

# CHOOSE YOUR OWN MINDSET ADVENTURE

**Looking for “easy” courses** A student comes in for pre-registration advising saying that she’s heard there’s a theater class offered for one of the breadth requirements that doesn’t require much work. She also wants to know about the natural sciences. She’s never been good at or liked science. She asks, “Which course is the easiest that satisfies that requirement? Which one has the shortest lab?”

**The nervous pre-med student** You are meeting with a student that earned mostly A’s in high school. Now, they are enrolled in pre-health career courses and are highly concerned about their cumulative GPA. They just received their grade on their first chemistry midterm and earned a C-. The first time you met with the student, they were outgoing and excited to discuss their career goals. Now, however, the student appears withdrawn and is thinking about taking a quarter off from math and science to think about what they want to do.

**Champion of deflecting responsibility** Before meeting with a student on academic warning, you check the prior quarter’s grades and see that the student received a D in Chemistry, an F in Math, and a C- in English. When the student comes in, he tells you that the Chemistry professor had an accent, so it was hard to understand lecture and all of the students got bad grades. He goes on to say that the math teacher just didn’t explain things well.

**Hanging out in the “murky middle”** A student you’ve been working with for two years is on academic warning again, after having a successful quarter. She has a pattern of academic warning, probation, then good standing, then falling back into warning/probation. You know from previous quarters she sometimes stops attending classes if the first exam/assessment goes poorly. You’ve also noticed that she’s very sensitive to criticism, and that sometimes she doesn’t turn in homework. You suspect that she has low self-esteem.

**C’s for Degrees!** You are meeting with a student to discuss enrollment for next semester. When you ask how he is enjoying his current courses he replies, “They are wonderful! I barely have to study and I have all C’s and one B!” He also mentions that he thinks one of the C’s will become a B after he submits the next essay. When you ask more about the topic and due date of the essay you learn that the student is really invested in the topic but it is due in two days. He’s not worried about finishing it in time because he’s comfortable “busting it out” in just a few hours at the library.

**The track star concerned about eligibility** You are advising a student athlete who is on academic warning and is repeating a course from the prior quarter with the same instructor she didn’t like from last quarter. The student told you last quarter that the professor’s tests were too difficult, that all of the students were doing poorly, that the wording was too tricky and the professor had even asked students how to help them be more successful but then hadn’t changed her tests. Now, in addition to the course she has to repeat, she also has another course with this same instructor because by the time she registered, the only two courses in her major area that were open were with this professor. Now, when asked how she is doing, she says it is going better, but she hasn’t had any tests. When asked if she is doing the reading for the class, she says she skims all of it then reads the parts the professor goes over in lecture. The first exam of the quarter is in 8 days. When you recommend that she go talk to her professor at least five days before the exam she is reluctant to go seek feedback.

How can you use her experience from track to encourage growth mindset behavior in classes?



Mindset Matters Questions? contact [snw@cwu.edu](mailto:snw@cwu.edu)



*“This is hard. This is Fun.” – Carol Dweck*

What do you find hard and fun in your life? How do you feel when you participate in this activity? How would you describe that feeling to others?

## TAKE THE NEXT STEP

Growth mindset interventions I can start practicing when I return from the NACADA conference:

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Growth mindset interventions I could build in the next quarter/semester:

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Growth mindset interventions I could build with cross-campus collaboration at my institution:

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