High Point University

QEP Report

Developing a Growth Mindset

2016

Live. Learn. Grow.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

EXECUTIVE SUMMARY

High Point University's QEP – *Live.Learn.Grow.* – is rooted in our commitment to holistic education and our mission "to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities." The focus of this plan is to increase student learning by facilitating development of a growth mindset among faculty, staff, and students. To achieve this objective, the university will employ best practices and encourage innovation across campus to help students transition from a fixed to a growth mindset. This QEP will drive pedagogical innovation, promote the scholarship of teaching and learning, and shape curricula across disciplines and campus domains.

Live.Learn.Grow. is a multifaceted attempt to increase student learning by facilitating the development of growth mindsets among faculty, staff, and students. According to the researcher who coined the term, Stanford psychology professor Carol Dweck, "growth mindset" is "the belief that your basic qualities are things you can cultivate through your efforts" (Dweck, 2006, p. 7). People with a growth mindset believe that intelligence and ability can be improved through effort and experimentation and with timely, relevant feedback (Dweck, 2006). The QEP seeks to increase student learning by encouraging all campus members to perceive intelligence and ability as traits that can be improved through challenge, persistence, experimentation, and reflection.

The focus of this plan is to increase student learning by facilitating development of a growth mindset among faculty, staff, and students. To achieve this objective, the university will employ best practices and encourage innovation.

Live.Learn.Grow. is the product of an 18-month process that synthesized input from a broad range of university stakeholders, data from institutional assessments, and specific ideas for student and professional development from teachers and staff. The plan responds to stakeholders' calls for academic and co-curricular planning that would promote heightened intellectual rigor across the curriculum, foster in students greater motivation and resilience in meeting challenges, and encourage a campus climate of high expectations and focused support. These calls were strengthened by institutional assessment data that showed room for growth in areas related to students' academic effort and engagement.

Intelligence and ability can be improved through effort and experimentation and with timely, relevant feedback.

The QEP puts into place a dynamic, flexible, data-driven system for incentivizing, crafting, delivering, and assessing innovative, learner-centered curricula that blend rigorous academic challenges with instruction in non-cognitive skills, such as motivation, perseverance, and self-control. With a five-year budget of $1.4 million, the QEP involves significant commitments to faculty and staff development and to the strengthening of a culture of inquiry and experimentation. The outcomes and actions described in the pages that follow will provide HPU with a vibrant Center for Innovative Teaching and Learning, a large cohort of faculty and staff willing and able to deliver new and powerful learning experiences, and a significant body of research and scholarship in the areas of pedagogy and non-cognitive development.

Live.Learn.Grow. will encourage all campus members to think differently about how they learn and how they approach new and challenging obstacles. For our students in particular, *Live.Learn.Grow.* will teach the attitudes and habits of mind that are vital in today's fast-paced, global economy – traits such as a comfort with difficulty, the willingness to seek out resources and support, and an acceptance that struggle and failure are steps on the road to lives of success and significance.

QEP DEVELOPMENT PROCESS

We followed a year-long process to select the QEP topic, *Live.Learn.Grow.* Throughout the process we emphasized "broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP" (Comprehensive Standard 3.3.2). We also located "key issues emerging from institutional assessment" and regularly stressed "accomplishing the mission of the institution" (Core Requirement 2.12). We also noted continuously the need for student learning outcomes to be central to our planning and for attention to be focused on the learning environment of HPU. The process ran from December 2013 to December 2014 and involved a broad range of university constituencies including faculty, staff, current students and their parents, alumni, administrators, and trustees. Such a range of involvement spoke to our guiding commitment to a plan that would garner support and participation from as many areas with direct student contact as possible.

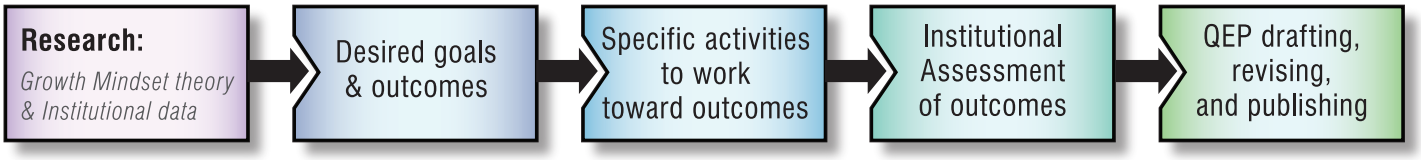
Table 1: QEP Development Timeline

December 2013 to May 2014	June 2014 - December 2014
QEP committee formed	White papers composed and distributed electronically
QEP website launched	Faculty seminar discussions before classes began in Augest (staff invited to attend)
Overview presentations to faculty and staff	Open discusseion sessions and workshops led by QEP co-chairs
Constituent survey launched and analyzed	Open meeting to discuss and develop focus statement
White paper topics assigned to subcommittees	Presentation of topic and focus to university

In December 2013, Dr. Dennis Carroll, Provost, named Drs. William Carpenter (English) and Wes Davenport (Management and Entrepreneurship) co-chairs of the QEP Steering Committee and charged the committee with facilitating the topic selection process and managing projects assigned to various QEP subcommittees. The Steering Committee began meeting in January 2014 to review QEP requirements and best practices. The Communications Subcommittee created a QEP web site, which included descriptions of the SACS/COC requirements and documents from our first QEP in 2005. The co-chairs made brief presentations at faculty and staff meetings essentially to prepare the campus for the first information gathering stage. Figure 1 presents the major steps.

Among the many possible areas in which High Point University could improve student learning or student success, which one area do you consider most important?

Figure 1: QEP Development Process



The Steering Committee charged the Topic Selection Subcommittee with developing and distributing a survey of constituents, which it did in April 2014. The survey asked a single, broad question:

> *Among the many possible areas in which High Point University could improve student learning or student success, which one area do you consider most important?*

In asking participants to narrow their own foci and inviting them to compose full responses – as opposed to checking-off and commenting on preselected lists – we had hoped to capture qualitative data that offered a diverse range of possible areas of focus and that drew attention to trends and themes across the responses.

The survey garnered 439 responses from current faculty, staff, and students, as well as parents, alumni, and other community partners. The Topic Selection Subcommittee analyzed the results and presented the Steering Committee with its report in June 2014 (see appendix). The subcommittee suggested five general topic areas for the QEP:

The survey garnered 439 responses from current faculty, staff, and students, as well as parents, alumni, and other community partners.

- Critical thinking and communication
- Student transitions
- Interdisciplinary problem-based learning
- Student mentoring
- Growth mindset development.

After studying the report findings in light of previous and current curricular initiatives and institutional data, the Steering Committee decided to present three topic areas to the university community for further discussion: student transitions, interdisciplinary problem-based learning, and growth mindset development. The committee then charged the Research and Document Writing Subcommittees to prepare white papers on each of the three topics. These white papers were completed in July 2014 and distributed electronically along with the survey results to the university community and placed on the QEP web site.

The QEP topic selection process was a major focus of the annual Faculty Seminars program before the start of classes in August 2014. On August 20, the QEP co-chairs publicly reviewed the process up to that point, and the Topic Selection Subcommittee chair, Dr. Aaron Titus (Physics), explained the survey report findings. Faculty members were asked to review the three white papers and to report to randomly assigned small group discussions the next morning. On August 21, members of the QEP committee facilitated the groups and took notes of the discussions. Faculty discussed the three white papers in turn, focusing on combinations of these questions:

- In what ways does the topic address student learning at HPU?
- How does the topic respond to a gap or opportunity in the curriculum?
- What opportunities does the topic afford you, your department, and/or your area?
- What are the potential benefits of the topic to HPU?
- What resources will the topic require?
- How would you articulate the goals/objectives/outcomes for the topic, keeping in mind that the main focus must be on student learning?
- How would you expand, narrow, or otherwise re-focus the topic?

After the small group discussions, group leaders pooled their notes, and three moderators – Dr. Angie Bauer (Biology), Dr. Holly Middleton (English), and Mr. David Bryden (Library) – prepared summaries of the discussions. The full faculty then convened later that morning for a town-hall style meeting, at which their comments were projected on to a large screen in real time and saved for later review.

After studying the report findings in light of previous and current curricular initiatives and institutional data, the Steering Committee decided to present three topic areas to the university community for further discussion: student transitions, interdisciplinary problem-based learning, and growth mindset development.

Community feedback opportunities continued through September and October 2014, with six campus-wide discussion sessions scheduled on a variety of days and times to facilitate participation by as many people as possible. Invitations and reminders were sent regularly to faculty, staff, and students. The session activities promoted interdisciplinary discussion and encouraged participants to envision how the concepts from the white papers might be employed and assessed. Early events invited discussion of all three topics equally, and session leaders studied the notes from those events for trends and themes. The themes of growth mindset and student transitions emerged as those that had most captured participants' imaginations, and later discussion sessions focused on how those themes might productively materialize on campus. Combined, these sessions had 77 participants: 47 faculty, 26 staff, four students.

Data from the discussion sessions were shared with the Topic Selection Subcommittee, which then organized a final campus town hall meeting on October 31, 2014. At the meeting, 40 participants reviewed, discussed, and revised drafts of possible QEP focus statements, employing synchronous writing technology. The group reached consensus on the topic of growth mindset, and the Topic Selection Subcommittee submitted a final report to the Steering Committee. The Steering Committee met in early November to craft the QEP focus statement. It then charged the Communication Subcommittee with developing contests for a QEP slogan and logo, which it did in early 2015. Those contests each received numerous submissions from faculty, staff, and students. The winning slogan – *Live.Learn.Grow.* – was submitted by Mark Archambault (Physician Assistant Studies). Dr. James Trammel (Communication) submitted the winning logo design.

Figure 2: *Live.Learn.Grow.* Logos

The planning and drafting of the QEP followed the concept of backward curriculum design, as developed by Wiggins and McTighe (2005). The backward design process asks educators to begin their planning by articulating the relevant learning goals for a course or curriculum. The next step is to determine what the educators will accept as evidence of student learning. The third step is to construct a scaffold of learning experiences that build skills and knowledge recursively and with the help of reflection.

Researching Growth Mindset and Institutional Data

After the completion of the Topic Selection process in December 2014, the QEP Steering Committee charged the Literature Review Subcommittee to amass and review available scholarship and other literature on growth mindset and related topics, including persistence, grit, non-cognitive development, and achievement gaps in higher education. The committee returned an extensive hypertext list of resources, organized by publication type. This list was shared with the Implementation, Assessment, and Document Writing Subcommittees, who then immersed themselves in the literature.

To prepare their graduates to meet today's social, personal, and vocational challenges with greater flexibility and competence, institutions of higher education have over the past few decades shifted their pedagogical practices and measures away from teaching and toward learning.

The Office of Research and Planning compiled and shared data from sources such as the National Survey of Student Engagement, first-year student surveys, graduation exit surveys, alumni surveys, and the Student Satisfaction Inventory. Analyses and applications of the research and institutional data can be found in the Why Growth Mindset? section.

Developing Goals and Outcomes

The Implementation, Assessment, and Document Writing Subcommittees placed the research in conversation with the feedback gathered from the discussion workshops and conversations with various campus offices and areas. The Writing Subcommittee composed an initial draft of the student learning outcomes and then revised it in light of feedback from the other subcommittees. These outcomes were presented to the campus in August of 2015, and suggestions for revisions were solicited when the QEP was made available for review in February 2016.

Determining Institutional Assessment of Outcomes

The Implementation and Assessment Subcommittees reviewed institutional assessment tools already in place at the university, including the NSSE, first-year and graduating student surveys, alumni surveys and the student satisfaction inventories. They then developed a process by which intervention assessments will be created by the faculty and staff who implement growth mindset strategies on their courses and programs.

Inviting Specific Learning Experiences

Through the summer and fall of 2015, members of the Implementation Subcommittee met with faculty and staff who had expressed interest in leading the campus's development of growth mindset interventions. These conversations involved faculty from the departments of biology and math, staff from academic support programs, and members of the resident life program. In addition, the subcommittee worked with the Director of CITL to draft that office's faculty and staff development programs.

Drafting, Revising, and Publishing the QEP

The QEP document was drafted over the period of May through January 2016. It was then presented to the campus community in February for review and feedback. Final edits were made through February, and the document was published for the university and presented to SACS on March 1, 2016.

WHY GROWTH MINDSET?

To prepare their graduates to meet today's social, personal, and vocational challenges with greater flexibility and competence, institutions of higher education have over the past few decades shifted their pedagogical practices and measures away from teaching and toward learning. As a result of this shift, educational theorists have focused new attention on the affective components of cognitive development – that is, on how students' estimations of their innate capacities to learn affect their ability to learn. Attitude impacts performance in the classroom, argues Stanford psychologist Carol Dweck. Students who recognize that intelligence can be deepened through conscious effort reap the benefits of what Dweck calls a growth mindset in better academic performance and greater resilience in meeting intellectual challenges. Conversely, students who cling to a fixed mindset – that is, the belief that their intelligence is finite and unchangeable – learn less and avoid academic challenges that might expose what they perceive as their intellectual limitations.

"Important achievements require a clear focus, all-out effort, and a bottomless trunk full of strategies. Plus allies in learning."

- Carol Dweck

High Point University's academic mission identifies the context for our rigorous, interdisciplinary, and experiential education as a "vibrant university community committed to helping students develop their full potential." Increasingly, that potential will depend not only on what our students know, but also on their ability and willingness to see that intelligence, like a muscle, is capable of being strengthened through rigorous instruction and deliberate effort and with the help of timely, relevant feedback. By fostering a growth mindset among our campus community, our QEP will enable our students to learn more efficiently while here, and to emerge from their time at High Point University equipped with knowledge and attitudes that will encourage lifelong learning. Faculty, staff, and administrators will also reap the benefits of greater metacognition and higher levels of intellectual self-confidence that accrue to our graduates, furthering High Point University as a center of pedagogic innovation, and fulfilling one of our institution's most cherished purposes: educating the whole person.

Figure 3: Growth Mindset

Over the past decade and a half, extensive research into the affective dimensions of learning conducted in the K-12 educational sector has shown that targeted interventions can redirect students from a fixed to a growth mindset, and that the acquisition of a growth mindset can produce measurable changes in student engagement, motivation, and academic performance. For instance:

- When seventh graders were provided with growth mindset training (in which they learn to think of their brains as "muscles that get stronger with exercise") in addition to study skills training, they showed a sharp increase in grades compared to students who only receive study skills training (and subsequently show the decline in math grades commonly exhibited in middle school; Blackwell et al., 2007; Yeager & Dweck, 2012).

- Simply inserting a one-sentence message that emphasizes the malleability of intelligence (e.g. "Remember, the more you practice, the smarter you become.") measurably increases the number of problems attempted and the rate of progression (an indicator of motivation) to mathematical proficiency in an online mathematics course (Williams et al., 2013).

By fostering a growth mindset among our campus community, our QEP will enable our students to learn more efficiently while here, and to emerge from their time at High Point University equipped with knowledge and attitudes that will encourage lifelong learning.

Growth mindset interventions in post-secondary contexts have not been as extensively studied as those in primary grades. Initial findings of selected studies, however, indicate a high likelihood that established interventions are adaptable to the college/university setting, and that the benefits of adopting a growth mindset are as tangible for young adults as they are for elementary, middle, and high school pupils. Consider, for example, the following findings:

- Grant and Dweck (2003) found that a growth mindset predicts higher final grades in an organic chemistry course, even when controlling for math SAT scores as an index of entering ability. The advantage of growth (vs. fixed) mindedness causes students to use deeper learning strategies and to better recover from an initial poor grade.

- At a state university, completion of a web-based growth mindset intervention staged the summer before freshman year increases the percentage of students earning 12+ credits during their first term (a strong predictor of on-time graduation) from 3-10%, depending on the population (Yeager et al., 2013).

Growth mindset emerged as a potential QEP topic when stakeholders from across campus were surveyed in Spring 2014. Though the phrase "growth mindset" did not explicitly emerge from the survey and subsequent discussions, many of the concerns and suggestions for improved student learning touched on elements that fall within the growth mindset domain. Analysis of the largely qualitative data produced by that survey indicated a strong interest in a QEP that would foster greater academic motivation, greater curricular and co-curricular engagement with the many learning opportunities the university provides, greater personal responsibility for learning, more resilience in meeting academic and intellectual challenges, and greater willingness to set and meet higher academic expectations. The following excerpts from the QEP topics survey illustrate how deeply our university feels the need for a quality enhancement project that would address the affective and metacognitive dimensions of higher education:

The most important area is student engagement in learning. Many students are still operating under the paradigm of 'What do I need to do and what is the easiest way to do it.

- "I think universities across the country, High Point University among them, need to focus on cultivating self-reliance in students. Too many students rely on parents, tutors, or indulgent professors to solve their academic and life problems for them. High Point University should work on balancing its efforts to provide academic assistance to students with parallel efforts to foster and reward intellectual self-reliance."
- "Taking responsibility for learning. As we all know becoming a lifetime learner is one of the most important goals a student should set. Helping the students learn to take responsibility for their learning through guided steps that help a young student transition from being told what to do to learn to taking the initiative themselves for learning is essential for a students successful transition to adulthood."
- "The most important area is student engagement in learning. Many students are still operating under the paradigm of 'What do I need to do and what is the easiest way to do it.'"

Other data bolster this perception that the university can do more to promote greater student engagement and taking initiative for learning. Results of the National Survey of Student Engagement (NSSE) conducted on the High Point University campus also highlight aspects of student engagement that are likely to be enhanced upon implementation of growth mindset strategies. High Point University students scored below the national average for engagement in several areas, including:

- Prepared two or more drafts of a paper or assignment before handing it in.
- Analyzed a new idea, experience or line of reasoning in depth by examining its parts.
- Reviewed notes after class.
- Took courses that challenged me to do my best work.
- Spent significant amount of time studying and on academic works.

Based on the findings of Dweck and others, the implementation of campus wide growth mindset strategies at High Point University has a strong likelihood of providing substantial opportunities for growth to our students, given the positive impact that they have on the effort that students put into learning, their resilience, and their willingness to take on challenges. In the process, adopting growth mindset approaches will not only support the university's mission ("to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities") and address a key learning outcome of the President's Seminar (a course required of all High Point University students prior to graduation), but is also likely to enhance academic performance and our students' persistence toward meeting their personal and vocational goals.

Growth mindset strategies have a proven track record of enhancing engagement.

An important outcome to note regarding growth mindset classroom strategies is their impact on narrowing, or even closing, the achievement gap that is frequently observed between majority students and students of color on campuses across the nation. Growth mindset strategies benefit all students, but their positive impact on the engagement, academic performance and retention of students from underrepresented groups is particularly powerful, given their ability to minimize stereotype threat in the classroom (Aronson, Fried, & Good, 2002). Considering that preliminary data indicate the existence of achievement gaps in some general education courses at High Point University, we anticipate that narrowing or even closing these achievement gaps represents another crucial benefit of the campus wide adoption of growth mindset strategies.

High Point University's Quality Enhancement Plan – *Live.Learn.Grow.* – will improve student learning by encouraging everyone in our campus community to change the way they think, to give up glib, self-stultifying estimations of their intellectual shortcomings ("I'm just not good at math"), and to embrace instead openness, persistence, and purposeful effort in meeting and surmounting academic, intellectual, and personal challenges. Our students will benefit from the creation of an environment in which a high level of engagement, personal responsibility for learning, and a growth mindset form the background for all of our activities, both inside and beyond the classroom. This environment will motivate our students to seek opportunities that challenge them and help them reach their full intellectual potential.

Improve student learning by encouraging everyone in our campus community to change the way they think, to give up glib, self-stultifying estimations of their intellectual shortcomings.

DESIRED OUTCOMES

Focus Statement

Throughout the QEP planning, participants reflected on the HPU mission statement from the recent Academic Strategic Plan:

> The mission of High Point University is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities.

Participants recognized that the statement charges faculty and staff to put into practice learning strategies that fundamentally change students' relationships with knowledge and their understanding of what it means to learn. While each of the three possible topics outlined in the white papers addressed this charge in its own way, participants ultimately gravitated toward growth mindset, seeing in the concept a widely accepted and proven premise for student success, the promise of a broad range of intervention opportunities, and an invitation to enhance academic rigor within a learner-centered paradigm. The Steering Committee responded to faculty feedback by crafting the QEP Focus Statement:

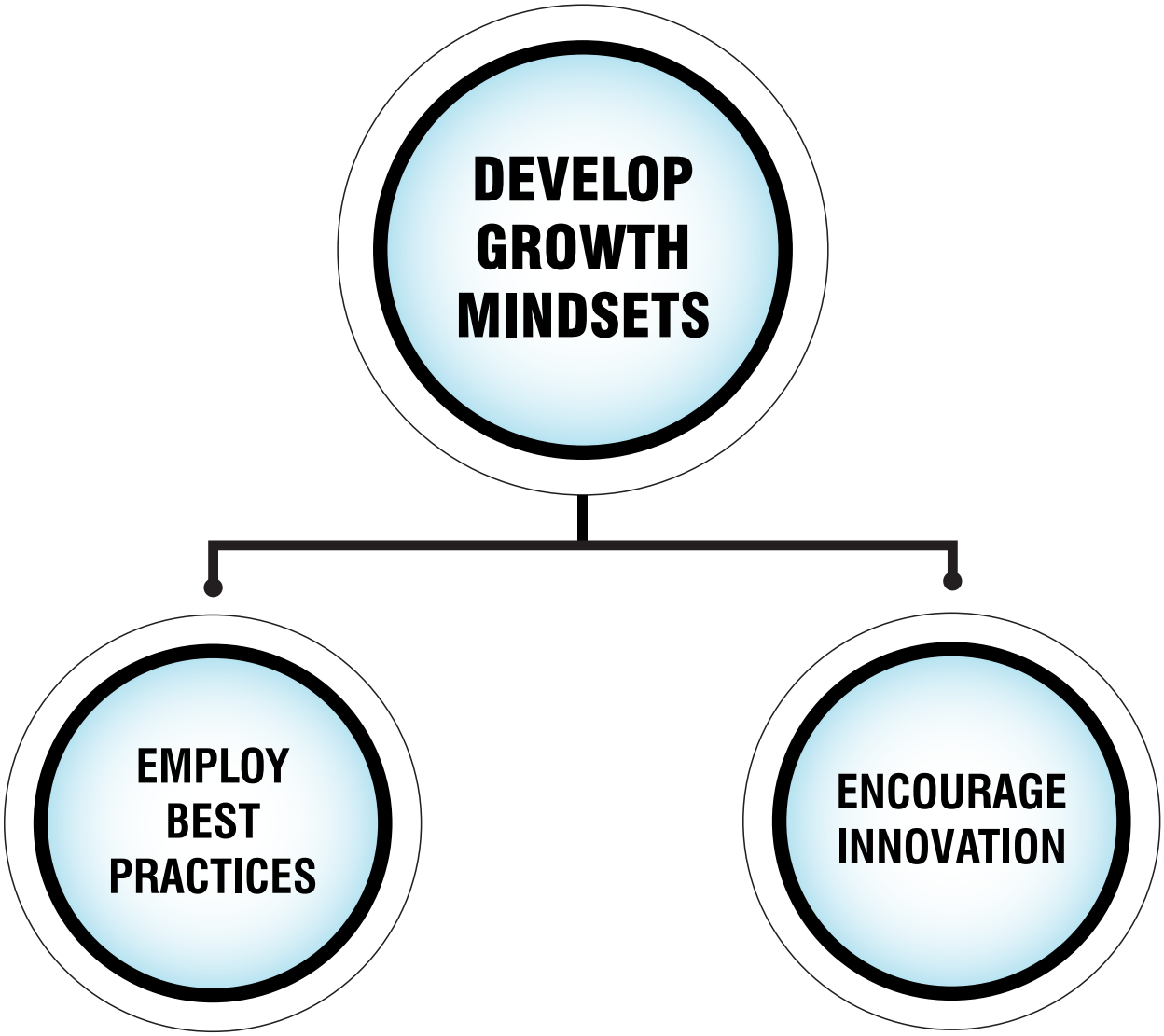
> The objective of High Point University's QEP is to increase student learning by facilitating development of a growth mindest among faculty, staff, and students. To achieve this objective, the university will employ best practices and encourage innovation across campus to help students transition from a fixed to a growth mindset.

"What man actually needs is not a tensionless state but rather the striving and struggling for a worthwhile goal, a freely chosen task."

- Viktor E. Frankl

The Focus Statement emphasizes community wide engagement, purposely blurring the boundaries between academics and student life, as well as those among disciplines and professional units.

Figure 4: Focus Statement



The Focus Statement establishes the aim of the QEP to be the development of growth mindsets among campus stakeholders. It also establishes two actionable goals that we will use to organize our efforts: establishing and employing across campus best practices related to the development of a growth mindset and encouraging stakeholders to innovate and take informed risks in creating and revising student learning experiences.

Desired Student Learning Outcomes

The *Live.Learn.Grow.* student learning outcomes (SLOs) highlight the knowledge, skills, behaviors, and values indicative of a growth mindset and beneficial within a rigorous academic environment. The SLOs emphasize that college learning occurs across academic and social domains, and the inclusive language of the SLOs is meant to foster participation across disciplines and institutional areas (i.e., academic affairs and student life).

> "To deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities"

Aligned with Bloom's taxonomy of cognitive development, the SLOs start with discovery, build through analysis, and culminate with synthesis and creation. The general arc of most students' experiences will take them from comprehension through synthesis over their four years of study. However, we plan for students to encounter a mostly recursive process, one that reintroduces central concepts and practices while challenging students to apply them in different situations. The vertical structure of our general education curriculum, the broad range of experiential learning opportunities, the strong presence of academic support services, and our high on-campus residency rate will ensure that most students receive multiple interventions that reinforce and stretch their understanding of growth mindset (See Figure 5).

Discovery of Growth Mindset Outcomes:

At the foundational level of the triangle, students will be able to:

1. Define key terms and concepts related to growth mindsets.
2. Describe the benefits of a growth mindset to learning.

Analysis of Learning Strategies Outcomes:

At the middle level of the triangle, students will be able to:

1. Recognize learning as a recursive process of trial and error, multiple attempts, and persistent effort.
2. Practice growth mindset strategies in academic, residential, and co-curricular settings.

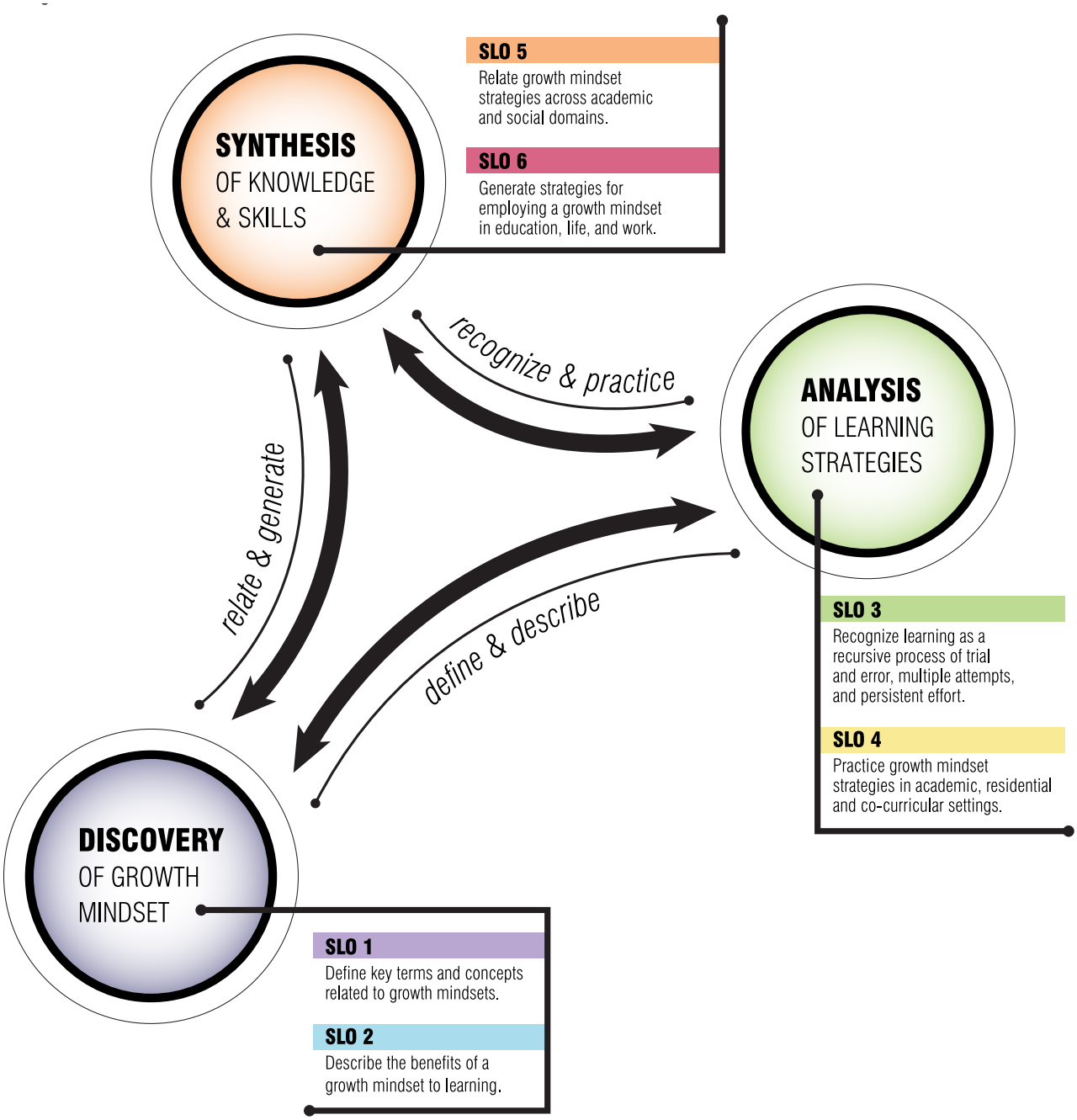
Synthesis of Knowledge and Skills Outcomes:

At the pinnacle of the triangle, students will be able to:

1. Relate growth mindset strategies across academic and social domains.
2. Generate strategies for employing a growth mindset in education, life, and work.

Student Learning Outcomes

Figure 5: Student Learning Outcomes



Desired Program Outcomes

The following program outcomes will serve as additional measures of the success of Live. Learn. Grow. These outcomes speak to the QEP's goal of helping campus members develop a growth mindset and its sub-goals of employing best practices and encouraging innovation. They will be evaluated with respect to the diversity of participants because we intend to reach members from as many campus areas as possible.

1. Faculty and staff have opportunities to learn and practice growth mindset behaviors in classes, at work,and at university functions.
2. The university actively encourages and supports the creation, implementation, and assessment of growth mindset interventions in academic, co-curricular, and extra-curricular settings.
3. The university facilitates research on growth mindset interventions in educational and co-curricular settings and encourages the dissemination of findings in peer-reviewed publications and at national conferences.

"If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning."

-Carol Dweck

What is growth mindset and what are its attributes?

A substantial body of research undertaken in the last two decades or so has illuminated the degree to which learning is influenced by affected states of emotion, attitude, and belief. What students believe about their own intellectual capabilities, in other words, can have a determining effect on how quickly and how well they do learn. According to the researcher who coined the term, Stanford psychology professor Carol Dweck, "growth mindset" is "the belief that your basic qualities are things you can cultivate through your efforts" (Dweck, 2006, p. 7). Students with a growth mindset are those who believe that high levels of intelligence and skill are not necessarily traits we are born with. They believe that such traits can be improved through effort and experimentation (Dweck, 2006; Sparks, 2013). High Point University's QEP seeks to extend and deepen student learning through a concerted effort to foster a growth mindset in our students, faculty, and staff.

High Point University's QEP seeks to extend and deepen student learning through a concerted effort to foster a growth mindset in our students, faculty, and staff.

Research demonstrates that simply adopting a belief in one's capacity to overcome barriers leads to measurably greater accomplishments. The bulk of research on how people develop beliefs about themselves (self-theory) focuses on student conceptions on the nature of intelligence (Atwood, 2010). Krakovsky (2007) offers a summary of Dweck's more than two decades of research on self-theory and fixed versus growth mindsets. Individuals with a growth mindset or "incremental theory," tend to show a greater sense of free will and stronger desire to learn (Atwood, 2010; Krakovsky, 2007; Ziegler & Stoeger, 2010). They embrace challenges and show persistence when facing obstacles. They also believe that effort pays off. They appreciate feedback and learn from their mistakes and they also are inspired by the success of others. As a result of this growth mindset, such individuals are able to reach higher levels of achievement (Krakovsky, 2007).

A growth mindset contrasts with a "fixed mindset," or "(b)elieving that your qualities are carved in stone" (Dweck, 2006, p. 6). A "fixed mindset leads to a desire to look smart." Individuals with a fixed mindset or "entity theory" believe that "intelligence is static"; they avoid challenges, lack persistence, and believe that effort and hard work have little impact on outcomes (Atwood, 2010; Krakovsky, 2007; Ziegler & Stoeger, 2010). These same individuals tend to ignore beneficial negative feedback and they also feel threatened by the success of others. Overall, these individuals reflect a deterministic view of the world, and as such, they tend to achieve less than their full potential (Atwood, 2010; Krakovsky, 2007).

"It is hard to fail; but it is worse never to have tried to succeed."

-Theodore Roosevelt

Mindset theory is important in school settings, where students with growth versus fixed mindsets perform differently when faced with identical intellectual tasks. For example, in a study of how conceptions of intelligence affect individuals' beliefs about their own mental abilities, fifth graders were told about a test that would measure "an important school ability." Students with a growth mindset did not assume that the test had to do with how intelligent they were or would be when they grew up, while those with a fixed mindset assumed their performance on the test would determine their academic success (Dweck, 2006, p. 26-27). The pitfalls of a fixed mindset, moreover, are not limited to a lower likelihood of academic achievement. Students who view their intelligence as fixed tend to seek experiences that affirm their self-theory. While someone with a fixed mindset can be highly intelligent, their self-theory seeks only those intellectual tasks and challenges that enable them to look smart. They avoid tasks and challenges that might entail a higher likelihood of failure, and thus limit their learning opportunities to enterprises in which they know they will succeed.

Students with growth mindsets, on the other hand, enjoy challenges and value putting effort into solving difficult problems, knowing that initial failure is often a necessary step on the way to acquiring expanded skills and abilities (Walters, 2015). An important part of Dweck's research has been her focus on children and how they cope with failure (2012). Dweck found two types of children, those who attributed their failure to uncontrollable factors, such as their personal lack of ability, and children who attributed failure to controllable factors, such as personal effort. Dweck found that children in the first group showed more helplessness in coping with failure versus those in the latter group. "This helpless response to failure consisted of negative affect, falling expectancies, less effective strategies, and lower persistence, and did not in any way stem from lower ability" (Dweck, 2012, p. 44). As children grow into adulthood, however, these seemingly innate characteristics become mindsets, which ultimately color an individual's sense of herself, effectively enabling or interfering with that individual's ability to learn. College students who claim "I'm no good at math" or "I'm a science person, not a humanities person" are revealing their fixed mindsets, which result from having transformed "an action (I failed) to an identity (I am a failure)" (Dweck, 2006, p. 33). Individuals with a growth mindset, however, perceive failure as perhaps painful but not defining. "It's a problem to be faced, dealt with, and learned from" (Dweck, 2006, p. 33). A student who has a growth mindset, is one who is not afraid to fail, is open to experimentation, to exerting effort and to learning from mistakes (Sparks, 2013).

When both students and educators comprehend that intelligence and skills can be developed, the focus is then on improving such skills instead of worrying over grades and level of smart.

Research and experimentation in the incremental theory of intelligence demonstrates that people's mindsets are innate and persistent. Once people are made aware, however, that intellectual capability is analogous to physical ability and therefore can be improved through understanding its processes and intentionally exercising it, mindset can be changed, and the learning benefits that accrue to those with a growth mindset can be acquired.

Moreover, according to the website Mindset Works, a company that offers educational services based on Dweck and Lisa Blackwell's research, growth mindset applies to both students and educators. When both students and educators comprehend that intelligence and skills can be developed, the focus is then on improving such skills instead of worrying over grades and level of smartness. Students with a growth mindset are those who reflect greater motivation in schoolwork, higher test scores and performance (The Science: The Growth Mindset, n.d.). By educating our campus community about incremental theories of intelligence and demonstrating the potential intellectual, social, and personal gains accessible through the adoption of a growth mindset, High Point's QEP will help our entire campus community become more confident and capable learners.

While much research has focused on growth and fixed mindset with respect to students' estimations of their own intelligence and school-based competencies, mindset theory also applies to beliefs about abilities in other areas, such as sports and relationships (Dweck, 2006, p. 22). For example, Dweck describes a "personality mindset" that has to do with how you perceive yourself and your qualities, including "how dependable, cooperative, caring, or socially skilled you are" (Dweck, 2006, p. 13). It is sometimes the case that individuals have a growth mindset in certain areas of their lives (e.g., sports) and a fixed mindset in others (e.g., academics) (Atwood, 2010; Dweck, 2006). By attending to three vital dimensions of the university experience – academics, faculty development, and student life – High Point's *Live.Learn.Grow.* QEP will help to integrate and coordinate what is too often a fragmented educational experience for students, faculty, and staff, who tend to sequester classroom learning from their social and personal lives. By orienting a wide range of activities toward belief and attitude, rather than merely the acquisition of a skill or body of knowledge, our QEP has the potential to effect long-lasting change throughout our campus community.

Research has shown that students with a growth mindset demonstrate persistence in their studies and related challenges and persevere in the face of setbacks and failure.

What are the benefits of a growth mindest?

What we know about growth mindset so far is largely based on implementation and research in primary and secondary education, creating extensive opportunities at HPU for innovative practice and study in higher education. *Live.Learn.Grow*. breaks new ground in the application of growth mindset and the incremental theory of intelligence to post-secondary education, particularly in light of our plan to supplement course-based and classroom interventions with fostering a growth mindset among faculty and staff, and in our students' social lives. These opportunities are especially attractive given what we already know about the numerous benefits of growth mindset in education.

Greater Engagement with the Process (Even Love of It) & Perseverance

Students with a growth mindset have demonstrated greater confidence and engagement with (even love of) the process of learning and developing, persisting with respect to challenging tasks even in the face of failure. As Dweck explains, a mindset creates a worldview that involves certain goals, beliefs, ways of explaining why things happen as they do, and response strategies as part of a shared "meaning system" (Dweck, 2012, p. 50). One component of this meaning system is "effort beliefs" – beliefs about risk and effort. Those with a growth mindset tend to believe that a lot of effort is a good thing when it comes to cultivating abilities, that "geniuses have to work hard" (Dweck, 2012, p. 50; see also, Blackwell, et al., 2007; Dweck 2006; Dweck & Leggett, 1988). For a student with a fixed mindset, though, effort can be "terrifying" because it should not be necessary for the talented and suggests that the student lacks talent (Dweck, 2006, p. 43). If achieving something is about effort, then the fixed mindset student can no longer rely on otherwise available excuses, such as not having something essential to the process of achievement (talent, adequate preparation, etc.).

In a longitudinal study of implicit self-theories related to Dweck's growth and fixed mindsets, students at University of California Berkeley were found not to change orientations during college (Robins & Pals, 2002). Nevertheless, those students who were already growth-minded "gained confidence in themselves as they repeatedly met and mastered the challenges of the university" (Dweck, 2006, p. 51). (Those with a fixed mindset actually lost ground during college on measures of self-esteem.) Recent research on the motivation of students participating in a massive open online course (MOOC) (KhanAcademy.org) found that students made more attempts at solving problems when a growth-minded statement was added above the problems: "Remember, the more you practice, the smarter you become!" (Williams et al., 2013). This suggests that our multi-faceted plan of acquainting students with growth mindedness and encouraging them to adopt it intentionally in a variety of contexts will both enhance their learning and encourage knowledge transfer. Dweck remarks that engaging with the process does not require that a student be good at it. In fact, with a growth mindset, engagement occurs "because you're not good at it" (Dweck, 2006, p. 53) – it is the challenge rather than the performance that is motivating.

"The greatest danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low and achieving our mark."

-Michelangelo

Research has shown that students with a growth mindset demonstrate persistence in their studies and related challenges and persevere in the face of setbacks and failure. Unlike "grit," a trait described by Andrea Duckworth and her colleagues (2007), mindset is a more malleable quality with consequences for affect and behavior. Mindset works in part via related attributions – explanations of why things happen as they do, particularly with respect to setbacks – and strategies of response ("helpless" versus "mastery-oriented") (Dweck, 2012, p. 50). Students faced with negative performance feedback (real or hypothetical) explain their performance and respond very differently based on their mindset. Those with a growth mindset attribute poor performance to a need for greater effort; they agree to undertake more preparation or remedial help in order to perform better next time (Dweck, 2006; Hong, 1999; Nussbaum & Dweck, 2008). Longitudinal studies similarly have found that students with a growth mindset respond to academic difficulty with new strategies and more effort (compared with less effort or even cheating among those with a fixed mindset) (Blackwell et al., 2007; Robins & Pals, 2002).

Longitudinal studies similarly have found that students with a growth mindset respond to academic difficulty with new strategies and more effort.

This emphasis on persistence and strategizing for greater success appears to also be true of students following growth mindset interventions. Dweck and her colleagues have developed an interactive computer-based intervention called "Brainology" that introduces students to the growth mindset and how it might apply to schoolwork. After working with Brainology, some seventh graders reported using their time better as well as studying and reviewing their notes more regularly (Dweck, 2006). Yet-to-be published research by David S. Yeager, Gregory M. Walton, and Carol S. Dweck (2013) found that completion of a web-based growth mindset intervention staged the summer before freshman year at a state university increased the percentage of students earning 12+ credits during their first term (a strong predictor of on-time graduation) from 3-10%, depending on the population (Yeager et. al., 2013). As research demonstrates, one of the benefits of growth mindset is its association with greater motivation and persistence in learning. This learning is not just for the sake of performance but tied to more engaged effort – e.g., examining themes and principles across lectures, and going over mistakes for greater understanding (Dweck, 2006).

Ultimately, the hope is not merely that students grit their teeth and charge ahead but that they come to love the process of learning itself, just as with the growth-minded athletes, CEOs, musicians, and scientists, whom Dweck discovered loved what they did (Dweck, 2006). Clearly, students who love learning will learn more and retain their knowledge longer – a particularly important benefit both for students whose formal education ends at college and for those going on to graduate study.

Better Performance

While greater engagement with the process of learning is an important benefit of growth mindset, other benefits are related to enhanced performance. For example, seventh graders were provided with growth mindset training in which they learn to think of their brains as "muscles that get stronger with exercise" in addition to study skills training. They showed a sharp increase in grades compared to students who only received study skills training and who subsequently show the decline in math grades commonly exhibited in middle school (Blackwell et al., 2007; Yeager & Dweck, 2012). Such findings are not limited to younger students. A study regarding undergraduates enrolled in a chemistry course found that a growth mindset predicted higher final grades, even when controlling for math SAT scores as an index of entering ability (Grant & Dweck, 2003). These performance-related results appear to have been mediated by students' engagement with the processes of learning as well as their resilience when confronted with challenge. Specifically, the growth minded chemistry students tended to use deeper learning strategies and to better recover from an initial poor grade (Grant & Dweck, 2003). As Dweck notes, one of the advantages of people with a growth mindset that surely assists their performance is their ability to accurately assess their performance and their abilities, their assets and their limitations (Dweck, 2006). Our QEP's interventions that occur early in students' education should not only help students persist in college, but should also better prepare them for the increasingly difficult challenges of upper-division work.

Our QEP's interventions that occur early in students' education should not only help students persist in college, but should also better prepare them for the increasingly difficult challenges of upper-division work.

"I don't divide the world into the weak and the strong, or the successess and the failures. I divide the world into the learners and the non-learners."

-Benjamin Barber

More Openness to Feedback & Resilience (Including Among Underrepresented Groups)

Yet another kind of benefit resulting from a growth mindset is better accepting feedback and constructive criticism. Parents can cultivate this kind of orientation in children by encouraging them to learn and to develop good study habits rather than to feel judged by the feedback they receive (Dweck, 2006). Faculty and staff might work with students in similar ways, so that they might understand feedback for "its implications for learning and constructive action: What can I learn from this? How can I improve?" instead of merely labeling it as strongly positive or negative (Dweck, 2006, p. 215). Our faculty development efforts will be oriented toward helping instructors frame their feedback to students in ways that are consistent with the incremental theory of intelligence. When students understand that school is a way to grow their minds, they are less likely to sabotage themselves (Dweck, 2006), and labels and stereotypes matter less with respect to students' performance (Dweck, 2006). Perseverance is important to the success of all students, given the challenges they inevitably come to face as part of learning. Yet what might be described as "resilience" is especially important to certain individuals and groups who face significant adversity or who might be considered systemically "at-risk." As Dweck puts it, a growth mindset "helps people to see prejudice for what it is – someone else's view of them – and to confront it with their confidence and abilities intact" (Dweck, 2006, p. 78).

It is possible that growth minded students' focus on learning, openness to difficult feedback, and resiliency may mean that they are less likely to deceive in order to cover up poor performance.

As just one example, African American undergraduates were asked to write an essay for a competition, to be judged by a professor whom students were likely to identify as "representative of the white establishment" (Dweck, 2006, p. 77). The professor gave rigorous, constructive criticism, which students reacted to in various ways. In particular, students with a growth mindset perceived the professor as "arrogant", "condescending", and even "intimidating", but valued his feedback for its potential to challenge and improve their work and their learning (London, Downey, & Dweck, 2006). In another study, women with a growth mindset who enrolled in a college calculus course experienced a greater and more consistent sense of belonging than other women (Good, Ratten, & Dweck, 2008). Growth mindset strategies benefit all students, but their positive impact on the engagement, academic performance and retention of students from underrepresented groups is particularly powerful, given their ability to minimize stereotype threat in the classroom (Aronson, Fried, & Good, 2002).

Other Possible Benefits

Does a growth mindset have an effect on students' ethical behavior? It is too early to tell. However, a study of fifth-graders found that children praised for their intelligence tended to misrepresent poor scores (Mueller & Dweck, 1998). It is possible that growth minded students' focus on learning, openness to difficult feedback, and resiliency may mean that they are less likely to deceive in order to cover up poor performance.

This review has largely focused on benefits of a growth mindset to students. Yet growth mindset interventions are often staged through others, such as faculty and staff. Little is known about the direct benefits of mindset to persons in these roles. Dweck (2006) has suggested, though, that teachers with a growth mindset tend to be more inclusive of students (assuming that all of their students can learn), more patient, and more informed with respect to how the brain works. *Live.Learn.Grow.* has the potential to make a valuable contribution to the theory and practice of an incremental understanding of intelligence in higher education. Rather than merely repeating prior research on solely classroom-based interventions aimed at fostering growth mindset, our instruction, development, and assessment actions will deepen our understanding of the cognitive and affective dimensions of learning. It will also open up new horizons for designing educational experiences that go beyond the classroom and which are intellectually and personally transformative for our students, faculty, and staff. A key element of our mission is to educate "the whole person": to help our students become people for whom learning is a way of life. By showing them the practical, personal, and spiritual benefits of belief in themselves as capable of learning, our QEP helps us enhance student learning in a way that also accomplishes one of our most important institutional aims.

ACTIONS TO BE IMPLEMENTED

The aim of the QEP is to increase student learning by facilitating development of a growth mindset among faculty, staff, and students. To achieve this aim, HPU is committed to discovering and employing best practices related to such development and to encouraging stakeholders from across the campus to innovate and take informed risks in creating and revising student learning experiences. These discoveries and innovations will involve a range of assessable interventions across the curriculum – undergraduate and graduate – and other co-curricular domains. These actions will provide faculty, staff, and students with multiple opportunities to achieve our programmatic and student learning outcomes.

One challenge for the QEP is to ensure students experience activities that help them work toward all of the learning outcomes at appropriate curricular levels.

No one action will be sufficient in achieving a particular learning outcome. We also cannot plot specific pathways for students through the actions. The QEP is not designed to create a replicable "mindset curriculum;" rather, it is to provide students with intentional, rigorous, and relevant learning activities that are partnered with developmentally and contextually appropriate growth mindset interventions. These opportunities are to occur across disciplines and campus domains, enabling students to work recursively and with varying purposes.

"What can I learn from this? What will I do next time I'm in this situation?"

-Carol Dweck

One challenge for the QEP is to ensure students experience activities that help them work toward all of the learning outcomes at appropriate curricular levels. This challenge will be managed by the QEP Director and responded to directly through the faculty and staff development programs described below.

Student Learning Outcomes

- Discover growth mindset benefits
- Analyze learning strategies
- Synthesize knowledge and skills

Development Actions

- Introduce growth mindset strategies to faculty and staff across the curriculum and co-curriculum
- Support innovative instruction with growth mindset strategies across the curriculum and throughout Student Life programs
- Facilitate the scholarship of teaching and learning

Instruction Actions

- Provide learning experiences across the curriculum that develop students' growth mindset
- Infuse academic support services with growth mindset strategies
- Deliver developmentally and contextually appropriate growth mindset interventions across the domain of Student Life

Assessment Actions

- Administer growth mindset instruments across multiple survey and feedback tools
- Evaluate annually student performance data in growth mindset-enhanced courses
- Record and publicize growth mindset-related activities, research, and scholarship from across campus
- Record and report on course-specific and intervention-specific assessments, as developed by practitioners

"There is something about seeing myself improve that motivates and excites me."

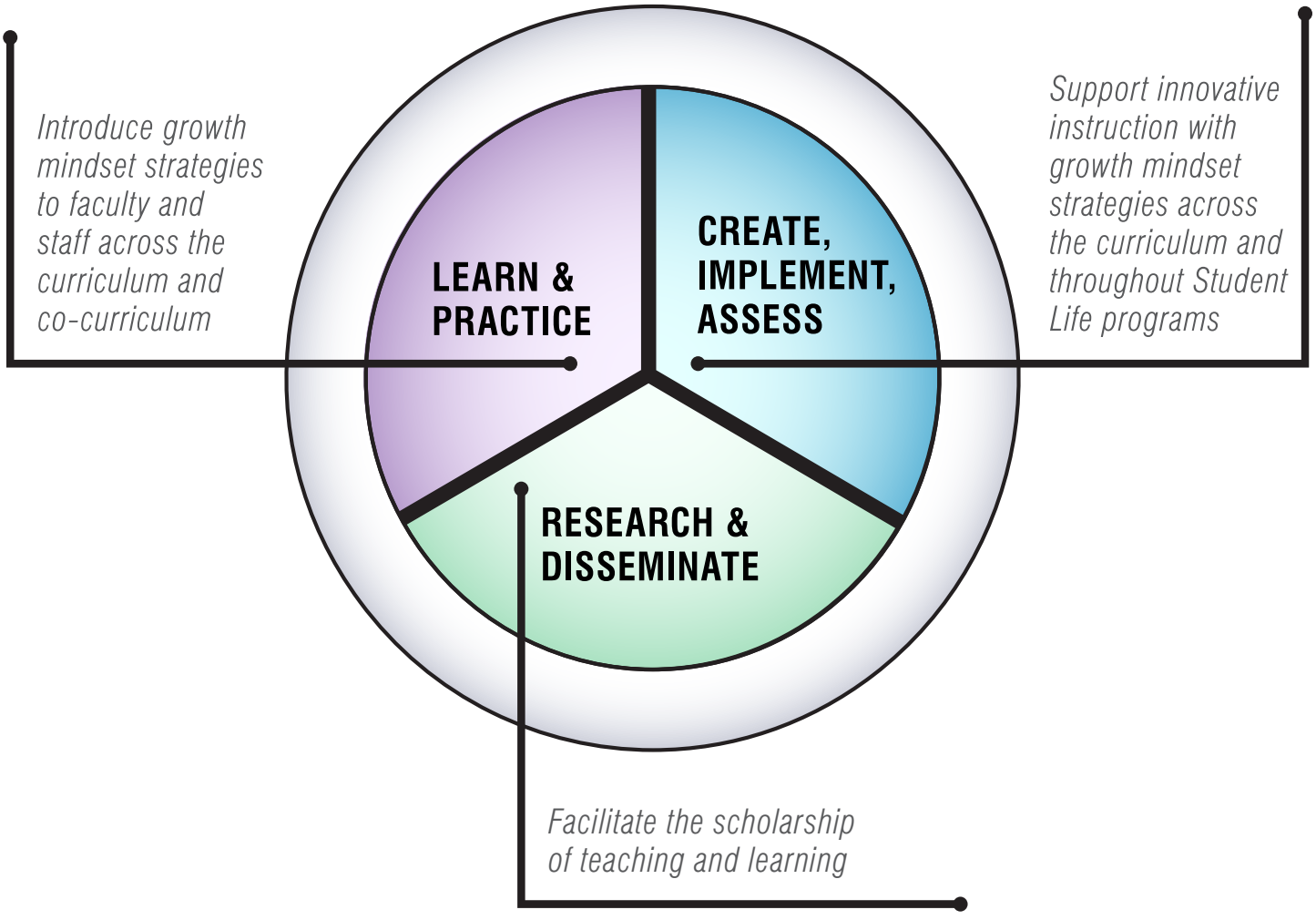
-Jackie Joyner-Kersee

Development Actions

Development Action 1: Introduce growth mindset strategies to faculty and staff across the curriculum and co-curriculum:

As a campus-wide learning experiment, the QEP depends on our faculty and staff becoming familiar with the theories and practices related to growth mindset development. Such training will be centralized and assessed through the relatively new Center for Innovative Teaching and Learning (CITL), within which the new QEP Director will reside. The QEP Director will oversee the communication strategy for QEP-related activities and develop series of workshops and discussions designed to educate the campus on growth mindset matters and to recruit practitioners for future interventions.

Figure 6: Development Actions



Key Actions:

- CITL Summer Faculty/Staff QEP Workshops
  Dates: Beginning summer 2016 and continuing throughout the QEP

  Two half-day meetings introducing the principles and best practices of growth mindset for faculty and staff interested in developing interventions. Largely informational in purpose, these meetings will help ensure that those interventions foreground growth mindset from a common intellectual basis and promulgate a consistent view of its benefits.

- Growth Mindset Spotlight Lunches
  Dates: Monthly, beginning Fall 2017

  Hour-long presentations, offered monthly, modeled on CITL Ed Talks. Faculty teaching in GM enhanced courses and staff organizing GM activities discuss experiences, triumphs, and setbacks. Lunch provided for all attendees.

Development Action 2: Support innovative instruction with growth mindset strategies across the curriculum and throughout Student Life programs:

GM Scholars will measure and study how their practices help students meet course learning outcomes and selected QEP learning outcomes.

The Center for Innovative Teaching and Learning will function as the engine for the QEP, providing resources and training for faculty and staff to develop challenging learning experiences rooted in growth mindset and to research the effects of such experiences. Budgetary and material support for CITL in these endeavors will be robust, and yearly assessments will enable CITL to adapt their offerings to meet emerging interests and opportunities. The QEP Director will recruit for, develop, and assess the trainings.

Key Actions:

- Growth Mindset Scholars Program Dates: applications invited beginning Summer 2016

  Up to 10 faculty and staff each year will be eligible to receive stipends of up to $6,500 each to develop a growth-mindset based scholarship of teaching and learning (SOTL) project. Growth Mindset (GM) Scholars will work in cohorts with CITL to devise course techniques, activities, and assignments that challenge students' abilities while encouraging the development of a growth mindset. GM Scholars will measure and study how their practices help students meet course learning outcomes and selected QEP learning outcomes. GM Scholars will have four semesters to complete a classroom-based research project, with the aim of publishable results. Each scholar will also be asked to participate in or lead summer workshops and lunch sessions, as well as to mentor future cohort members.

Table 2: Assessment: Introduce growth mindset strategies to faculty and staff

Program Outcome	Method	Implementation& Collection	Responsible	Performance Criteria	Recipient of Results
Hire QEP Director	Direct	Recruit from current faculty and staff	Ad hoc hiring committee	See job ad	Provost
Communication & Marketing Plan	Direct	Coordinate with Office of Communication, Student Government, Office of Student Life, etc.	QEP Sub-committee	See marketing plan	QEP Steering Committee
Informational Workshops and Events	Direct	Coordinate with Office of Communication, Student Government, Office of Student Life, etc.	QEP Director	2 events each summer; 3-4 events each semester, half with external experts (beginning YR3)	QEP Steering Committee

Table 3: Budget: Introduce growth mindset strategies to faculty and staff

Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Hire QEP Director (Salary & Benefits)	$102,000	$104,040	$106,121	$108,244	$110,408	$530,813
Communication & Marketing Plan	$5,000*	$5,000	$5,000	$5,000	$5,000	$25,000
Informational Workshops and Development Events	$600	$600	$25,350	$25,350	$25,350	$77,250
Total	$107,600	$109,640	$136,471	$138,594	$140,758	$634,063

* Amount does not include $20,000 in pre-QEP expenses.

- CITL Scholar Fellowships
  Dates: applications invited beginning Summer 2016

  Intended as a continuation of the Teaching Scholars Program in place since 2014, these fellowships provide faculty up to $2500 over two years in support of the scholarship of teaching and learning. This program allows for lengthier data collection and analysis processes.

- Integrative Pedagogy Grants
  Dates: applications invited beginning Summer 2016

  Up to 5 pairs of faculty and staff each year receive $750 each to design and implement linked signature assignments across courses or campus experiences in different disciplines and domains. The courses and experiences are to include developmentally appropriate growth mindset interventions that support rigorous instruction. Pairs will present the development and results of their signature assignments at summer workshops and CITL Ed Talks and be encouraged to submit their work for presentation or publication.

- Growth Mindset Technology Grants
  Dates: applications invited beginning late Spring 2016

  Up to 10 faculty and staff each year will receive stipends of $1500 each to develop web- or technology-based methods of encouraging the development of a growth mindset. Unlike the Scholars program and the Integrative Pedagogy grants, Technology Grants need not be linked to a course. Projects eligible for the Technology Grants may include interactive websites, games, or technology-based pedagogies that promote the development of persistence, iterative learning, and overcoming obstacles, both within and outside an educational context.

Table 4: Assessment: Support innovative instruction

Program Outcome	Method	Implementation & Collection	Responsible	Performance Criteria	Recipients of Results
Recruit, Train, and Support CITL Cohorts	Direct	Communicate and coordinate with faculty and staff from across the university	QEP Director, CITL Director	Multiple recipients each year across disciplines and domains	QEP Steering Committee
Revise practices as needed	Direct	Review assessment data and reports; consult and coordinate with participants	QEP Director, CITL Director, Provost	Continued awarding of development funds	QEP Steering Committee

Table 5: Budget: Support innovative instruction

Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Recruit, Train, and Support CITL Cohorts	$102,500	$102,500	$102,500	$102,500	$102,500	$512,500
Travel	$6,400	$6,400	$6,400	$6,400	$6,400	$32,000
Total	$108,900	$108,900	$108,900	$108,900	$108,900	$544,500

Development Action 3: Facilitate the scholarship of teaching and learning:

The QEP has the potential to develop High Point University as a national center of expertise on growth mindset in higher education. The CITL resources cited above will be augmented with support from a range of campus offices. This support will help with the mechanics of starting, conducting, and reporting on classroom-based and learner-centered research.

Key Actions:

- Maintain and publish lists of growth mindset resources, potential sites for publication, and ongoing conference opportunities.
- Facilitate training and certification through the Institutional Review Board (IRB).

Table 6: Assessment: Facilitate the scholarship of teaching and learning

Program Method	Outcome	Implementation & Collection	Responsible	Performance Criteria	Recipients of Results
Maintain QEP Resources and List of Research Opportunities	Direct	Coordinate with library and Communication sub-committee	QEP Director	Updated each semester	QEP Steering Committee
Deliver IRB Training	Direct	Coordinate with IRB Committee	QEP Director, CITL Director	Completed IRB approvals and certifications for all CITL cohort members	QEP Steering Committee

Table 7: Budget: Facilitate the scholarship of teaching and learning

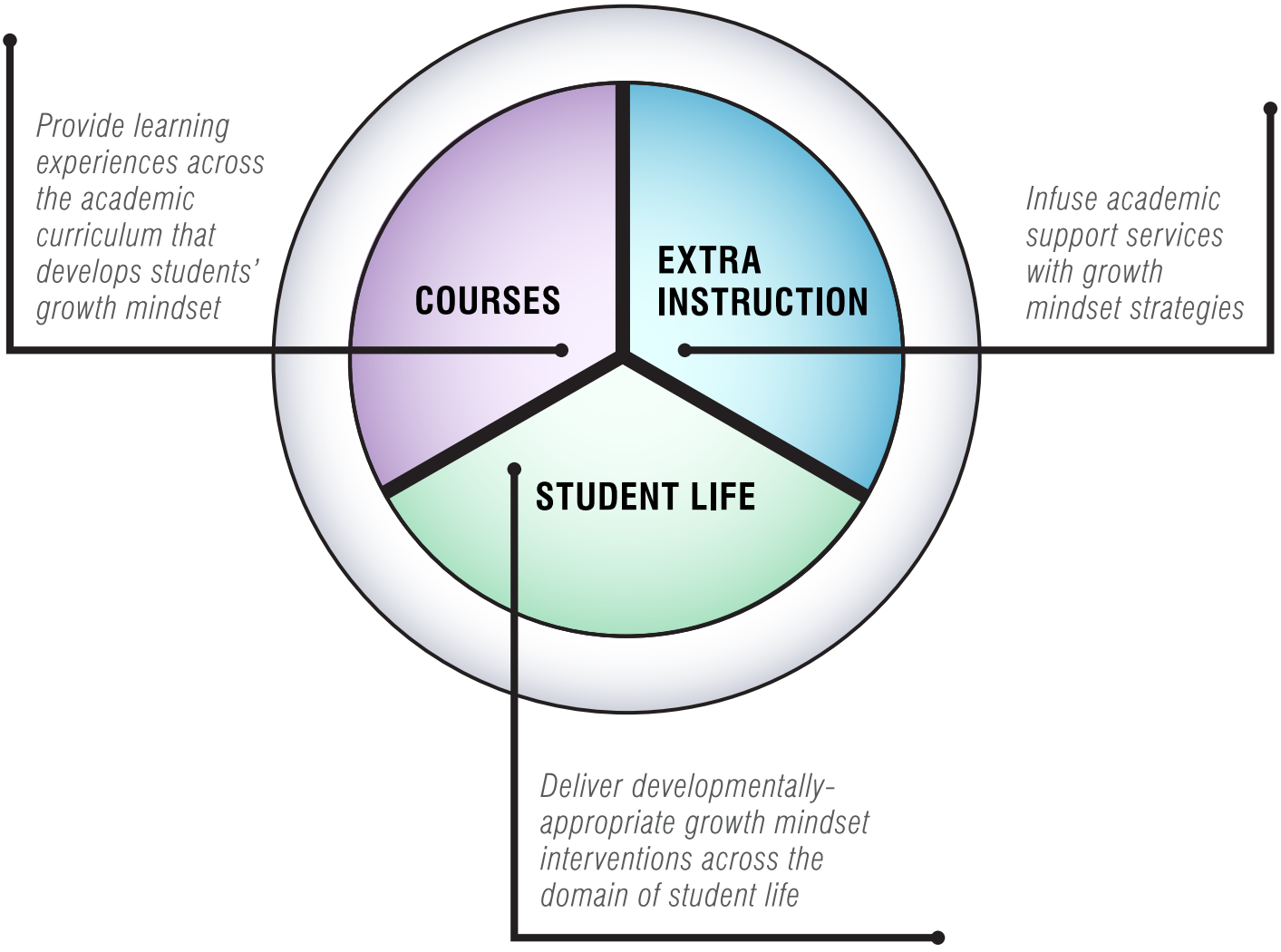
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Maintain QEP Resources and List of Research Opportunities	No new funds	No new funds	No new funds	No new funds	No new funds	No new funds
Deliver IRB Training	No new funds	No new funds	No new funds	No new funds	No new funds	No new funds
Total						N/A

Instruction Actions

Instruction Action 1: Provide learning experiences across the academic curriculum that develop students' growth mindset:

Growth mindset learning experiences will develop in waves across the five years of the QEP, as faculty and staff work in cohorts with CITL to develop and implement classroom and co-curricular activities, training protocols, and campus events that attempt to achieve the student learning outcomes. The QEP Director will analyze assessment data to construct a list of target areas across campus from which new cohort members can be recruited. One goal for the Director will be to recruit participants to design interventions across the full range of learning outcomes. Faculty and staff who are not members of cohorts will also be encouraged to develop interventions and record their attempts and assessments with the QEP Director.

Figure 7: Instruction Actions



Key Actions:

- Recruit diverse groups of CITL faculty cohorts to ensure coverage of learning outcomes.
- Create avenues for all faculty and staff to develop, assess, and report on interventions.

Table 8: Assessment: Provide learning experiences across the curriculum

Program Outcome	Method	Implementation & Collection	Responsible	Performance Criteria	Recipients of Results
All Student Learning Outcomes	Direct	Recruit & develop diverse CITL cohorts	QEP Director, CITL Director, cohort members	Students receive opportunities to achieve all SLOs at appropriate levels	QEP Steering Committee
All Student Learning Outcomes	Direct	Implement growth mindset interventions in courses	Cohort members	Course materials reflect interventions	QEP Director

Table 9: Budget: Provide learning experiences across the curriculum

Budget amounts are part of CITL funds and not additional funds.

Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Recruit & develop diverse CITL faculty cohorts	$89,500	$89,500	$89,500	$89,500	$96,000	$454,000
Total						$454,000

"It's not that I'm so smart, it's just that I stay with problems longer."

-Albert Einstein

Instruction Action 2: Infuse academic support services with growth mindset strategies:

Current academic support services include tutoring, student instructor programs, success coaching, career and internship advising, and library based one-on-one instruction services. Infusing these areas with growth mindset strategies will achieve two goals: training student workers and their managers in how to foster growth mindsets in themselves and their peers, and providing students with out-of-class experiences that reinforce a growth mindset.

Key Actions:

- Include program directors in CITL cohorts and provide additional training when requested.
- Train student tutors and instructors in growth mindset theory in developmentally appropriate ways.

Table 10: Assessment: Infuse academic support service with growth mindset strategies

Program Outcome	Method	Implementation & Collection	Responsible	Performance Criteria	Recipients of results
Recruit and Train Directors of Academic and Student Support Services	Direct	Recruit and train targeted directors through years 1-4 with earmarked funds from CITL	QEP Director	Offices develop, implement, and assess training curricula	QEP Director, QEP Steering Committee
All Student Learning Outcomes	Direct & Indirect	Train student workers in targeted areas	Program Directors, QEP Director	Student workers demonstrate progression through learning outcomes	QEP Director, QEP Steering Committee

Table 11: Budget: Infuse academic support service with growth mindset strategies

Budget amounts are part of CITL funds and not additional funds.

Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Recruit and Train Directors of Academic and Student Support Services	$6,500	$6,500	$6,500	$6,500	$0	$26,000
Total						$26,000

Instruction Action 3: Deliver developmentally appropriate growth mindset interventions across the areas of Student Life:

The QEP strives to provide students with intellectually coherent experiences across the academic and co-curricular domains of college. With over 90% of our undergraduates living on campus each year, we have extensive opportunities to offer experiences and interventions that align with students' developmental progress in their emotional and social lives. As with our actions related to academic support, actions in this area will affect both students and the staff leaders who work with them.

Key Actions:

- Include Student Life area directors in CITL cohorts and provide additional training when requested.
- Educate resident assistants and resident directors in growth mindset theory and strategies.
- Identify and recruit participants from other areas related to student development for growth mindset training.

Table 12: Assessment: Deliver growth mindset interventions across Student Life

Program Outcome	Method	Implementation & Collection	Responsible	Performance Criteria	Recipients of results
Recruit and Train Area Directors from Student Life	Direct	Recruit and train targeted area directors with earmarked funds from CITL	QEP Director	Offices develop, implement, and assess student life curricula	VP of Student Life, QEP Director, QEP Steering Committee
All student learning outcomes	Direct & indirect	Train resident assistants and directors in growth mindset strategies	Director of First-Year Residential Education, QEP Director	RAs and RDs receive growth mindset training; residential programming has growth mindset components	VP of Student Life, QEP Director, QEP Steering Committee

Table 13: Budget: Deliver growth mindset interventions across Student Life

Budget amounts are part of CITL funds and not additional funds.

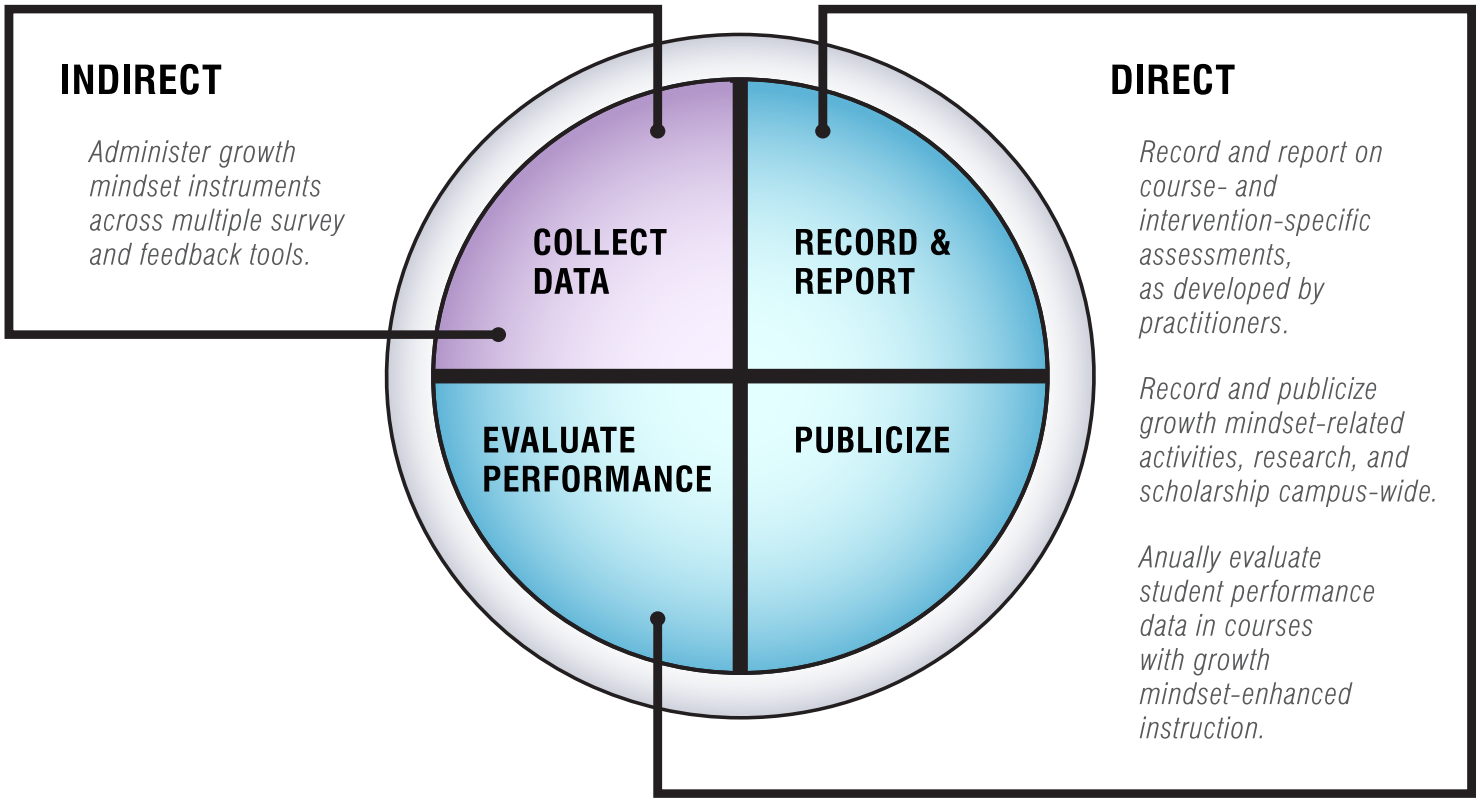
Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Recruit and Train Area Directors from Student Life	$6,500	$6,500	$6,500	$6,500	$6,500	$32,500
RA and RD Training	Part of current student life budget					
Total						$32,500

Assessment Actions

Assessment Action 1: Measure for growth mindsets in students across multiple surveys and feedback tools:

Students will be asked to respond to questions from the Implicit Theories of Intelligence Scale (ITIS) developed initially by Dr. Carol Dweck. The questions will appear on university-wide surveys beginning in the fall of 2015. Additionally, the scale will be incorporated in assessments of individual courses and campus experiences. Other feedback tools will be developed to match the interventions created throughout the QEP.

Figure 8: Assessment Actions



Key Actions:

- Institute regular use of ITIS in university-wide and experience-specific surveys.
- Assist faculty and staff in developing meaningful assessment tools for specific activities.

Table 14: Assessment: Measure for growth mindset

Program Outcome	Method	Implementation & Collection	Responsible	Performance Criteria	Recipients of results
Facilitate Development of a Growth Mindset in Students, Faculty, and Staff	Direct	Incorporate ITIS items in first-year student, graduate exit, alumni, NSSE, and faculty/staff surveys	QEP Director, Office of Research and Planning	Collection of survey data across a 5-year period	QEP Steering Committee
Train Faculty and Staff Cohorts to Experiment with Survey Tools	Direct	Develop, test, and revise intervention-specific growth measurements across disciplines and domains	QEP Director, CITL Director, CITL Cohorts	IRB approval for experimental measurements across QEP time period	QEP Steering Committee

Table 15: Budget: Measure for growth mindset

Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Add ITIS Items to Surveys; Collect and Analyze Data						
Include Assessment Training With CITL Cohorts	Budget included with CITL activities.					
Total						

Assessment Action 2: Evaluate annually student performance data in growth mindset-enhanced courses:

One valuable measure of students' persistence and growth across the curriculum is the extent to which they remain engaged and enrolled in their courses. Another important measure is the extent to which students fulfill or exceed course expectations. The QEP will track and analyze data on course-specific F, D, withdraw, & incomplete rates (FDWI) and student GPAs in growth mindset-enhanced courses.

Key Actions:

- Determine pre-existing FDWI rates and GPAs for courses/programs.
- Explore possible configurations of the Starfish advising tool to report on students' non-cognitive behaviors.

Table 16: Assessment: Evaluate Student performance in growth mindset-enhanced courses

Program outcome	Method	Implementation & Collection	Responsible	Performance Criteria	Recipients of results
Facilitate Development of a Growth Mindset in Students	Indirect	Track enrollment data, FDWI rates, and GPAs in enhanced courses	QEP Director, Office of Institutional Effectiveness	Collect and analyze data throughout QEP	QEP Steering Committee
Configure Starfish Advising Tool to Report on Non-Cognitive Behaviors	Direct	Coordinate with Academic Services	QEP Director	Determine possibilities and enact changes	QEP Steering Committee

Table 17: Budget: Evaluate Student performance in growth mindset-enhanced courses

Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Evaluate Student Performance	Part of Research and Planning and Academic Development budgets.					
Total						

Assessment Action 3: Record and report on course- and intervention-specific assessments, as developed by practitioners:

Enabling practitioners to self-report on their actions and assessments will help us maintain momentum for the QEP and create another official accounting of activities across the curriculum and co-curriculum. The action will have the added effect of developing practitioners facility with assessment techniques.

Key Actions:

- Train practitioners in assessment theories and strategies.
- Create and maintain a user-friendly database for records and reports.

Table 18: Assessment: Record course-and intervention- specific assessments

Program outcome	Method	Implementation & Collection	Responsible	Performance Criteria	Recipients of results
Create and Maintain Assessment Reports Database	Direct	Coordinate with CITL and Library to build online survey tool for sharing of assessment tools and reports	QEP Director, CITL Director, Library	Regularly updated and publicized accounting of assessments	QEP Steering Committee, Campus Community

Table 19: Budget: Record course and intervention specific assessments

Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Build Online Survey Tool for Sharing of Assessment Tools and Reports	$1,000	$0	$0	$0	$0	$1,000
Total						$1,000

Assessment Action 4: Record and publicize growth mindset-related research and scholarship from across campus:

To maintain momentum for the QEP and to facilitate future projects, we will create methods and sites for the recording and celebration of research generated as a result of the QEP. These actions will also serve as one of several accountings of the effects of the QEP on faculty and staff development.

Key Actions:

- Develop process for self-reporting of scholarly work.
- Regularly publish summaries and abstracts of research.

Table 20: Assessment: Record growth mindset-related research and scholarship

Program Oucome	Method	Implementation & Collection	Responsible	Performance Criteria	Recipients of Results
Encourage and Publicize Research and Scholarship Related to the QEP	Direct	Coordinate with CITL and Library to build online survey tool for self-reporting of research and scholarship	QEP Director, CITL Director, Library	Regularly updated and publicized lists of projects	QEP Steering Committee, Campus Community

Table 21: Budget: Record growth mindset-related research and scholarship

Action/Expense	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Build Online Survey Tool for Self-Reporting of Research and Scholarship	$1,000	$0	$0	$0	$0	$1,000
Total						$1,000

5 year plan

Table 22: Implementation timelines

PRE-QEP

Action	Responsible
Appoint QEP Committees	Provost
Hire QEP Director	Search Committee, Provost
Establish QEP Budget	President, Provost, Executive Vice President
Solicit and Select Development Funding Proposals	QEP Director, CITL Director, QEP Subcommittee
Establish QEP Director Office	QEP Director, CITL Director
Create QEP Marketing Strategy	QEP Director, QEP Subcommittee
Prepare Year One Interventions in Biology, Math, Academic Services, and Residential Curriculum	QEP Director, CITL Director, Biology and Math Faculty, Academic Services Director, First-Year Programs Director, Residence Life

QEP YEAR ONE (2016-17)

Action	Responsible
Organize Assessment Program	QEP Director, CITL Director, Office of Institutional Effectiveness, QEP Steering Committee
Fund QEP Budget	President, Provost, Executive Vice President
Conduct Faculty/Staff Development through CITL Programs (ongoing)	CITL Director
Refine and Continue Marketing Program (ongoing)	QEP Director, QEP Subcommittee
Deliver Growth Mindset Interventions in Biology, Math, Academic Service, and Residential Curriculum	Biology and Math Faculty, Academic Service Director, First-year Programs Director, Residence Life
Recruit Cohort for Next Round of CITL Programs (ongoing)	QEP Director
Develop Growth Mindset Resource Site	QEP Director, Library
Create System for Recording and Publicizing QEP-Related Research and Scholarship From Across Campus	QEP Director

QEP YEAR TWO (2017-18)

Action	Responsible
Deliver Growth Mindset Interventions Across Curriculum and Co-Curriculum (ongoing)	CITL Cohorts
Deliver "Growth Mindset Spotlight Lunches" (ongoing)	CITL Cohorts, QEP Director, CITL Director
Collect Intervention-Specific Assessments (ongoing)	CITL Cohorts, QEP Director
Collect Indirect Assessment Data (ongoing)	QEP Director

QEP YEAR THREE (2018-19)

Action	Responsible
Review Assessment and Reports; Revise Practices and Opportunities as Warranted	Provost, QEP Director, CITL Director, QEP Steering Committee
Oversee and Coordinate New Cohorts and Ongoing Initiatives from Years 1-2	QEP Director

QEP YEAR FOUR (2019-20)

Action	Responsible
Review Assessment and Reports; Revise Practices and Opportunities as Warranted	Provost, QEP Director, CITL Director, QEP Steering Committee
Oversee and Coordinate New Cohorts and Ongoing Initiatives from Years 1-3	QEP Director

QEP YEAR FIVE (2020-21)

Action	Responsible
Review Assessment and Reports; Revise Practices and Opportunities as Warranted	Provost, QEP Director, CITL Director, QEP Steering Committee
Oversee and Coordinate New Cohorts and Ongoing Initiatives from Years 1-4	QEP Director
Determine Which Elements of QEP May Be Continued or Discontinued	Provost, QEP Director, CITL Director, QEP Steering Committe
Prepare QEP Impact Report	QEP Director, CITL Director, QEP Steering Committee

First-Year Interventions

Because of intense early interest from faculty in biology, chemistry, and math and staff involved with the Common Experience, we are able to begin some instructional actions at the start of Fall 2016 semester. The grid below outlines these interventions, and details for each are located in Appendix I.

Table 23: First Year Interventions

Student Learning Outcomes	Department or Area	Intervention	Assessment
Define, Describe, Recognize, Practice	Biology and Chemistry	Dual domain pedagogy and supplemental instruction in BIO 1100, BIO 1399, CHM 1010/1020, and CHM 1510/1520	• Academic performance (GPA, DFWI rates) • Science self-efficacy instrument • NSSE
Recognize, Practice	Math	Growth mindset messaging and supplemental instruction in MTH 1300 and 1310	• DFWI rate • Growth mindset survey instrument
Define, Describe, Recognize, Practice, Generate	Academic Services	Student Instructor training in growth mindset theory and practices; delivery of supplemental instruction for BIO, CHM, and MTH	• Academic performance (GPA, DFWI rates) • NSSE • Growth mindset survey instrument • Tutor training surveys
Practice	Library Services	Research instruction for BIO 1399 using growth mindset interventions	• Student performance on reports and papers
Define, Practice, Generate	Student Life	Resident Assistant and Director training in growth mindset theory and practices; interventions in residential curriculum	• RA/RD training surveys • Count of in-hall programs • NSSE • Growth mindset survey instrument

Biology, chemistry, and math were selected as the first sites for academic instructional intervention based on institutional assessment data (DFWI rates, NSSE, senior exit surveys) that show students' difficulty with such courses, as well as consistent anecdotal evidence from faculty and students suggesting that, as "gateway" courses, they tend to heighten students' performance anxieties and prompt fixed mindset behaviors.

The initial actions from Academic Services will result in supplemental instruction programs for students enrolled in the BIO, CHM, and MTH courses. Undergraduate Student Instructors will receive training in growth mindset theory and practices alongside their tutor training.

The Library Services actions will address growth mindset strategies as they relate to research in BIO 1399, where the development of strong research skills is often an indicator of success. This will result in the design and delivery of growth-mindset oriented research instruction sessions for all sections of BIO 1399.

The Student Life actions will be folded into the residential curriculum for first-year students as part of the university's Common Experience. Resident assistants and directors will infuse in-hall programming with growth mindset messages and activities.

ADMINISTERING THE QEP

High Point University's QEP promotes the professional development of faculty and staff as it seeks to encourage and strengthen growth mindsets across the campus community. Such development requires a centralized effort regarding communication, recruitment, training/instruction, and assessment. To that end, coordination of the QEP has been assigned to the new QEP Director, who will report to the Provost and will coordinate efforts with the Director of the Center for Innovative Teaching and Learning (CITL) and the QEP Steering Committee.

The Provost will provide campus-wide cabinet-level leadership to the QEP implementation. The QEP Director will oversee day-to-day operations and implementations of the QEP, including but not limited to marketing strategies, faculty and staff outreach, activity planning, data collection, and assessment reporting. He or she will develop partnerships with the academic deans and program directors, as well as with area coordinators within the Office of Student Life.

Figure 9 is the organizational chart and depicts the direct reporting lines and coordination expectations of the QEP.

Figure 9: QEP Administration

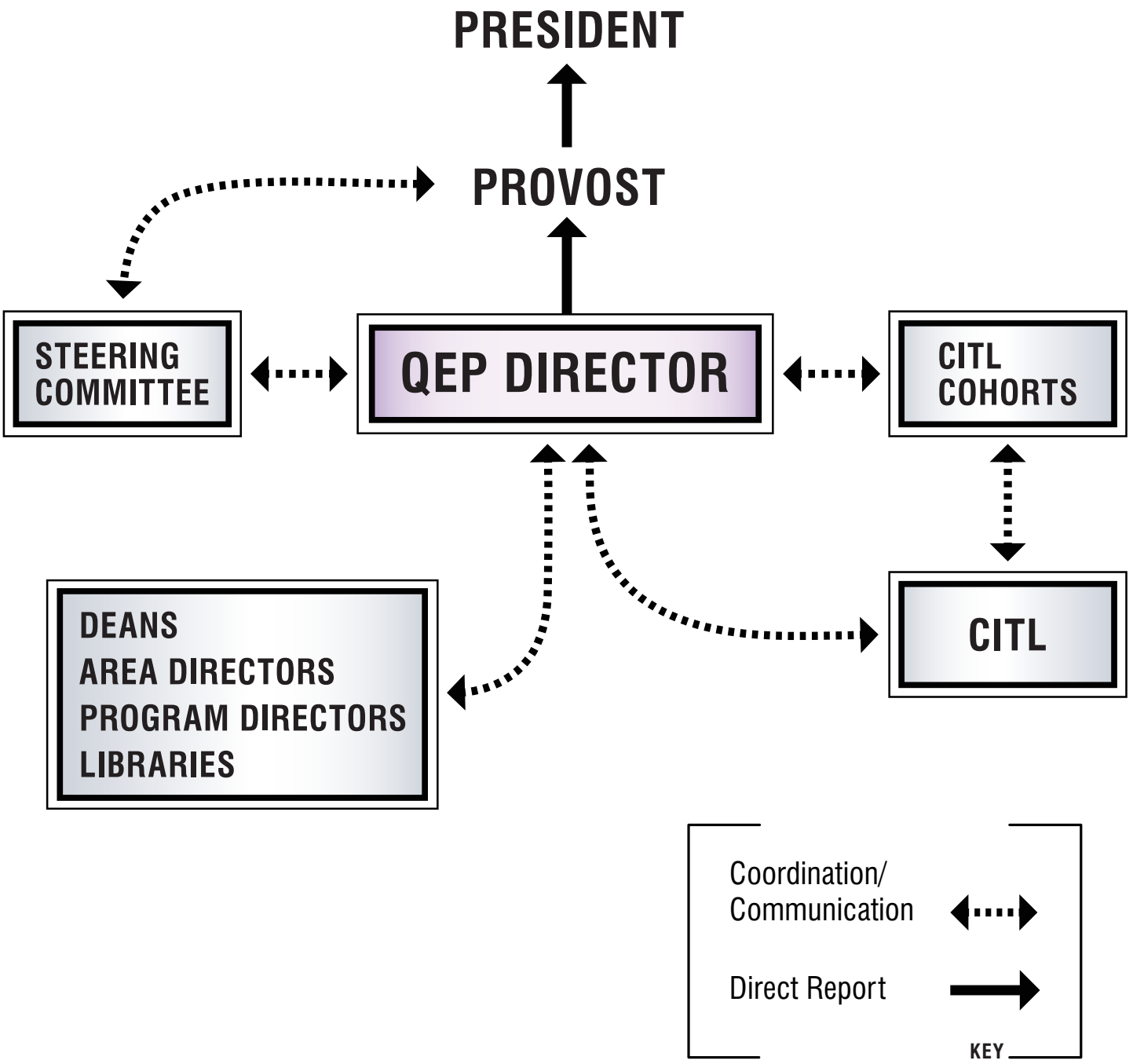


Table 24: Budget

Area	Unit Cost	#	2015-16	YR 1 (16-17)	YR 2 (17-18)	YR 3 (18-19)	YR 4 (19-20)	YR 5 (20-21)	Total
Governance									
Director Salary			$42,500	$85,000	$86,700	$88,434	$90,203	$92,007	$484,844
Director Benefits			$8,500	$17,000	$17,340	$17,687	$18,041	$18,401	$96,969
Adm. Asst. Salary			$15,000	$30,000	$30,600	$31,212	$31,836	$32,473	$171,121
Subtotal			$66,000	$132,000	$134,640	$137,333	$140,080	$142,881	$752,934
Travel				$6,400	$6,400	$6,400	$6,400	$6,400	$32,000
QEP Marketing			$23,800	$5,000	$5,000	$5,000	$5,000	$5,000	$48,800
Subtotal			$23,800	$11,400	$11,400	$11,400	$11,400	$11,400	$80,800
Faculty & Staff Development									
Summer Workshops	$300	2		$600	$600	$600	$600	$600	$3,000
Mindset Scholars	$6,500	10		$65,000	$64,000	$65,000	$65,000	$65,000	$325,000
CITL Fellowships	$2,500	3		$7,500	$7,500	$7,500	$7,500	$7,500	$37,500
Technology Grants	$1,500	10		$15,000	$15,000	$15,000	$15,000	$15,000	$75,000
Integrative Pedagogy Grants	$1,500	10		$15,000	$15,000	$15,000	$15,000	$15,000	$75,000
CITL External Expert Programs	$2,000	9				$18,000	$18,000	$18,000	$54,000
CITL Success Programs	$750	9				$6,750	$6,750	$6,750	$20,250
Subtotal				$103,100	$103,100	$127,850	$127,850	$127,850	$589,750
Library Services									
SCOPUS Citation Database				$13,000	$13,000	$13,000	$13,000	$13,000	$65,000
TOTAL			$89,800	$259,500	$262,140	$289,583	$292,330	$295,131	$1,488,484

ASSESSMENT STRATEGIES

As outlined in Section II.A: Topic Selection, the choice of *Live.Learn.Grow.* as our QEP topic emerged both from extensive opinion surveys of campus stakeholders and analysis of prior learning outcomes and student satisfaction assessments. Since the aim of *Live.Learn.Grow.* is to foster a growth mindset among students, faculty, and staff, assessment of the plan's effectiveness will necessarily be broad-based and multi-faceted, employing a wide range of measures and techniques. Many of the anticipated assessment steps associated with growth-mindset interventions in coursework and student life are detailed in the Actions to be Implemented section. The following explains our overall strategy for assessing both the implementation and effects of *Live.Learn.Grow.*

Since the aim of *Live.Learn.Grow.* is to foster a growth mindset among students, faculty, and staff, assessment of the plan's effectiveness will necessarily be broad-based and multi-faceted, employing a wide range of measures and techniques.

The Desired Outcomes section describes the threefold, mutually supportive structure of our QEP. The university will employ multiple assessment measures and strategies to determine the effectiveness of the three major components of the QEP:

1. Focus Statement: the overarching objective of the QEP is to spread a growth mindset among campus stakeholders. We anticipate that this aim will be ultimately accomplished through a combination of:
    - Employing best practices in encouraging the development of a growth mindset, and
    - Providing opportunities for continued research and innovation in fostering and realizing the benefits of a growth mindset.

2. Student Learning Outcomes: as a result of the QEP, our students will be able to define, describe the benefits of, apply, practice, evaluate, and ultimately generate growth mindset strategies in a variety of educational domains and interpersonal contexts.

3. Program Outcomes: as the concept and benefits of a growth mindset become more widely accepted across campus, the QEP will attempt to measure its own effectiveness in encouraging growth mindset related research, practice, and scholarship.

Each of these parts will be assessed in diverse ways, many of which will be developed in response to the results of initial assessments. The overall assessment plan begins, though, with several surveys that we hope will establish baseline values for the current proportion of growth versus fixed mindsets on campus. In Fall 2015, for example, four items from the Implicit Theories of Intelligence Scale (ITIS) were included in the mid-semester New Student Survey, administered to all incoming freshmen, transfer students, and re-admits. Students were asked to mark their levels of agreement with these statements:

- Your intelligence is something about you that can't change very much.
- You can learn new things, but you can't really change your basic intelligence.
- Difficulties and challenges prevent you from developing your intelligence.
- You have a certain amount of intelligence, and you can't really do much to change it.

The same four questions were included in the Fall 2015 administration of the Alumni Survey, which targeted Spring 2015 graduates. In addition, the QEP Steering Committee, Assessment Committee, and QEP Director will examine growth mindset related responses to other surveys administered over 3-5 years, including the National Survey of Student Engagement (NSSE), HPU's graduate exit survey (administered to graduating seniors immediately prior to receiving their degrees), and the Student Satisfaction Inventory (SSI). These data will be analyzed, and, where appropriate, proxy measures of growth mindset will be derived, all of which will give us an approximation of how growth-minded our students, faculty, and staff are prior to implementing the interventions planned in *Live.Learn.Grow.*

As outlined in the Implementation Timeline section, data from student, faculty, and staff surveys will provide the background for growth mindset interventions in first-year biology, chemistry, and math courses. Grade distributions, DFWI rates, and grade point averages in these courses will be tracked and compared to distributions in these courses prior to the introduction of growth mindset interventions. Grade data can continue to be tracked by course to determine whether those targeted by specific growth mindset interventions display statistically significant differences in academic performance.

These data will be analyzed, and, where appropriate, proxy measures of growth mindset will be derived, all of which will give us an approximation of how growth-minded our students, faculty, and staff are prior to implementing the interventions planned in *Live.Learn.Grow.*

Students will also be asked – for instance at the beginning and end of growth mindset targeted courses – about their changing perceptions of their own intellectual ability and academic resilience, using the surveys listed above. Student and faculty data may be in some cases linked through identifiers such as HPU Passport numbers in order to analyze data collected in one context in light of growth mindset data collected in other contexts (whether as part of a larger questionnaire or in a stand-alone instrument).

In addition to measuring any gains in growth mindset accomplished through course-based interventions, the QEP will also assess the effect of growth mindset messaging in co-curricular programming. This encompasses the incorporation of growth mindset training and interventions in Student Success, tutoring, and academic support services. Aggregate data on usage of these services will be analyzed for any changes in frequency and academic performance of students after growth mindset interventions. For example, data collected through the on-line Starfish platform, which enables faculty and staff to track positive and negative behaviors by particular students, might indicate relative levels of development of growth mindsets. Assessment could relate Starfish's behavioral "flags" to the relative effectiveness of particular kinds of interventions for increasing student persistence.

By definition, the power of growth mindset to serve as the engine for intellectual growth to a significant degree depends on the learner's conscious awareness of possessing the conviction that intelligence is fungible and capable of being deepened through deliberate effort.

Beyond the qualitative and quantitative methods the QEP Steering Committee will use to gauge success, the QEP will also furnish faculty and staff with professional development, training, and resources to undertake ongoing assessment of the development of growth mindsets in their classrooms and student life activities. The Center for Innovative Teaching and Learning, for example, will offer a number of growth mindset related faculty development grants, each of which will require a well-defined assessment strategy for measuring the effect of the contemplated intervention. All training, faculty development workshops, growth mindset related events, and programming involving faculty and staff will be assessed through participant surveys and appropriate proxy measures of effectiveness, such as changes in academic performance, attendance at co-curricular events, and focus groups, which will be organized from time to time to generate qualitative feedback on the progress of growth mindedness at HPU.

The Director of *Live.Learn.Grow.* will have the primary responsibility for developing and guiding the assessment process for the QEP. This proposal seeks to balance the need to create a structure in which the QEP will develop with the desire to allow significant leeway for the Director to innovate and shape the QEP assessments as findings emerge. The Director will be the primary coordinator for all assessment and will report to the Provost.

Growth mindset belongs to the metacognitive domain. By definition, the power of growth mindset to serve as the engine for intellectual growth to a significant degree depends on the learner's conscious awareness of possessing the conviction that intelligence is fungible and capable of being deepened through deliberate effort. Of necessity, then, much of the assessment of our QEP will depend on surveys, in which we ask all stakeholders on campus about their awareness of, control over, and belief in the powers and benefits of adopting a growth mindset. Throughout the QEP, therefore, we will continually ask the members of our university community about their mindset, comparing their responses in order to find new ways of making the case for this concept. This ambitious and wide-ranging effort will, no doubt, take many unanticipated forms. Throughout our assessment of *Live.Learn.Grow.*, however, one goal will remain paramount: to ascertain – as sensitively and comprehensively as possible – the degrees to which changing mindset impacts the educational, vocational, and personal lives of High Point University's students, faculty, and staff.

REFERENCES

Aronson, J., Fried, C.B., & Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. *Journal of Experimental Social Psychology*, *38*, 113-125.

Atwood, J. R. (2010). *Mindset, motivation and metaphor in school and sport: Bifurcated beliefs and behavior in two different achievement domains*. Presented at the American Education Research Association 2010 Annual Meeting, Denver, CO.

Blackwell, L. A., Trzesniewski, K. H., & Dweck, C. S. (2007). Theories of intelligence and achievement across the junior high school transition: A longitudinal study and an intervention. *Child Development, 78*, 246–263.

Bryk, A.S., Yeager, D.S., Hausman, H., Muhich, J., Dolle, J.R., Grunow, A., LeMahieu, P., and Gomez, L. (2013). *Improvement research carried out through networked communities: Accelerating learning about practices that support more productive student mindsets*. A White Paper prepared for the White House meeting on Excellence in Education: The Importance of Academic Mindsets.

Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology,* 92 (6), 1087.

Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Ballantine Books.

Dweck, C. S. (2012). Implicit theories. In Van Lange, P. A. M. et al. (Eds), *The Handbook of Theories of Social Psychology* (pp. 43 - 61). London: Sage Publications LTD.

Good, C., Rattan, A. & Dweck, C.S. (2008) *Development of the sense of belonging to math survey for adults: A longitudinal study of women in calculus.* Unpublished manuscript.

Grant, H., & Dweck, C. S. (2003). Clarifying achievement goals and their impact. *Journal of Personality and Social Psychology*, 85, 541–553.

Hong, Y., Chiu, C., Dweck, C. S., Derrick, M. S., & Wan, W., (1999). Implicit theories, attributions, and coping: A meaning systems approach. *Journal of Personality and Social Psychology, 77* (3), 588-99.

Krakovsky, M. (2007, March/April). The effort effect. *Stanford Magazine*. Retrieved from http://www.stanfordalumni.org/news/magazine/2007/marapr/features/ dweck.html

London, B., Downey, G., & Dweck, C.S. (2006). *The student's dilemma: Academic engagement in the face of stereotype threat*. Unpublished manuscript, Columbia University, New York.

Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology, 75* (1), 33-52.

Robins, R., & Pals, J. (2002). Implicit self-theories in the academic domain: implications for goal orientation, attributions, affect, and self-esteem change. *Self and Identity*, 1, 313-36.

Sparks, S. D. (September, 2013). 'Growth mindset' gaining traction as school improvement strategy. *Education Week, 33*(3). Retrieved from http://www.edweek.org/ew/articles/2013/09/11/03mindset_ep.h33.html

The Science: The growth mindset (n.d.). Mindset Works online. Retrieved from http://www.mindsetworks.com/webnav/whatismindset.aspx

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Expanded 2nd ed. Alexandria: ASCD.

Williams, J. J., Paunesku, D., Haley, B., & Sohl-Dickstein, J. (2013). *Measurably increasing motivation in MOOCs*. Presented at the MOOCshop Workshop, International Conference on Artificial Intelligence in Education, Memphis, TN.

Yeager, D. S., Paunesku, D., Walton, G. M., & Dweck, C. S. (2013, May). *How can we instill productive mindsets at scale? A review of the evidence and an initial R&D agenda.* In A White Paper prepared for the White House meeting on "Excellence in Education: The Importance of Academic Mindsets."

Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47 (4), 302-314.

Ziegler, A., & Stoeger, H. (2010). Research on a modified framework of implicit personality theories. *Learning and Individual Differences*, *20*, 318-326.

APPENDIX A: QEP COMMITTEES

QEP Leadership Structure

QEP Steering Committee	QEP Steering Committee
Dr. Wes Davenport (Co-Chair)	Dr. Bill Carpenter (Co-Chair)
Mr. John Champion	Ms. April Wines
Dr. Stephanie Crofton	Ms. Gena Parnell
Dr. Jeff Adams	Ms. Kathy Smith
Dr. Aaron Titus	Dr. Martin Kifer
Mr. David Bryden	Dr. Matt Schneider
Mr. Anthony Holbrook (GR)	Dr. Jane Bowser
Dr. Ginny McDermott	Dr. Mark Toole
Mr. Jay Putnam	Dr. Paul Kittle
Dr. Angie Bauer	Dr. Brian Augustine

Topic Identification		Document Writing		Literature Review
Dr. Aaron Titus (Chair)		Dr. Bill Carpenter (Chair)		Mr. David Bryden (Chair)
Mr. Tyler Steelman (UG)		Dr. Anna Piperato		Ms. Kelsey Clougherty (GR)
Mr. Adam Winkel		Dr. Kara Vuic		Dr. Sadie Leder
Dr. Jamey Smoliga		Mr. Preston Davis		Ms. Marjorie Church
Dr. Angie Bauer		Dr. Nahed Eltantawy		Dr. Joanne Altman
Dr. Jane Nichols		Dr. Barbara Mallory		Dr. Chris Franks
Mr. Tim Linker		Dr. Donna Scheidt		Dr. Holly Middleton
Dr. Briana Fiser		Ms. Janice Dougherty		Dr. Joe Blosser

Implementation		Communications and Website Design & Oversight		Student Learning Outcomes and Assessment
Dr. Mark Toole (Chair)		Dr. Ginny McDermott (Co-Chair)		Dr. Martin Kifer (Co-Chair)
Dr. Dennis Carroll		Dr. Jane Bowser (Co-Chair)		Dr. Matt Schneider (Co-Chair)
Ms. Tracy Collum		Ms. Pam Haynes		Dr. Chris Lootens
Dr. Beth Holder		Mr. Bradley Lambert		Dr. Jenn Brandt
Dr. Heather Ahn-Redding		Ms. Jill Thompson		Ms. Bridget Holcombe
Dr. Tjai Nielsen		Ms. Jessica Liverman (GR)		Dr. Dustin Johnson
Ms. Debbie Butt		Ms. Hillary Kokajko		Dr. Jenny Lukow
Dr. Mike McCully		Ms. Andrea Kennedy		Dr. Kim Reich
Dr. Clint Corcoran		Mr. Justin Rascoe		***Undergraduate Student***

Committee Descriptions

Steering Committee

The QEP steering committee consists of two co-chairs, the chairs of each QEP subcommittee, and the president of the Student Government Association. The primary function of the steering committee is to ensure that each element of QEP development is coordinated and carried out in an efficient, complete, and timely manner. Ultimately, the steering committee will be responsible for delivering to the University Reaffirmation Leadership Team a completed Quality Enhancement Plan.

The QEP steering committee will meet 1-2 times per month. The focus of these meetings will vary depending on the phase of QEP development, but the principal goals of these meetings will be to:

a) Keep all participants in the QEP development process informed of each subcommittee's progress
b) Vote on motions relevant to topic selection, communication strategies, and other aspects of QEP development;
c) Identify specific action steps designed to move the QEP forward;

Topic Identification Subcommittee

The main charge of this subcommittee is to identify potential QEP topics that are creative and vital to the long-term improvement of student learning at High Point University. Components of this charge include:

a) Keeping detailed records (e.g., meeting minutes, procedural notes, etc.) of all subcommittee actions;
b) Ensuring that the identification and selection of appropriate QEP topics involves all appropriate campus constituencies;
c) Using assessment and other kinds of data to ground the QEP in the University's ongoing planning and evaluation processes;
d) Developing and implementing methods for obtaining feedback from campus constituencies on potential QEP topics, including surveys, focus groups, meetings with constituent groups, etc.;
e) Ensuring that the potential topics are clear and easy to understand;
f) Presenting to the QEP steering committee the data, narrative, and documentation related to each potential QEP topic arrived at through the processes outlined in items a) through c);

Literature Review Subcommittee

The Literature Review Subcommittee is tasked with ensuring that the chosen QEP topic is appropriately grounded in the relevant research and best practices in the field. Given that the QEP is expected to adhere to the high standards of publishable research, the Literature Review Subcommittee plays the important role of contextualizing the QEP in contemporary scholarship. Specific responsibilities of this subcommittee include:

a) Keeping detailed records (e.g., meeting minutes, procedural notes, etc.) of all subcommittee actions;
b) Assembling and summarizing research articles, data summaries, accounts of best practices, and other sources of information related to the chosen QEP topic.
c) Initiating contact with experts in the chosen QEP topic to discuss emerging trends or other subjects that may not be available in archived sources;;
d) Writing a complete literature review of the QEP topic and submitting it to the Steering Committee for review and approval;
e) Undertaking revision work as requested by the QEP Steering Committee;

Communications and Website Design Subcommittee

The Communications and Website Design Subcommittee is responsible for developing and implementing communication strategies designed to reach the broadest range of University constituencies. These communication strategies should cover the full period of QEP development. In addition, the Subcommittee oversees the design, development, and update of the QEP website. Specific responsibilities of this subcommittee include:

a) Keeping detailed records (e.g., meeting minutes, procedural notes, etc.) of all subcommittee actions;
b) Determining creative ways to engage university constituencies in the process of QEP topic identification;
c) Developing creative strategies for promoting and advertising the selected QEP topic to all university constituencies;
d) Submitting proposed communication strategies to the Steering Committee for review and approval;
e) Maintaining QEP awareness among university constituencies throughout the entire reaffirmation process;
f) Creating an attractive university website designed to both share and receive information about the QEP;
g) Updating the website as new information becomes available;;
h) Ensuring consistency of messages across different media outlets;;
i) Submitting website design ideas to the Steering Committee for review and approval;
j) Undertaking revision work as requested by the QEP Steering Committee;

Implementation Subcommittee

The Implementation Subcommittee is charged with identifying specific actions that need to be taken in order to bring about the desired enhancement of student learning. This work is comprehensive and far-reaching, covering areas as diverse as financial resources, staffing implications, and roll-out timelines. Specific responsibilities of this subcommittee include:

a) Keeping detailed records (e.g., meeting minutes, procedural notes, etc.) of all subcommittee actions;
b) Identifying and articulating the financial costs associated with QEP implementation, and developing a three-year budget describing these costs;
c) Identifying and articulating resource needs (staffing, space, equipment, etc.) associated with QEP implementation;
d) Identifying and articulating all possible ramifications of the QEP, including modifications to policies and procedures, adjustments to faculty loads, reallocations of funds, development of a support infrastructure, etc.;
e) Identifying and articulating an administrative structure for the implementation and ongoing operation of the QEP;
f) Develop an implementation timeline that describes how the QEP will be rolled out in an orderly and manageable sequence;
g) Submitting a complete implementation plan to the Steering Committee for review and approval;
h) Undertaking revision work as requested by the QEP Steering Committee

Student Learning Outcomes and Assessment Subcommittee

The main objective of the Student Learning Outcomes and Assessment Subcommittee is to draft specific, well-defined learning goals related to the QEP topic voted on by the Steering Committee and approved by the faculty and administration of the University. In addition, this Subcommittee focuses on the development of assessment plans related to both QEP implementation and student learning outcomes. Specific responsibilities of this subcommittee include:

a) Keeping detailed records (e.g., meeting minutes, procedural notes, etc.) of all subcommittee actions;
b) Following best practices in identifying, writing, and selecting learning outcomes that are appropriate to the QEP topic;
c) Ensuring that student learning outcomes are appropriately grounded in relevant scholarship and/or best practices;
d) Undertaking revision work as requested by the QEP Steering Committee;
e) Identifying and articulating clear evaluation strategies designed to provide feedback to those with primary responsibility for implementing and sustaining the QEP;
f) Identifying and articulating mechanisms for providing feedback to all relevant constituencies on the success of the QEP;
g) Identifying methods and mechanisms for assessing student learning outcomes related to the QEP;
h) Submitting a complete assessment plan to the Steering Committee for review and approval;;
i) Submitting to the Steering Committee for review and approval a final set of learning outcomes to be included in the QEP;

Document Writing Subcommittee

The Document Writing Subcommittee is charged with producing a final QEP document to be submitted to SACS in October, 2015. Specific responsibilities of this subcommittee include:

a) Keeping detailed records (e.g., meeting minutes, procedural notes, etc.) of all subcommittee actions;
b) Collecting from the Steering Committee all final section drafts submitted by the various subcommittees;
c) Assembling a final QEP document that is clear, precise, easy to read, and consistent in voice and style;
d) Ensuring that the final QEP document adheres to all formatting specifications required by SACS;
e) Submitting the QEP document to the Steering Committee for review and approval;
f) Undertaking revision work as requested by the QEP Steering Committee;

APPENDIX B: TOPIC SELECTION AND DEVELOPMENT

Final Report of the QEP Topic Selection Survey (5/16/14)

Based on responses to the QEP topic selection survey that was emailed to stakeholders of the University, the QEP Topic Selection Committee suggests the following five general QEP topics.

1. Critical thinking and communication. Students should be able to make persuasive arguments in oral and written form.

2. Transitions. Students should make successful transitions such as: high school to college, a major to a career, Freshman to Sophomore, and student to life-long learner.

3. Interdisciplinary problem-based and project-based learning. Students should be able to solve complex problems and complete complex projects. Problems and projects can include issues of societal importance.

4. Mentoring. Students should be able to identify mentors at HPU. Separate scheduling from advising. Teach students to be responsible for scheduling, planning, etc. Mentoring can occu through undergraduate research, internships, identifying students' strengths, career counseling, etc.

5. Growth-mindedness. Students should recognize and achieve high expectations, accept challenges, and develop motivation and strategies to grow. Metacognition, learning about learning reflection, personal responsibility, self-awareness are important. Develop a culture of high expectations.

Furthermore, the committee strongly believes that:

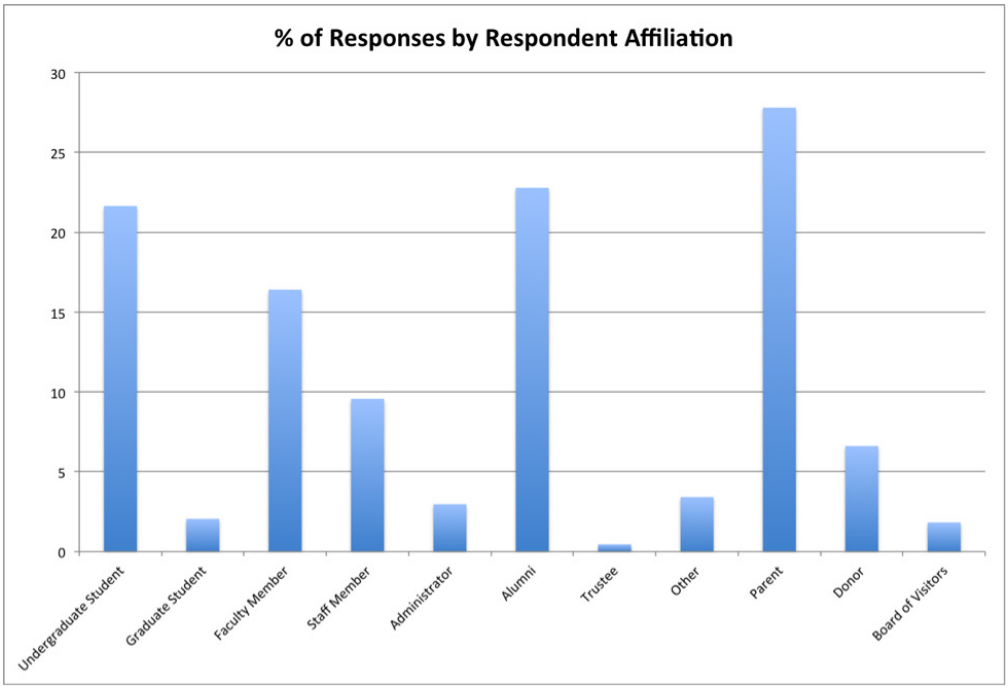
- Rigor (higher expectations of student learning) MUST be addressed by any QEP topic.
- A Center of Teaching and Learning is essential for the professional development necessary to carry out the QEP effectively.

The committee is submitting these general QEP topics to Bill Carpenter, Wes Davenport, and Jeff Adams so that the ideas can be filtered through the lens of institutional data (i.e. is there data to support these topics?) and can be described in more detail in whitepapers.

Survey Demographics

We had 439 responses from respondents who indicated 507 affiliations. (The difference is those who had more than one affiliation with the university, such as Alumni and Faculty Member, for example.)

The largest groups in descending order were: Parent (28%), Alumni (23%), Undergraduate Student (22%), and Faculty Member (16%).



Word Cloud

The most common words were "students," "student," "HPU," "High," "Point," and "University." These words were removed.

Word Frequency

These words occured at least 50 times.

Word	Frequency
more	149
learning	129
need	81
success	75
think	71
many	70
education	65
work	63
job	63
important	62
school	60
faculty	60
campus	58
world	57
experience	56
Clas–ses	56
life	53
internships	51
graduate	51
skills	50
college	50

Many of these words relate to work, life, experience, jobs, internships, and (real-world) skills.

Categories of Responses

After the committee jointly reviewed approximately 50 responses, the committee created these categories.

1. Real world skills and experience, research, internships
2. Career Preparation, student Support, job placement
3. Rigor, standards, academic excellence, effective pedagogy, improved majors or areas
4. Personal responsibility
5. Communication skills, writing
6. Advising, mentoring, tutoring

7. Problem solving, critical thinking, analytical reasoning
8. Lifelong learning
9. Social responsibility, diversity, cultural appreciation
10. Parking Lot

The *Parking Lot* were we "parked" ideas that didn't fit other categories or didn't seem to be an appropriate QEP topic. Examples include spiritual life, student life and security issues such as drugs and alcohol, and financial aid issues such as more scholarships.

Committee members (i.e. raters) were divided into two groups: Rater Group 1 and Rater Group 2. Four raters categorized 110 responses each. Two raters categorized 220 responses each. Raters were encouraged to put a response into one category if possible. However, they were allowed to choose more than one category if necessary.

Interrater Reliability

When looking at the first category (in the list, 1-10) for each response by each rater group, there was 63% reliability. When one rater had multiple categories and when one of the categories was the same for both raters, Titus changed the "primary" category so that both raters agreed. Interrater reliability increased to 64%. Titus categorized any that were left blank by other raters. Because of the similarity, Titus grouped category 1 and category 2 together. With these changes, interrater reliability increased to 74%. Titus found that one of the categories that had a number of differences was 10 (Parking Lot). Titus examined each case when one rater selected 10 and the other rater did not. Titus resolved those differences, sometimes making them both 10 and sometimes putting them into another category. Clearly this introduced some bias by Titus. Interrater reliability increased to 86%.

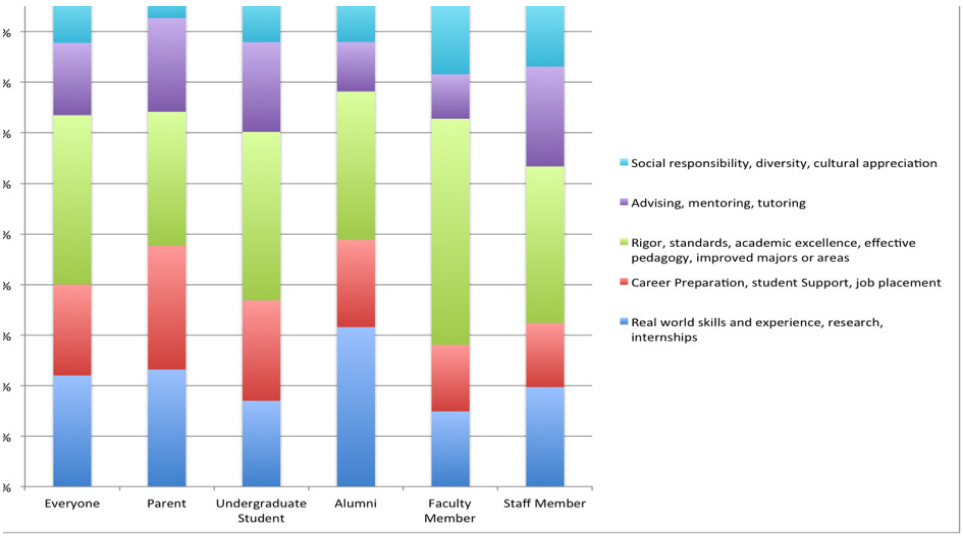
Results

N is the average of the number of responses in a certain category for each rater group. Because 57 of the 439 responses were placed into more than one category by at least one of the rater groups, there was an average of 463 categorizations for 439 responses. This is the raw data and included no changes by Titus.

The largest categories were:

- Rigor, standards, academic excellence, effective pedagogy, improved majors or areas
- Real world skills and experience, research, internships
- Parking Lot
- Career Preparation, student Support, job placement
- Advising, mentoring, tutoring
- Social responsibility, diversity, cultural appreciation

The graph below shows this data, along with the responses by each constituency.



Because categories 1 and 2 were similar (real-world skills and career preparation), it is probably a good idea to group these together. If you group these together, then parents and alumni overwhelmingly favor student learning that prepares them with practical skills useful for their careers and for helping them with job placement after graduation. Faculty, on the other hand, suggest increased academic rigor, higher standards, and improved pedagogy. Furthermore, many constituents suggest that better advising will improve student learning. This was somewhat surprising to the Topic Selection Committee and deserves the attention of the full QEP committee.

5 QEP Topics with Quotes

The following QEP topic selections are ideas developed by the committee. Below each topic is a selection of quotes from the survey.

1. **Critical thinking and communication. Students should be able to make persuasive arguments in oral and written form.**
    a. "The ability to articulate thoughts into cohesive arguments/explanations is largely lacking throughout the university. Combining the internship/field experience priority with a renewed vigor toward critical thinking and writing would be a significant step."
    b. "I think HPU could improve student success by stressing communication skills, both oral and written. I believe that one of the major downsides of our improved technology is that our young adults do not have frequent face to face communication. In all professions this isa critical skill necessary for success. Learning how to address someone, how to look them in the eye, and how to interpret their nonverbal behavior are critical skills for making a positive impression. Another major downside of our curent [sic] technology--the internet--is that young adults do not have an opportunity to practice more formal writing skills. The ability to write in complete sentences, to proof read what you wrote, and to understand how your message will be perceived by others, are important skills for success. Yet I have found very few students who have had more than one writing class--usually their freshman year Teaching and practicing writing skills should be woven into all majors."
    c. "Improved writing! We stress the importance of communication, and while many students are able to present and vocally communicate with flair and ease, it's a much greater challenge for them to do that clearly on the page. As an English lit and writing graduate of HPU who is also new to the workforce, I can assure you that excellent writing skills give you a supreme edge on the job market competition."
2. **Transitions. Students should make successful transitions such as: high school to college, a major to a career, Freshman to Sophomore, and student to life-long learner.**
    a. "Although HPU does a terrific job bringing new freshmen to campus, other important transitions are not attended to with the same degree of enthusiasm. A terrific idea for the QEP would be to focus on several meaningful transitions throughout students' academic careers (e.g., high school student to freshman, undeclared major to specific major, general education coursework to major coursework, book learning to applied learning, undergraduate student to graduate student, undergraduate to working professional, etc.) In keeping with our emphasis on "holistic education," it would be great to formalize this rhetoric in an integrated, well-thought-out plan of action that could demonstrate to parents, employers, and other academic institutions that a High Point University graduate has been intentionally transitioned to the point of professional competence, intellectual curiosity, and social sophistication (i.e., is a valuable commodity)."
    b. "I think that High Point University should work on caring about the student as a person. Some teachers know how many things that the student has to do and understand that the students are busy, but don't do anything to share this. As a freshman here at High Point, you are welcomed so kindly given gifts and checked upon to see how you are doing on the regular. I'm not saying that we don't get this as we get older, but your importance as an upperclassman dwindles to many executives here. The older students should be just as recognized as the freshman, which will help with the retention rate here."
    c. "Taking responsibility for learning. As we all know becoming a life time learner is one of the most important goals a student should set. Helping the students learn to take responsibility for their learning through guided steps that help a young student transition from being told what to do to learn to taking the initiative themselves for learning is essential for a student's successful transition to adulthood."

Other Outcomes of the Survey

Some of the survey responses

3. **Interdisciplinary problem-based and project-based learning. Students should be able to solve complex problems and complete complex projects. Problems and projects can include issues of societal importance.**
    a. "Structured team learning that bridges academic, industry, and non-profit organizations to bring common purpose and results to each institution. HPU solicits community projects on which university teams work jointly with non-profit and industry representatives to understand the requesting entity's issues and then delivers two viable solutions for implementation... This affords students the opportunity to work alongside corporate industry and non-profit professionals on key matters or issues for meaningful resolution and reinforces teamwork, accountability for timelines and deliverables, critical thinking, and results in extraordinary intrinsic rewards."

    b. "I feel HPU lacks a level of group work and collaboration, as most colleges do. BUT, I believe that this would have to come with a change in professor attitudes about group projects and actually assigning DIFFICULT WORK that takes time and discussion to complete...I think we need to make a conceited [sic] effort to expand our group work opportunities for far reaching projects. I'm talking about the types of research projects and intergroup work that one can discuss in an interview. HPU needs to provide our students with the spark stories that can land them jobs and impress people." (part of a larger quote)

4. **Mentoring. Students should be able to identify mentors at HPU. Separate scheduling from advising. Teach students to be responsible for scheduling, planning, etc. Mentoring can occur through undergraduate research, internships, identifying students' strengths, career counseling, etc.**
    a. "mentoring- having students, faculty, and administration interact on a personal level so that the student feels valued and vested in the HPU learning environment."

    b. "The advisor-advisee community needs much more work. The failed communication between students and advisors is detrimental to their success."
    The rest of the quote, for reference purposes: "All too many times have I heard a story from another student talking about how their advisor didn't know what they were talking about and directed them the wrong way, inevitably leaving them to take the wrong courses at the wrong times, and in some cases, even being so uninformative that the student took a whole semester's worth of courses that might as well have been for fun because none of them were gen. eds. or his major courses."

    c. "Relationships are critical for success. Developing and maintaining strong relationships between the students, professors and advisors will enhance the student learning...The academic advisors are the key to graduation in four years. They make sure the students are taking the correct classes towards the matriculation, not just taking classes."
    (part of a larger quote)

    d. "The HPU student needs to build meaningful relationships through an all-inclusive environment. This would encompass both peer relationships and bonding with members of academia. Field trips should be taken to highlight to students the value of the field(s) in which they are studying. Exposure to corporations, companies and organizations in "the real world" would be beneficial to both groups and would open up dialogue for the exchange of ideas."

e. "The one area I feel is most important to student learning and their future success is collaborative learning/reserach [sic] opportunities with faculty either during the academic year or with partnering institions [sic] outside of the academic year. As a past student in the sciences (specifically chemistry and physics), I fully understand the overwhelming benefits to my conceptual understanding and personal applicability to 'real-world' problems that collaborative learning/research opportunities provided me with. While I did engage in these opportunities mainly through course-related conponents [sic], additioanl [sic] opportunities outside of class that could be in part funded by the university or independent organizations would have added to my educational and academic experience. Learning the facts is part of the framework of a baccalaureate education; however, the application of those facts is the hallmark of one's success in their future (e.g. graduate education, career, etc.). The benefits associated with collaborative learning/reserach [sic] are endless - increased student initiative, increased accountability, self-taught leadership and investigative inquiry, and many more. These qualities can be translated to other academic disciplines, to non-academic endeavours, and to a student's personal growth."

5. **Growth-mindedness. Students should recognize and achieve high expectations, accept challenges, and develop motivation and strategies to grow. Metacognition, learning about learning, reflection, personal responsibility, self-awareness are important. Develop a culture of high expectations.**
    a. "After years of teaching, and evaluating teaching, at many educational levels, I am convinced that the most important things an educator does is set appropriate expectations for students and provide mechanisms for students to meet those expectations."
    b. "Higher academic standards and integrity, which can be achieved through accountability, an emphasis on critical thinking and problem solving, and improved technology and research resources on campus. We are not holding students to a high enough standard in their classes, and we aren't doing enough to encourage them to become independent thinkers."

Further Suggestions

- The survey suggests that the following general ideas should be woven into any QEP topic:
- Students should gain skills and knowledge that prepare them for successful, productive careers and should receive help to be competitive for career opportunities upon graduation.
- Academics should be more rigorous, students should be held to higher academic expectations, and faculty should use more effective pedagogy to help students reach higher academic standards.
- Improved advising is critical to helping students succeed academically and preparing them for productive careers.

If a QEP topic does not address these three points above, then it will miss a significant fraction of suggestions from university constituents.

related to financial aid, greek life, spiritual life, and social life. These responses were most likely categorized as "parking lot" (category 10) in case anyone in those areas would like to read them.

A number of responses were related to general education or liberal arts. It seems that the University has a bit of an identity crisis with a historical tradition in liberal arts but an increasing number of pre-professional programs. There are current campus initiatives to improve general education courses and to more clearly articulate the value of general education courses to careers and pre-professional programs. Based on survey responses, these initiatives will be welcomed.

For example, one faculty member stated, "Decrease the size of the general education core." A parent said, "Technical education - increasing coursework towards skills needed after graduation and less emphasis on general liberal art coursework." An undergraduate student simply said, "less gen eds." Another undergraduate student said, "I would like the school to create classes that can both take care of major credits and gen eds because I found myself taking classes that had nothing to do with my degree as a senior and this allows me to push them aside as though they are not as important which of course shouldn't be the case."

On the other hand, another faculty member stated,

> Coherence between the liberal arts oriented general education curriculum and the major curriculum (whether that be liberal arts focused for students, or pre-professional). In other words, how can we integrate the liberal arts more meaningfully, beyond a set of distribution requirements/tasks to complete. This topic would involve incoming freshmen orientation to the general education curriculum and helping them understand and integrate that curriculum with their co-curricular lives and decision making regarding the major (folding in the nascent living learning communities effort). It would involve the progress of a student's commitments to meaning making of their path as a student and future professional, as they round out their general education experience and move into their major more fully as sophomores (perhaps with some sort of capstone transition experience/project). Further, the topic would involve upper-division students working toward a holistic sense of their major - whether liberal arts or pre-professional - with some sort of research/capstone project/experience/portfolio, one that again integrates a holistic sense of their journey as scholars and future professionals, weaving together the liberal arts, major, and career-oriented parts of their experience. Reflective pathways through the HPU curriculum, highlighting and supporting significant transitions in students' programs (points of passage accompanied by meaningful artifacts for student reflection) would be key to this topic.

This response from a faculty member was placed into Category 3. It illustrates that Category 3 is quite broad and can be further studied. It also illustrates that these responses may be useful to other efforts on campus. For example, it may be worth extracting responses related to general education or liberal arts and sharing those with faculty who are working to implement LEAP outcomes.

APPENDIX C: MARKETING AND PUBLICITY EFFORTS

MARKETING PLAN FOR QEP
Live. Learn. Grow.

OBJECTIVE

Raise awareness of the QEP across campus
Increase knowledge about a growth mindset
Encourage faculty, staff, and students to challenge themselves

STEP ONE: Create a Slogan

Status: Completed

- February 2015, a campus wide competition including students, faculty, and staff started
- Promoted in classes and through campus concierge messages.
- 104 submissions
- 11 adjuncts
- 24 faculty
- 10 graduate students
- 9 staff
- 49 students

Winning slogan: **Live. Learn. Grow.**
Submitted by Mark Archambault, faculty

STEP TWO: Design a Logo

Status: Completed

- March 2015, a campus wide competition including students, faculty, and staff started
- Promoted in classes and through campus concierge messages
- 44 separate submissions
- 3 faculty
- 14 graduate students
- 1 staff

26 undergraduate students

Winning logo submitted by Jim Trammell, faculty

STEP THREE: Installations

Item	Cost per	Quantity	Status
Live. Learn. Grow. Chess Garden	About $25,000 for really big pieces		In progress—Roger Clodfelter's office is overseeing the installation in the Wanek Courtyard
Posters	About $5 for posters smaller than 24x35		Pending—the communications department just needs the quotes for the posters

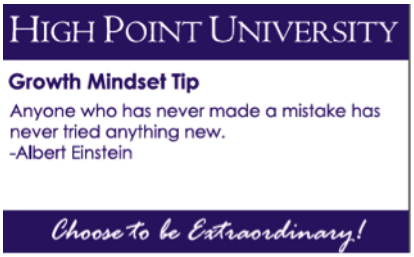
STEP FOUR: Give-aways

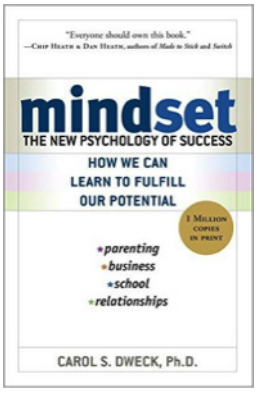
Item	Cost per	Quantity	Status
Credit card sized USB drives with the logo (2 gb)	$8.00	1500	Completed
Mindset: The new psychology of success book	$9.54 on Amazon	750 (for faculty and staff)	Not funded
Making a splash (a growth mindset book for kids—education students can use it)	$9.99 for Kindle; $19.99 hardcover. We have to see if the publisher makes a softback	20	Not funded
T-shirts with quotes about mindset. These can be used as prizes for various activities—perhaps a monthly contest, etc.	$10 (the online prices range, but I assume the university has some contracts)	1000	Pending—the communications department just needs the quotes

HIGH POINT UNIVERSITY

Live. Learn. GROW

www.highpoint.edu/aep





Sample quotes:

- I haven't failed—I've just found 10,000 ways that don't work—Thomas Edison
- Mistakes are proof you are trying
- Every mistake you make is progress
- It's not that I'm so smart; it's just that I stay with problems longer—Albert Einstein
- You have only failed if you have given up. Until then, it's learning
- Whether you think you can or think you can't—you're right—Henry Ford

STEP FOUR: Visual Messaging

Item	Cost per	Quantity	Status
Large banner for Slane Center (20x20)	$960	1	Pending design
HPU water bottles with logo			In progress. The water bottles will be designed and launched in April

STEP FIVE: Activities

Item	Cost per	Quantity	Status
Chess lessons To tie into the yard chess, offer chess lessons and emphasize that it's about learning because no one starts out good	??	??	??

APPENDIX D: QEP DIRECTOR POSITION DESCRIPTION

High Point University
QEP Director

Position Summary

High Point University invites applications for the Director of QEP with a start date of January 2, 2016 or as close to that date as possible. The Director will report to the Provost and Vice President of Academic Affairs and is responsible for successful implementation of all aspects of High Point University's Quality Enhancement Plan: Live. Learn. Grow. The objective of the QEP is to increase student learning by facilitating development of a growth mindset among faculty, staff, and students. To achieve this objective, the university will employ best practices and encourage innovation across campus to help students transition from a fixed to a growth mindset. Thus the successful candidate should be familiar with growth mindset literature and have experience implementing related strategies. The Director will collaborate with university administrators, the Director for the Center for Innovative Teaching and Learning, the QEP Steering Committee, and the Office of Institutional Effectiveness to carry out the goals of the QEP. The Director is responsible for recommending adjustments to the QEP on the basis of assessment data to achieve the desired student learning outcomes. The position is a 10-month appointment and includes a one-course teaching load each semester. Rank and salary are dependent upon qualifications.

Primary Responsibilities

- Collaborate with the Center for Innovative Teaching and Learning in the development and implementation of the faculty/staff development plan
- Manage the grant/stipend/incentive activities related to the QEP
- Stay current on best practices related to the QEP
- Facilitate workshops, training, and other opportunities to disseminate knowledge to campus stake-holders
- Coordinate faculty in QEP-related activities (including collection of assessment data)
- Facilitate, implement, and assess the cross-curricular and co-curricular activities related to the QEP
- Revise and create QEP activities in response to assessment data
- Work closely with the Office of Institutional Effectiveness to analyze the effectiveness of the QEP
- Make regular reports to the QEP Steering Committee
- Manage the QEP budget and maintain all records and files
- Compile a five year evaluation and report of the activities and success of the QEP for SACS

Minimum Requirements

To apply, a candidate must possess:

- Earned doctorate or terminal degree
- Faculty appointment (or eligibility thereof) at High Point University
- At least five years of higher education teaching experience at the undergraduate level

Required Skills

The successful candidate must be able to:

- Demonstrate a successful record of teaching, scholarship, and service
- Identify and create opportunities for collaboration and innovation across campus
- Seek out and develop partnerships across a broad range of faculty and staff
- Manage large projects involving diverse constituents
- Communicate clearly and effectively to local and national audiences
- Remain current in scholarship related to the QEP and professional development
- Advocate for the importance of the scholarship of teaching and learning to the creation of effective pedagogy and curriculum
- Assess student learning outcomes in ways that inform pedagogy and curriculum design

Preferred Skills:

While not required, the following traits are important to the position:

- Experience administering a project, area, or program in higher education
- Interest in and ability to produce, present, and publish scholarship related to the QEP
- Knowledge of classroom-based research methods
- Familiarity with Institutional Review Board policies and practices
- Experience with or solid understanding of SACS/COC expectations

Desired Skills

The following skills would enhance an applicant's candidacy:

- Expertise with educational technology, including tools that facilitate collaboration, communication, and data analysis
- Ability to foster interest in and generate excitement for new learning opportunities
- Ability to imagine new approaches to interdisciplinary collaboration, classroom experimentation, and academic/student life partnerships

Application Process

To apply, send a cover letter and CV to Ms. Rhonda Grimsley, Office of Academic Affairs, at rgrimsley@highpoint.edu. The cover letter should explain how the candidate's experience and teaching/research interests relate to the listed requirements and skills and would enable the candidate to succeed in the position. For information regarding this position, contact Dr. William Carpenter at wcarpent@highpoint.edu. All applications will be kept confidential. For fullest consideration, apply by September 25, 2015.