success at the institutional level**

Characteristics of schools with high student success rates in terms of their vision, planning, and actions.

## **The keys to successful postsecondary education**

Views of three influential experts, John Hattie, George Kuh, and Vincent Tinto, on postsecondary education and the keys to its success.

# References

Dymnicki, A. B., Sambolt, M., & Kidron, Y. (2013). Improving College and Career Readiness by Incorporating Social and Emotional Learning.

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Vasseur, François (2015), CAPRES Report – Ways of Enhancing Postsecondary Persistence and Success, Quebec City, CAPRES. From the CAPRES website: <http://www.capres.ca/dossiers/des-pistes-pour-accroitre-la-reussite-et-la-perseverance-a-leducation-superieure/>



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MAKING  
RESEARCH  
RELEVANT

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THANK YOU

# Question and answer





# Continuing this journey

How can you use what we discussed today?

- What specific strategies or considerations from today's presentation do you want to employ?
- Check out REL Resources from the series.



# Thank you!



<https://ies.ed.gov/ncee/edlabs/regions/appalachia>



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