



# Advising Beyond Boundaries

Supporting “At-Risk” Student  
Populations

- 21<sup>st</sup> Century Scholars Program Overview
- Chronic Stress and Its Affects
- Grit and the Growth Mindset
- Recent Reports and Findings
- Strategies and Recommendations for Supporting At-Risk Students

**What We'll Cover Today**

- Program began in 1990
- Eligible students enroll in middle school and take a pledge
- Students who honor pledge and meet all program requirements may receive up to four years of tuition at and eligible Indiana college
- Over 100,000 student currently enrolled in the program (over 2,100 at IUB)
- State paid over \$200,000,000 for the program last year

**21<sup>st</sup> Century Scholar Program**

# Indiana ranks 40<sup>th</sup> nationally in higher education attainment.

21 <sup>ST</sup> Century Scholars 2014 STATE SCORECARD	SCHOLARS	NON-SCHOLARS LOW-INCOME	ALL INDIANA STUDENTS
<b>COLLEGE ACCESS</b> Indiana students entering any college directly after high school.	76%	42%	65%
<b>COLLEGE READINESS</b> Indiana students entering college without needing remediation.	72%	61%	77%
<b>COLLEGE RETENTION</b> Indiana public college students who persist from the 1 <sup>st</sup> to 2 <sup>nd</sup> year.	72%	67%	76%
<b>ON-TIME COLLEGE COMPLETION</b> Indiana public college students who earn an associate degree within 2 years or a bachelor's degree within 4 years.	20%	14%	25%
<b>EXTENDED-TIME COMPLETION</b> Indiana public college students who earn an associate degree within 3 years or a bachelor's degree within 6 years.	35%	24%	44%

# College Success Snapshot

21 <sup>ST</sup> Century Scholars 2014 STATE SCORECARD	IUB	Purdue	Ball State
<b>COLLEGE ACCESS</b> Indiana students entering any college directly after high school.	74%	76%	64%
<b>COLLEGE READINESS</b> Indiana students entering college without needing remediation.	89%	100%	99%
<b>COLLEGE RETENTION</b> Indiana public college students who persist from the 1 <sup>st</sup> to 2 <sup>nd</sup> year.	93%	94%	85%
<b>ON-TIME COLLEGE COMPLETION</b> Indiana public college students who earn an associate degree within 2 years or a bachelor's degree within 4 years.	48%	42%	40%
<b>EXTENDED-TIME COMPLETION</b> Indiana public college students who earn an associate degree within 3 years or a bachelor's degree within 6 years.	65%	74%	49%

- Financial Means Testing (students enrolling after June 30, 2011)
- Full Tuition no longer guaranteed (students enrolling after June 30, 2011)
- College Completion Requirements (state aid recipients, fall 2013)
- Scholar Success Program (2017 cohort)

## Scholar Program Reforms

- Single-parent household
- First-generation college student
- Enrolled in foster care system
- From a low-income family
- Family history of substance abuse
- Family history of domestic abuse

**What do we mean by “at-risk”?**

# **STRESS as an ADDED OBSTACLE**

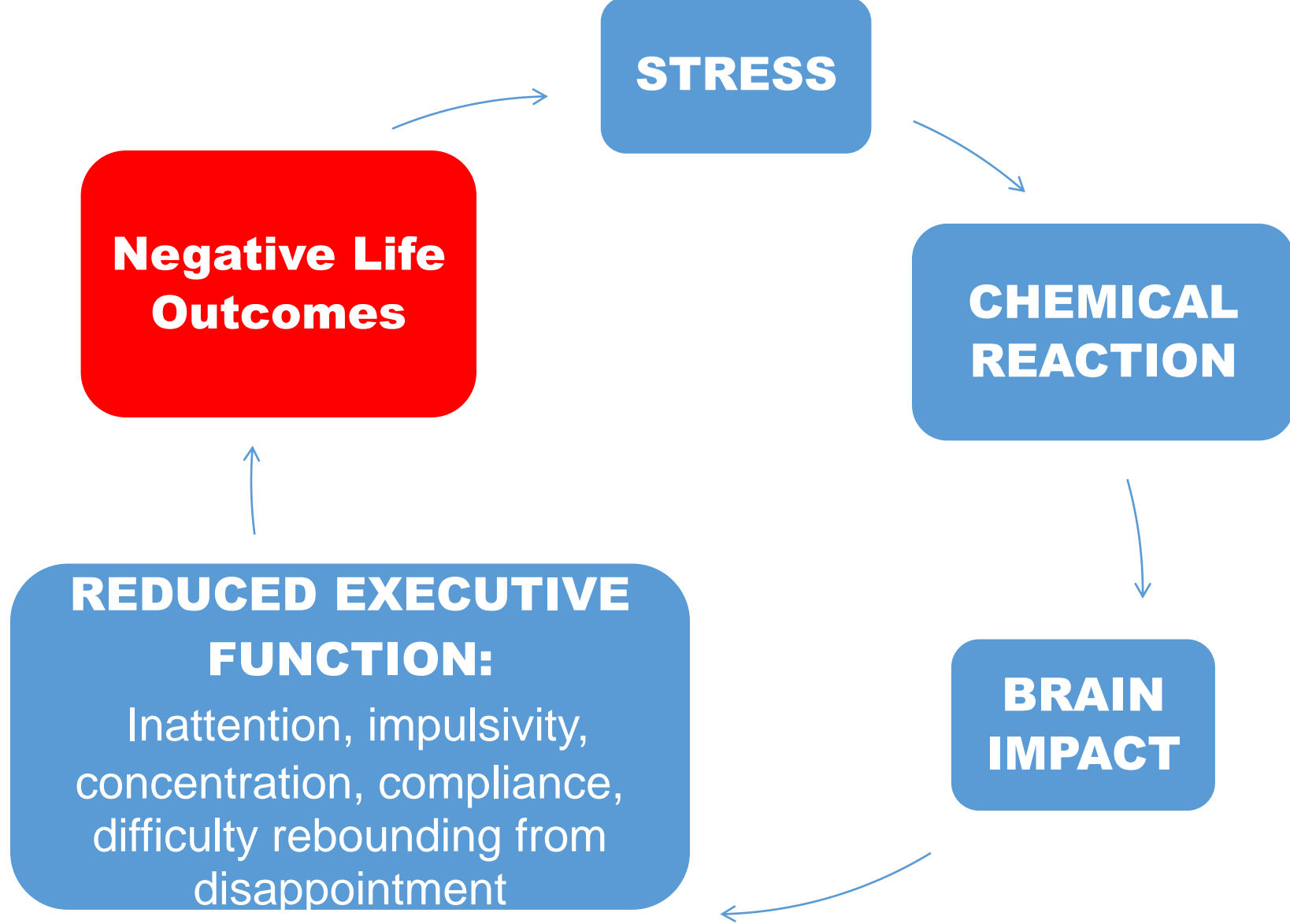
## **For Under-resourced youth:**

- The lives of these youth are characterized by *stress*.
- The HPA axis responds to stress predictably.
- This response was designed to respond to *acute*, not *chronic* stress.

*Resource: Adverse Childhood Experiences Study (Centers for Disease Control)*

**Neurological Impact of Stress**





# Neurological Impact of Stress



# Grit: What is It and Why is it Relevant



# **GRIT = PERSISTENCE and PASSION TO ACHIEVE LONG-TERM.**

## **Grit involves:**

- **-working diligently** toward challenges
- **-maintaining effort and interest** over years
- **-doing so despite** failure, adversity, and plateaus in progress.

Raw IQ is resistant to improvement after age 8.

But these **factors related to grit** . . .

- **\*\*executive function\*\***
- ability to handle stress
- emotional management

**. . . can be improved into adolescence and even early adulthood.**

**SHOUT IT FROM THE MOUNTAIN TOPS:**

**GRIT PREDICTS  
COLLEGE SUCCESS**

**More than IQ, GPA, SAT'S**



**Interests**

**Practice**

**Purpose and Passion**

**Hope**

**Components of Grit**

**POSTSECONDARY  
SUCCESS**

**CAREER SUCCESS**

**LIFE SUCCESS**

**REDUCED ENV.  
STRESS**

**IMPROVED  
GRIT AND  
EXECUTIVE  
FUNCTION**

**REDUCED EXECUTIVE  
FUNCTION:** Inattention, impulsivity,  
concentration, compliance, difficulty rebounding  
from disappointment

**STRESS**

**CHEMICAL  
REACTION**

**BRAIN  
IMPACT**

**Life Trajectory**

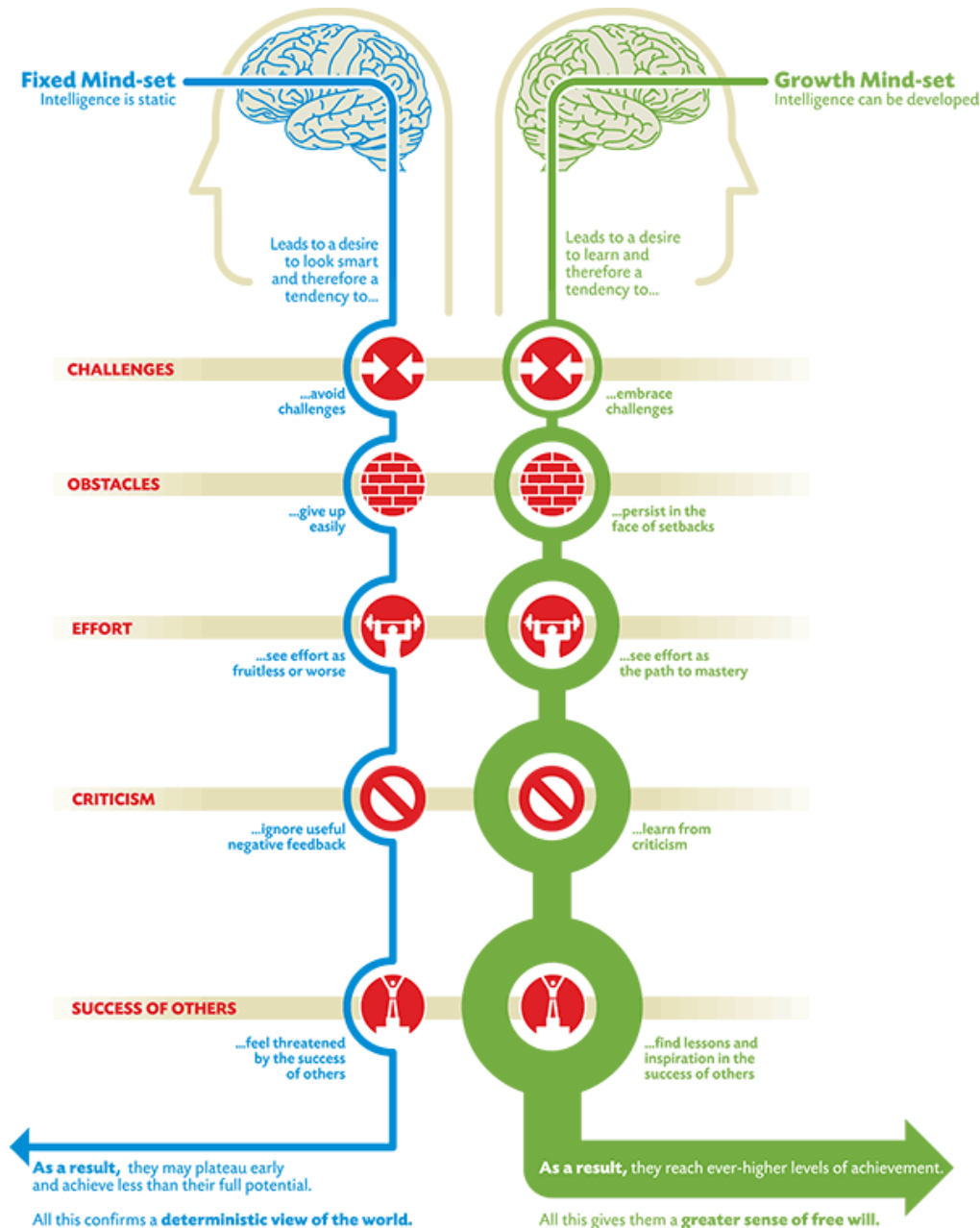
The image features two silhouetted figures standing against a vibrant sunset sky. The figure on the left has their arms extended horizontally, while the figure on the right has their arms raised high in a 'V' shape. The sun is a bright, glowing orb positioned between the two figures near the bottom of the frame. The overall mood is one of triumph and achievement.

# Growth Mindset: Unlocking Grit



# Fixed Mindset

Intelligence and ability are fixed qualities from birth that cannot be changed significantly



# Growth Mindset

Intelligence and ability can be developed with **effort, strategies, and support**

# Growth Mindset

- I can succeed at this.
- My ability and competence grow with my effort.
- Challenge is inevitable for success.
- This work aligns with my values, interests, and goals.
- I belong in this community.



# Gallop-Purdue Index



# Surveyed college graduates regarding success/fulfillment after graduation

- 30,000 bachelor degree recipients surveyed from all 50 states
- Both public and private college graduates surveyed
- Focused around well-being, and how engaged and passionate they are in their careers, and connected it back to college experiences.

## Key Findings

- Where you attend college is not important.
- But how you went to college is important.
- The experiences that you can have in college influence career success and overall well-being.

# Big Six Experiences

Survey respondents who strongly agreed with any of the following prompts scored 1.5 to 2.5 times higher on their workplace engagement and well being scores.

- Having at least one professor that made you feel excited about learning.
- Believing that your professors cared about you as a person.
- Having a mentor who encouraged you to pursue goals and dreams.
- Working on a project that took a semester or more to complete.
- Having an internship or a job that allowed you to apply what you were learning in college.
- Being extremely active in extracurricular activities and organizations.

## **In addition:**

- The impact was cumulative.
- The more engaged a student was on campus the faster they graduated.
- Only 3% of respondents indicated they strongly agree with all six items.

**Big Six Experiences**

The image features a sunset background with a warm orange and yellow sky. In the foreground, the silhouettes of two people are visible, both with their arms raised in a gesture of triumph or joy. The person on the left has their arms extended horizontally, while the person on the right has their arms raised higher, reaching towards the top of the frame. A dark blue horizontal band is overlaid across the middle of the image, containing the text 'Indiana College Coaching Initiative' in white, bold, sans-serif font. The sun is visible as a bright, glowing orb near the bottom center of the frame, partially obscured by the silhouettes of the people and some dark, thin branches in the lower foreground.

# Indiana College Coaching Initiative

# Year-One Trends

## Common Findings/Barriers

- Many first-year scholars are unsure of their choice of major
- Trouble navigating online courses
- Unaware of 21st Century Scholarship requirements and deadlines
- Many first-year Scholars are unsure they belong in college
- Unfamiliar with campus resources, unlikely to connect with professors

## Recommended Resources

- Create state aid and financial aid flowchart
- Create document illustrating various financial aid scenarios
- Create Scholar Alumni/Scholar Ambassador Network



# You as Cultivator: Grit & Growth Mindset



# Growing Grit

**Be supportive *and* demanding**

**Encourage/support extracurricular activities and campus engagement**

**Growing Grit and the Growth Mindset**

# Supporting a Growth Mindset

## (Seek to encourage instead of praise)

### Praise:

1. An expression of approval
2. To express favorable judgment of the child or end-result (value-driven)
3. Effect on self-worth: feel worthy when others approve
4. “You got an A because you are smart”

### Encouragement:

1. The inspiration to grow and improve for yourself, not for someone’s approval
2. To focus on the process over the result, the effort rather than the approval of the child
3. Effect on self-worth: feel worthwhile without the approval of others
4. “You earned an A because of the effort you put in of paying attention in class, studying hard and pushing past the anxiety you felt about the test”

Adapted from: Nelson, Jane (2006) Positive Discipline. New York: Ballantine Books by Ashley Cooper, M.Ed.

# Growing Grit and the Growth Mindset

# Other Observations and Recommendations

**Be a jack of all trades and a master of advising**

**Don't assume they know**

**Avoid acronyms**

**Be transactional *and* transformational**

**Try to get the whole story**

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## Angela Duckworth

- Developed the Grit Scale, Character Lab publishes articles and tools for youth development practitioners and educators
- <https://sites.sas.upenn.edu/duckworth>, offers:
  1. *Online Grit Scale with national comparison*
  2. *Online Parenting Strengths Questionnaire*

## Carol Dweck

- Leading expert on students' mindset and impact on outcomes
- <http://www.Stanford.edu/dept/psychology/cgi-bin/drupal/m/cdweck>
- <https://www.youtube.com/watch?v=JC82Il2cjqA>

# **Growth Mindset Toolkit:**

- *For Mentors, Teachers, Parents*

<https://www.mindsetkit.org/growth-mindset-mentors>

**Resources: Growth Mindset**