

SYNERGISTIC MINDSETS INTERVENTION

Summary of Student Survey Data



Institution: Lee College

Course: Learning Frameworks

How are students experiencing the culture of learning in your classroom so far? This report will summarize the perspectives that students shared on the survey they completed for the synergistic mindsets intervention.ⁱ

BACKGROUND

College students are highly attuned to the classroom cultures that teachers can help shape. In particular, they pay attention to whether they feel respected or disrespected. They feel more respected when our classroom cultures convey that all students can learn and grow and do well on the material. When students feel respected, they are less likely to feel excessively anxious, stressed, or overwhelmed because they know they can rely on their instructor or peers in times of difficulty.ⁱⁱ

We are measuring anxiety, stress, and other experiences that are very common for students to go through, but that they hardly ever share with us. These reports could give you more information on what to focus on than you might usually get just by engaging with students. We selected items that, in past research, have been related to important student outcomes.ⁱⁱⁱ

HOW SHOULD I READ THIS REPORT?

These data are a snapshot of how your students felt at the point when you administered the survey. We all know people can feel differently depending on the day, so these data cannot tell us everything about how students feel. Still, data like these have been shown to provide a meaningful starting point for conversations about where our students started and how that evolves.

WHAT ELSE SHOULD I CONSIDER AS I READ THIS REPORT?

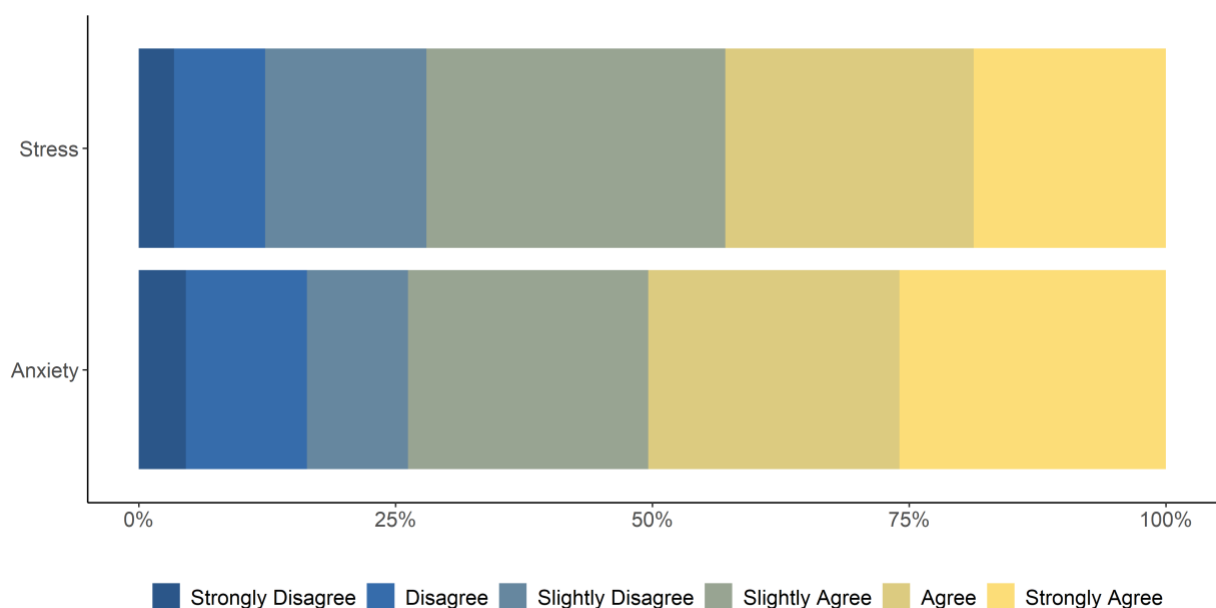
We want to maintain student confidentiality and respect that students have provided real feedback, which can help students individually and help us improve the classroom culture. We can use this as one piece of information that can guide reflection on the action steps we took and the factors that were present at the beginning of this year.

DESCRIPTION OF PARTICIPANTS

Number of Students	First Response Date	Last Response Date	Average # Minutes Spent on Survey	Average Item Response Rate
397	04-03-2023	05-10-2023	20	93%

First Response Date represents the earliest students started the survey, whereas the *Last Response Date* represents the last date on which the survey software recorded a student response. *Average Time Spent on Survey* records the average amount of time it took students to complete the survey. *Response Rate* indicates the average percent of students who responded to the items.

STRESS & ANXIETY GRAPH



Why we measured this:

Stress measures whether students feel the total of the demands they face is greater than the resources they have to cope with those demands.^{iv} When students feel that the demands exceed those resources, they feel threatened and overwhelmed. These give you an idea of if students feel like they are being asked more than they can handle.

Anxiety can undermine student performance and well-being.^v One key stressor for college is their exams or other high-stakes assignments. Students feel judged and evaluated. While exams are stressful for everyone, some students experience more intense stress because of test anxiety.

How we measured this:

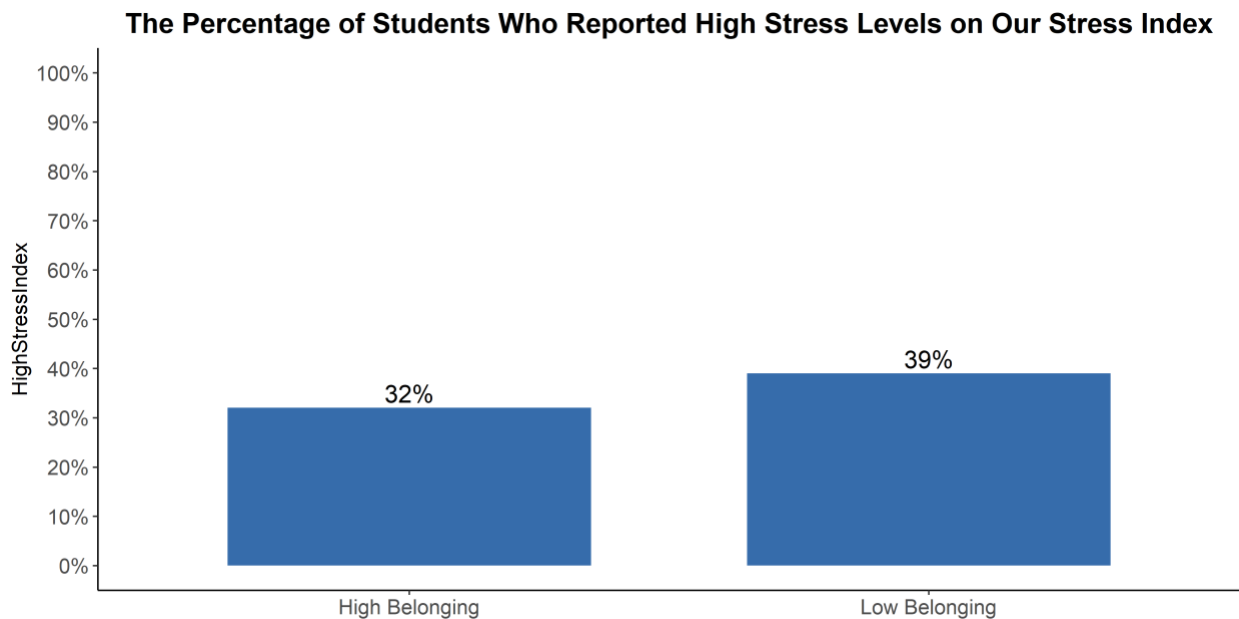
We averaged multiple survey items to create two overall measures, one for stress and one for anxiety. The stress survey items were “The overall effect of stress on my life is negative,” and “Stress makes it harder for me to learn and grow in school,” The anxiety survey items were “Even when I’m well prepared for a test or quiz, I feel very nervous about it” and “During a test or quiz, I often get so nervous that I forget the answers that I know.”

EFFECTS OF CLASSROOM EXPERIENCES ON GENERALIZED STRESS

Different classroom experiences can make students feel more or less generalized stress because those experiences can either increase the demands students are under or provide more resources to cope with those demands. We have provided you with data regarding student belonging, identity safety, and trust. It is important to examine these items because they could be targets for faculty to improve or reinforce their classroom culture experiences.

I feel accepted in this class.

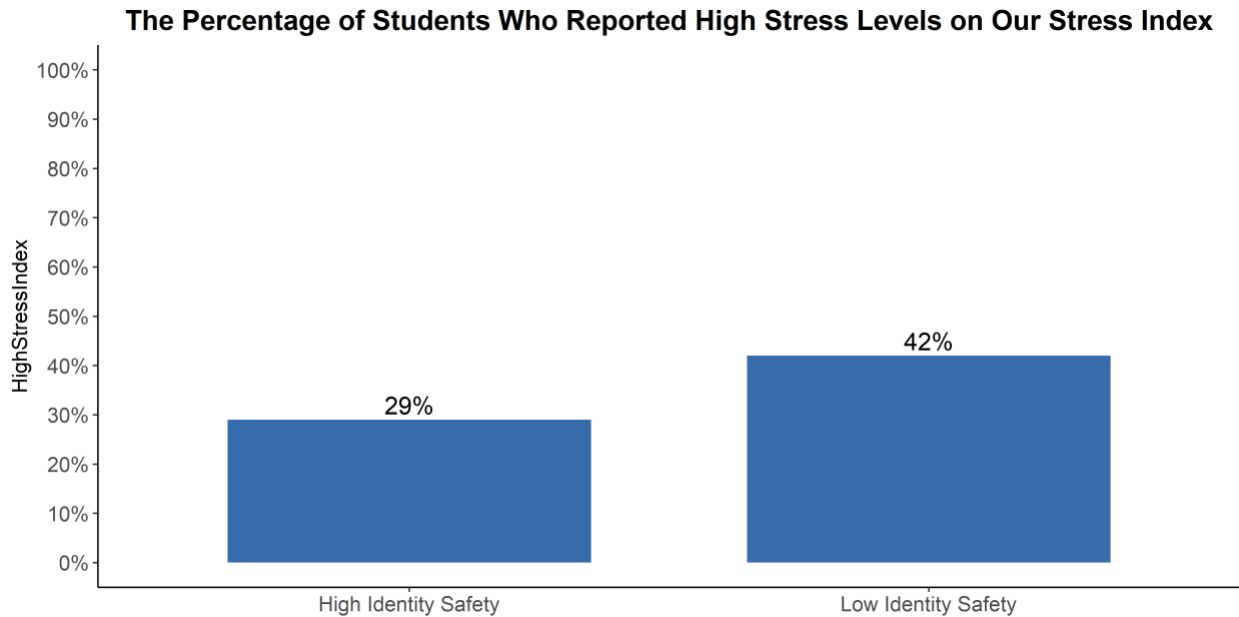
(When students say this is true, it signals higher belonging.)



Why we measured this: Research shows that students persist longer in college and do better in their classes when they feel that they belong and worse when they feel they do not belong. The reason why is because students who feel that they don't belong tend to not ask for help, study alone, and tend to lose motivation in difficult parts of the semester.

In this class, I worry about being judged negatively based on my group membership(s) (e.g., race, gender, social class, etc.).

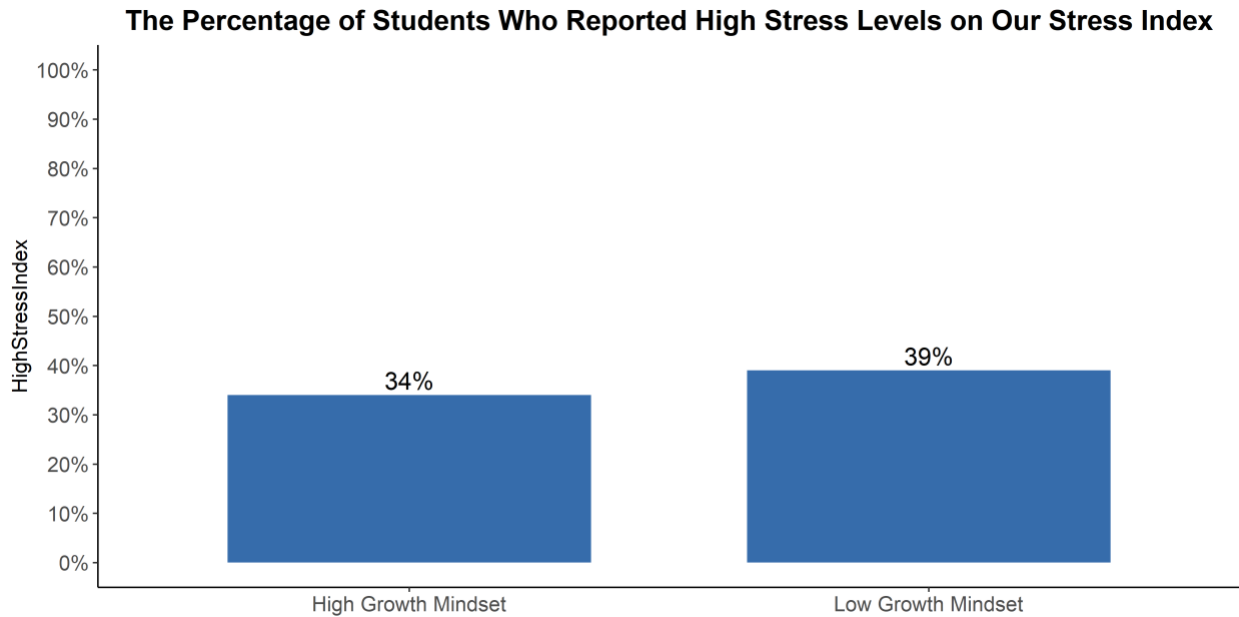
(When students say this is not true, it signals higher identity safety)



Why we measured this: A key factor that influences a student's sense of belonging is when they feel that their identity group (e.g., race, gender, social class, etc.) is treated with respect and included in the intellectual community. When people feel worried that their identity group will be judged negatively, then they experience a lack of belonging and suffer a loss of motivation that can harm their performance.

This instructor seems to believe that students have a certain amount of intelligence, and they really can't do much to change it.

(When students say this is not true, it signals higher growth mindset)



Why we measured this: Having a growth mindset can encourage students to take on difficult coursework and help them persevere when they encounter the challenges of being a college student. When students think that their professors view their abilities with a growth mindset, they are more likely to feel motivated because they believe their efforts can lead to improvement.^{vi}

ⁱ Yeager, D. S., Bryan, C. J., Gross, J. J., Murray, J. S., Krettek Cobb, D., HF Santos, P., ... & Jamieson, J. P. (2022). A synergistic mindsets intervention protects adolescents from stress. *Nature*, 607(7919), 512-520.

ⁱⁱ Yeager, D. S., Dahl, R. E., & Dweck, C. S. (2018). Why interventions to influence adolescent behavior often fail but could succeed. *Perspectives on Psychological Science*, 13(1), 101-122.

ⁱⁱⁱ Jamieson, J. P., Black, A. E., Pelaia, L. E., & Reis, H. T. (2021). The impact of mathematics anxiety on stress appraisals, neuroendocrine responses, and academic performance in a community college sample. *Journal of Educational Psychology*, 113(6), 1164.

^{iv} Jamieson, J. P., Crum, A. J., Goyer, J. P., Marotta, M. E., & Akinola, M. (2018). Optimizing stress responses with reappraisal and mindset interventions: An integrated model. *Anxiety, Stress, & Coping*, 31(3), 245-261.

^v Jamieson, J. P., Black, A. E., Pelaia, L. E., & Reis, H. T. (2021). The impact of mathematics anxiety on stress appraisals, neuroendocrine responses, and academic performance in a community college sample. *Journal of Educational Psychology*, 113(6), 1164.

^{vi} Canning, E. A., Muenks, K., Green, D. J., & Murphy, M. C. (2019). STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes. *Science advances*, 5(2), 4734.