

Live.
Learn.

GROW.



Fall 2017
High Point University QEP External Review Advisory Board
Semi-Annual Report

December 23, 2017

Happy Holidays everyone.

Thank you all for agreeing to serve on the High Point University QEP External Review Advisory Board. We now have five members, and I'd like to introduce you to each other:

- Sandra Yancey Maguire—Emerita Professor of Chemical Education at LSU; author of *Teach Students How to Learn*.
- Tanjula Petty—Vice President for Academic Affairs, Albany Technical College, Albany, Georgia.
- Latoya Lewis—Interim Director of Academic Initiatives and Partnerships, Lone Star College-Tomball, Tomball, Texas.
- Bryce Bunting—Assistant Clinical Professor, Counseling and Career Center, Brigham Young University, Provo, Utah.
- Amy Baldwin—Director of University College, University of Central Arkansas, Conway, AR.

I appreciate your insight and assistance with our Growth Mindset-based QEP. Your perspectives and comments will help us locate gaps in our efforts, and help take the “Live, Learn, Grow” initiative to the next level.

I recognize that your time is both valuable and limited, so I've composed this report to give you information that is both efficient and complete. This report includes:

- A summary of the **Summer Student Survey and the Fall Faculty & Staff Survey**, which are two of the three primary surveys we use to assess our QEP;
- A list of **growth mindset-centered activities** we sponsored in fall 2017;
- A summary of the work from **four QEP subcommittees** designed to strengthen our efforts;
- A set of **areas we currently seek some assistance** and direction on.

As you review this document, please consider how we can improve our efforts. What areas of improvement or opportunity are we overlooking? What potential issues do you see? What ideas do you have that will help our program become extraordinary?

If you could, please send responses to me at qep@highpoint.edu by **Friday, January 19**. That way I can synthesize your responses and share them with the QEP Committee as we plan for the spring 2018 semester. Also, if you desire, and

if you believe it would helpful, we could set up an online group chat with the entire board the week of January 15 to discuss ideas.

I genuinely appreciate your service and support of our QEP. If there is anything I can do to return the favor, do not hesitate to ask.

Have a great break.

Jim Y. Trammell, Ph.D.
QEP Director and Associate Professor of Communication
High Point University

QEP Survey Summaries

Growth Mindset Scores

High Point University assesses its growth mindset scores based on five items from Dweck's Intuitive Theories of Intelligence Scale. We embed these items in longer surveys covering perspectives of education in our "Summer Student Survey" and "Fall Faculty & Staff Survey," so-named based on when we give the surveys, and to whom they are given.

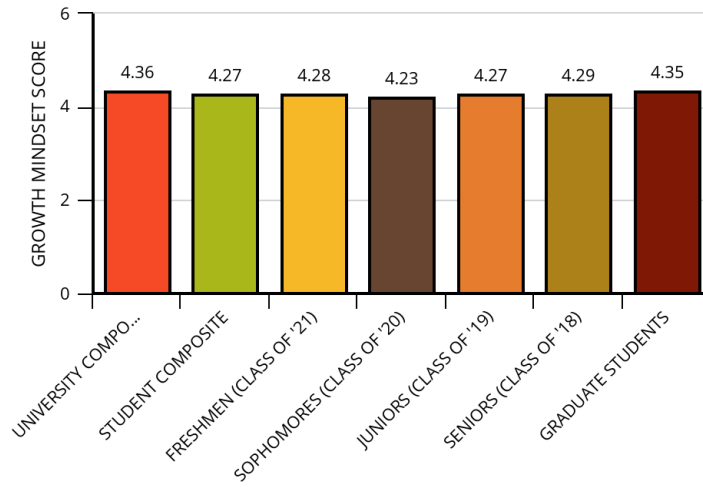
The response rates for the Summer Student Survey is 19.4%. The response rate for the Fall Faculty & Staff Survey is 42.9%.

The growth mindset score is based on a 1-6 scale. Generally, scores five or higher indicate a solidly growth mindset.

The university-wide growth mindset composite score (which combines the student and faculty/staff scores) rose **from 4.25 in 2016 to 4.36 in 2017**. The student composite score also rose, **from 4.08 in 2016 to 4.27 in 2017**. The faculty and staff score dropped, **from 4.90 in 2016 to 4.83 in 2017**.

The gains in the university composite came significantly from the rise in student scores. The "2016-17 Student Growth Mindset Scores at High Point University" chart shows an increase of at least .20 points in all undergraduate classes. (Graduate students were not surveyed in 2016.) Most interesting is the 4.28 score for the incoming freshmen class, which is among the highest score for each class. Some of this increase may be attributed to their participation in an inaugural student life summer online initiative held concurrently as the survey. The initiative, titled "HPU 101," included a unit on growth mindset, which may have primed some of the student responses.

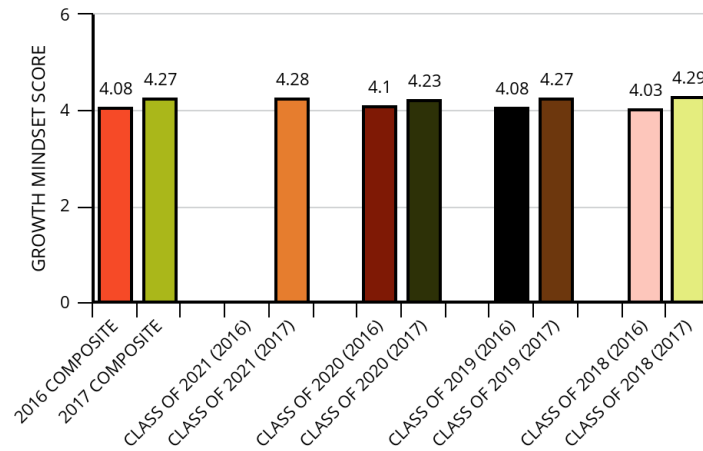
2017 GROWTH MINDSET SCORES AT HIGH POINT UNIVERSITY



Source: 2017 SUMMER STUDENT SURVEY;
2017 FALL FACULTY & STAFF SURVEY

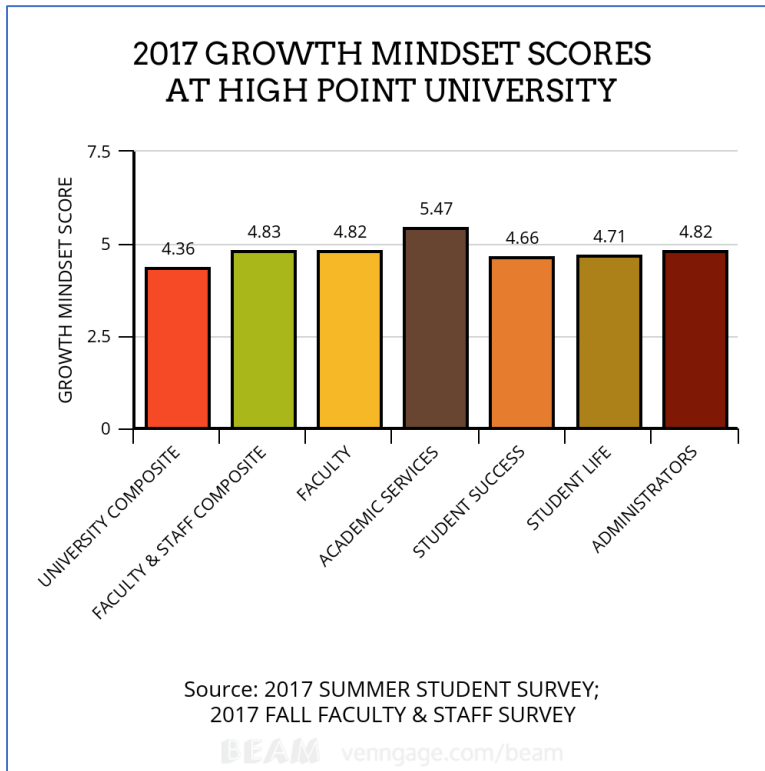
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2016-17 STUDENT GROWTH MINDSET SCORES AT HIGH POINT UNIVERSITY



Source: 2016 SUMMER STUDENT SURVEY;
2017 SUMMER STUDENT SURVEY

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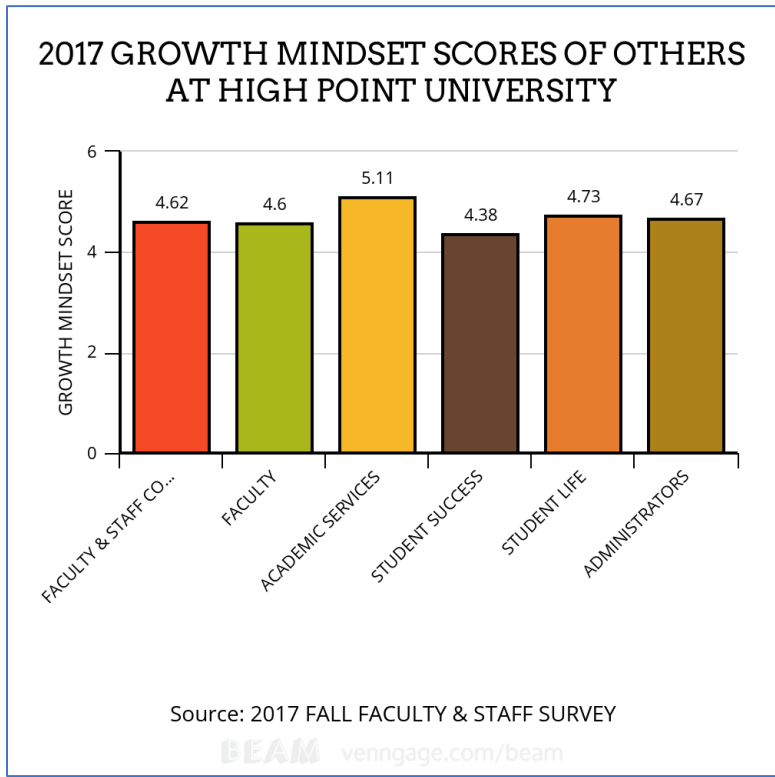


Growth Mindset of Others Scores

To learn how closely we put growth mindsets into practice, we included the “Implicit Theories of Personality—Others” scale in the 2017 Fall Faculty & Staff Survey. (It will be included in the 2018 Summer Student Survey as well.) This scale assesses how much we believe other people have the capacity to increase their intelligence. This is an important component of growth mindset for faculty and staff to consider: if we believe students are not capable of increasing their intelligence, we may treat our students in kind.

Since this is the first year we've administered this scale, we have no data to compare it with. However, the score is lower than the Intuitive Theories of Intelligence Scale, which assesses growth mindset in the self: whereas the faculty and staff scored 4.83 on that scale, **they scored 4.62 on the “Implicit Theories of Personality—Others” scale.**

The Office of Academic Services, which includes the tutoring, learning excellence, and accessibility departments, scored much higher on this scale than their peers.



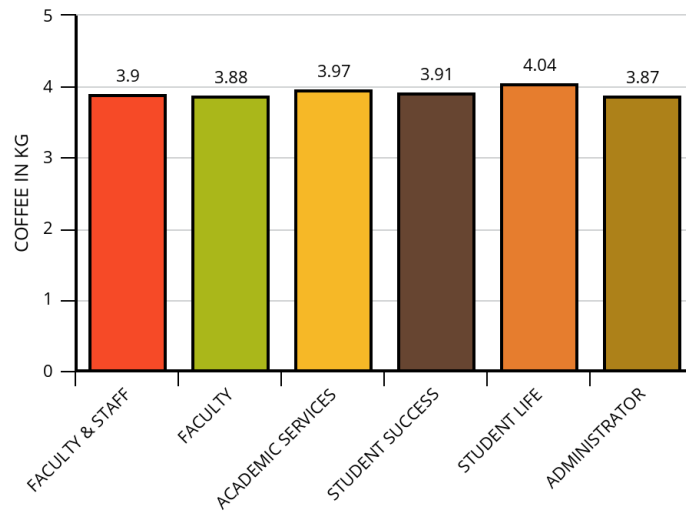
Grit Scale

Being that growth mindset aligns with Angela Duckworth's concept of "grit," we included her grit scale in the 2017 Fall Faculty & Staff Survey. (It will be included in the 2018 Summer Student Survey as well.) The scale assesses how well we stick to long-term goals, even when the work becomes difficult.

Since this is the first year we administered this scale, we have no data to compare it with. However, Duckworth reports that a score of 3.9, which represents our faculty & staff composite score, puts us in **the 60th percentile of "gritty" people.**

Note: unlike Dweck's growth mindset scales, which is assessed on a 1-6 scale, the grit scale is assessed on a 0-5 scale.

2017 GRIT SCORES AT HIGH POINT UNIVERSITY



Source: 2017 FALL FACULTY & STAFF SURVEY

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Recent Activities

“Live, Learn Grow” sponsored the following activities in the summer and fall of 2017:

- We purchased copies of **Angela Duckworth's Grit** for the entire faculty. They were distributed during the fall faculty seminar meetings.
- We produced and distributed a **“Teaching Tips” booklet**. The booklet contains a dozen growth mindset-centered teaching strategies developed by HPU faculty and staff. The booklet was distributed during the fall faculty seminar meetings. The booklet is available at <http://www.highpoint.edu/qep/files/2017/12/Teaching-Growth-Mindset-Booklet.pdf>.
- The QEP Director spoke about growth mindset and grit to all new freshmen during the **President's Seminar** class.
- All incoming freshmen participated in **“HPU 101,”** a summer online course developed by Student Life. The course included a module on growth mindset.
- We published and distributed the **“Academic Advising the Growth Mindset Way” cheat sheet**. The sheet is designed to help faculty and other academic advisors help students select classes without encouraging students to take “easy” courses. The sheet is available at <http://www.highpoint.edu/qep/files/2017/12/Advising-QEP-Redux-part-deux.pdf>.
- We **presented survey data to department chairs and deans**. We specifically focused on items that revealed faculty hesitancy to adopt new teaching techniques out of fear of negative course evaluations.
- We hosted **three meetings with the QEP Scholarship of Teaching and Learning (SOTL) grant recipients**. These meetings were created as incentives for recipients of the grants as a supportive cohort of sorts. However, these meetings have been generally unorganized and seemingly non-effective.
- We hosted **three QEP/CITL (Center for Innovative Teaching and Learning) lunches**, during which recipients of growth mindset grants shared their work.
- The QEP Director led a growth mindset training session with the university's **Pi Chis**. The intention was to help these students discourage their peers from dropping out of the Greek recruitment process when they did not get matched with their preferred sorority or fraternity. The retention rate increased from 89% in spring 2017 to 92% in fall 2017.
- We hosted **“Growth Mindset Matters: Incorporating Grit, Resilience & Self-Efficacy in Your FYE Program”** webinar.
- We sponsored a **growth mindset-centered retreat** with the Learning Excellence office. The event was poorly attended, however.

- The QEP Director spoke at a **new faculty forum** about the university's growth mindset initiatives.
- We received a total of **sixteen grant applications** in the summer and fall semesters. The subcommittee funded eight. Further, we paid \$40,050 in grants in the fall semester.
- We produced **thirteen new growth mindset slides**. All of the slides can be viewed at <http://www.highpoint.edu/qep/qep-slides/>.

Additionally, the QEP committee created four subcommittees to focus on key areas of concern: an assessment committee, a grant review committee, a “faculty & staff-focused committee,” and a “legacy” committee.

The assessment subcommittee, chaired by Dr. Meghan Blackledge, is tasked with reviewing our current set of assessments for the QEP initiative, (available [here](#), starting on page 16), and to make recommendations for improvement. As noted in the 2016-17 Annual Report, the scores from the inaugural Summer Student Survey and Fall Faculty & Staff Survey suggest many of our current goals are no longer adequate. The committee has begun reviewing the recommendations for revisions posted in the Annual Report. They also recommended including growth mindset-related surveys in the course evaluations, and we have begun working with Dr. Jeff Adams, HPU's Vice President of Research & Planning, on incorporating new measures in the evaluations.

The grant review subcommittee is chaired by Dr. David Radanovich. It is tasked with managing the application and review process for the QEP Scholar, Pedagogy, and Technology Grants.

The “faculty & staff-focused” subcommittee, chaired by Dr. Daniel Hall, recommends and develops strategies for encouraging faculty and staff to apply growth mindset-thinking in their work. In particular, the committee wants to encourage the more seasoned faculty—especially those who are tenured—to continue to strive for improvement and excellence in their teaching, research, and service obligations. The committee has recommended hosting workshops in mid-January to help faculty and staff compose their annual evaluations using growth mindset language. They are also encouraging opportunities for faculty and staff to share their growth mindset and grit stories and experiences with each other. They intend to host social events where participants are encouraged to share their stories of growth, and to solicit stories of overcoming obstacles to be shared with the university community.

The “legacy” subcommittee, chaired by Dr. Craig Curty, is designed to make recommendations for a growth mindset-centered initiative that will serve as a legacy for the QEP when it expires in 2021. Other QEPs have a natural legacy component that can extend the program past the SACS-mandated timeline. However, there is no clear legacy component associated with HPU's QEP. Although not required by SACS, the “Live, Learn, Grow” initiative is interested in creating a program or experience that will allow the efforts of the

QEP to last beyond the life of the QEP. This committee has begun brainstorming potential programs to promote, including initiatives in introductory and capstone level classes.

Areas of improvement

Upon reflecting on our work in 2017, there are at least five areas where the QEP Director is soliciting suggestions for improvement:

- **Revised goals and assessments.** Our surveys suggest that the High Point University community affirms the concept of a growth mindset. We also generally believe that others can develop a growth mindset. The QEP initiative must continue through 2021, however, so many of our current goals and assessments seem ineffective now.

We are looking for revised goals and assessments that will help us take our efforts to the next level. It is possible that the next step is to explore and assess how we implement growth mindset in our daily work, as well as motivate faculty to increase our grit score. What would those goals and assessments look like?

- **Improving our QEP Scholar lunches.** A perk that was conceptualized for the QEP Scholar Lunches was that they would incubate a community of scholars working toward a shared goal of creating strong growth mindset scholarship. However, in practice the lunches and meetings have been infrequent and ineffective in the opinion of the QEP Director. The meetings generally result in an hour-long open seminar discussing issues of growth mindset without fostering the community they were intended to create.

Admittedly, the Director has not made these meetings a priority, hosting them only three times a semester. He is unsure about how to manufacture a community of scholars who may have no need for a scholar's community. The Director is considering cutting the lunches from the QEP program, but he is explicitly soliciting suggestions from the external board about whether they are worth keeping, and if so, how to strengthen them.

- **Legacy programs.** Some QEP initiatives naturally spawn a legacy program. For instance, a QEP centered around strengthening a writing center will culminate in a writing center that will outlast the QEP's five-year program. "Live, Learn, Grow," however, has no obvious legacy program. Although the creation of a legacy program is not a requirement, the QEP Committee has made it a goal to support a growth mindset-based initiative that will continue beyond 2021.

The "legacy" subcommittee is brainstorming ideas this academic year, and they welcome your ideas and suggestions.

- **Ideas to help faculty exercise growth mindset.** We believe a growth mindset says we can always improve, even after we have become celebrated experts in our fields. The “faculty & staff-focused” subcommittee is soliciting ideas to encourage the more seasoned faculty and staff to intentionally improve their teaching, scholarship, and service efforts.
- **Increase the number of QEP grants.** We received sixteen grant applications total in the summer and fall semesters. In the QEP Director’s opinion, we should be receiving a minimum of ten applications per semester, with twenty being a more ideal number. We believe faculty and staff are sufficiently aware of the grants, but we are looking for ways to increase enthusiasm for them.