

## **Lone Star College-Tomball Student Success Case Study: Strengthen GRIT Mindset, Increase Persistence**

**>>Carissa Reedy-**

Welcome everyone, thank you so much for joining us today for a Pearson sponsored webinar. Lone Star College - Tomball Students Success Case Study: Strengthen GRIT Mindset, Increase Persistence. Before we begin I would like to point out a few housekeeping items. First you have a control panel located on the right hand side of your screen. The orange arrow, top left, allows you to hide or expand this control panel. The round blue button allows you to move to full screen mode and back. Your control panel also has audio options, you are able to listen to the audio portion of this webinar either through your computer speakers or your telephone. Since we are recording today's session, all lines have been automatically muted. Next, please note that you have the ability to adjust the way that the items on your screen appear. Use the layout dropdown at the top of your monitor to make adjustments to your preference. To participate in the question segment, please type your question in the question box on your control panel and click send. Feel free to send in questions at any time. Questions will be addressed at the end of the webinar. Also, please note that we are offering a professional development digital badge for attending today's webinar. A digital badge is a web enabled version of a credential certification or learning outcome. It allows you to demonstrate your completion of this event on LinkedIn, Facebook, Twitter or email. Information on how to obtain your digital badge will be provided in a follow up email after the webinar. You will be asked to answer a few questions about the webinar to verify your attendance. And with that said, I now would like to turn it over to Paul Smith. Paul. (2:03)

**>>Paul Smith, Student Success and Career Development, Pearson -**

Thank you Carissa. My name is Paul Smith, and I'm on the product team at Pearson for student success and career development where we develop materials, print, digital and services that help students succeed in their academic programs and move steadily and positively towards the careers that they want to have. We have adopted a very special focus in employability these days so we are trying to make sure that the students who use our materials and consult with the schools who are teaching them to develop and produce students who really are ready to join the workforce right away and contribute immediately. I want to introduce first, our guest speaker, I am proud to see her shining face up on the screen, Dr. Lee Ann Nutt, who is the President of Lone Star College - Tomball was our partner during the past year as they implemented a GRIT initiative across their curriculum. Lone Star College - Tomball is one of nine campuses across Lone Star College system in Texas in the Houston Metropolitan area. There are about 9,000 students who are at Tomball and Dr. Nutt has been the President there now for about 3 years or so and has initiated a lot of really cool and really exciting cultural and pedagogical moments at the school and we are proud to work with her on doing something together with GRIT and Lee Ann I look forward to hearing from you. I do want to give all of you just a quick overview of what we hope would be the outcome at the end of the session. First of all to see how GRIT can expand the colleges completion agenda beyond policy and process to be able to put some data and numbers on what's going on at the college as some changes in pedagogy and changes in

curriculum that might be made. Secondly to be able to articulate what GRIT is and what it is not and you probably hear about GRIT. I do almost everyday in the news, I hear NFL coaches talking about it, I hear President Obama talking about it. The business and corporate spheres are always talking about GRIT and it's also starting to permeate the conversations you hear in education circles from K through 20 and beyond. And what we're trying to do is make sure we separate to a degree that we can using research, using experiments, and data analytics to separate the weed from the chaff and make sure the concepts of GRIT that we are working with faculty and instructors to offer up are the ones that are most likely to produce the best results for students. Then you'll be able to kind of understand how GRIT can impact key performance indicators like persistence, retention and completion which are some of the things that the Lone Star group took a look at. And also to identify some practical ways that GRIT can be infused into a college curriculum and into the cultural and it's our goal to make these interesting, positive and relatively simple shifts in instruction rather than ask an institution kind of throughout what they've been doing successfully and well throughout many, many years. These are adaptations to the curriculum rather than complete wholesale changes. A little bit of housekeeping, we will be interrupting periodically to ask some participation poll questions. You can see on the control bar there's a "questions" log. Usually just takes a second to click on your answer and as Carissa said at the outset that we will be offering the opportunity to earn a completion badge at the end of this. Information will be going out to all people who have attended with how to go about doing that, it won't take long, just a matter of a few minutes if you're interested in having a badge that you import into your CV or resume or some computer site like LinkedIn or Facebook. So without further ado then, Carissa do you want to announce the first poll question? (6:44)

**>>Carissa Reedy-**

Yes, thanks Paul. Okay I am going to go ahead and launch our first poll question, okay, and you should see it on your screen now. What role do you play with the institution? Administrator? Faculty/Staff? Support Services? Or other? Okay please vote now. And we will wait just a couple of seconds to give everyone the chance to vote. Okay I am going to go ahead and close the poll. Okay and let's look at the results. 21% responded administrator. 59% responded faculty/staff. 10% responded support services and 9% responded other. Okay, thank you for participating in that poll. And now i'm going to turn it over to Dr. Lee Ann Nutt. Lee Ann? (7:50)

**>> Dr. Lee Ann Nutt, President of Lone Star- Tomball**

Well thank you Paul and thank you Carissa and welcome to everybody on the webinar today. It's great to have some many people here, it indicates to me that GRIT is compelling and it is gaining momentum nationally. So let's jump right on in and let's start by meeting Jorge Torres. He is one of the most decorated students in the history of Lone Star- Tomball. He served as President of our Phi Theta Kappa chapter Alpha Rho Mu the first year our chapter was recognized as the most distinguished chapter internationally. As many of you know, Phi Theta Kappa is the international honors society for two year colleges. Jorge has garnered tens of thousands of dollars in prestigious scholarships and he is now studying at the University of St. Thomas after graduating from Lone Star - Tomball at top of the class with distinction and with financial support. But here's the rest of George's story. The first time he came to Lone Star

College - Tomball he sat in the parking lot and he cried. He didn't think he belonged. He was afraid he was too old or too unprepared but he was more afraid that he would not be able to realize his goals. So Jorge found the courage to walk through our doors, he tested into developmental math. This frustrated him and discouraged him so he chose not to enroll into the developmental math course that first semester. But he finally chose Gritty Behaviors and began to experience growth. He began to learn and he found a way to finish what he had started.

(9:43) I suspect that most of you know students just like Jorge.

Unfortunately there are too many students who do not finish what they start. Nationally we have very low graduation rates and increasing default rates on student loans. And this has been such a big issue for the last seven years or so that the completion agenda has been a national focus of colleges, foundations, accrediting agencies and even state and US government agencies. There's growing pressure on colleges to increase the number of graduates, especially in those states where funding is tied to performance as measured by graduation rates and millions of dollars, thousands of hours have been devoted to creating the right policies, processes and pathways to ensure students finish what they start. No doubt that this is critical work and I've been intimately involved in this work, it's important for our future, for our students, for our colleges and for our country. However, all of this effort is not making a significant enough difference. We've reached the stage in the lifecycle of completion of agenda where it's time to think bigger. In its current form, the completion agenda is incomplete. If you stop to think about it, even the term "completion agenda" implies finished, we're done, when in reality our purpose and mission is bigger than that. Finishing a degree or a certificate is a starting place, it's not the ending place. The completion agenda has focused so far only on how colleges must change, we have generally left students inputs out of the equation. Especially in community colleges which are open admission institutions. Policies, programs, processes, procedures and pathways are what we have control over. It is what we could change the fastest and the easiest and unintentionally we have made the completion agenda more about our own success as colleges and less about student success but with that said, I don't know a single person working in higher education who doesn't want students to be successful. We just need to expand our view from ourselves and what we can do to change to now include our students and what they can do.

(12:38) We have all heard from employers that they want graduates who have not only mastered content but they also want employees who can solve problems, successfully deal with conflict, respond to daily challenges of life. They want employees who know how to communicate and interact with others appropriately. They want employees who have gritty behaviours. But recent research is showing that there is declining resilience among students. They are less likely to cope with normal daily challenges of everyday life. So I believe that the student inputs must be added to the completion agenda equation to have greater impact. I believe that we must shift our focus from completion outcomes to employability outcomes. If increasing graduation rates is our only goal, then I argue that our focus is out of focus and if students don't already have GRIT, or they don't grow GRIT in college, what will happen when they enter or reenter the workplace? As we think bigger about the completion agenda, I ask you to consider this, there are three ways of interacting with people, each with an increasing level of effectiveness and this implies in any relationship. We can do to someone, we can do for someone, or we can do with someone. Doing to someone and for someone are very one sided,

very transactional. And colleges we have done to our students, through policies that mandate very good things such as orientation, advising, tutoring, and supplemental instruction. "Since students don't do optional" We mandate. As aside I think students gritty students will do optional. Doing for someone means providing some very meaningful services. We wrap services such as intrusive advising around our students and we automate processes so that they won't have to do it themselves such as reverse transfer credits where they can earn a degree from us having taken classes somewhere else. Now doing to and doing for are not bad approaches, I am not saying that we shouldn't do to and do for, however a more transformational relationship is one in which both sides are engaged and both sides are responsible. Doing with someone will have more impact, a more lasting impact then just doing to and doing for. At my college we do with our students, through our work with GRIT. And that takes us to our next polling question. (16:00)

**>>Carissa Reedy-**

Great thanks Lee Ann.I am going to go ahead and launch our next poll question. Okay you should see it on your screen now. How familiar are you with 'GRIT'? Very familiar? Somewhat familiar? A little familiar? Or not familiar at all? Okay please vote now. And once again, we will wait just a few seconds to give everyone the chance to vote....

Okay I am going to go ahead and close the poll and let's look at the results. Okay, 21% responded very familiar, 35% responded somewhat familiar, 19% responded a little familiar and 25% responded not familiar at all. Okay back to you Lee Ann. (16:59)

**>> Dr. Lee Ann Nutt, President of Lone Star- Tomball**

That's very interesting to see those results, it's a good distribution. So let's move into the portion of the webinar where we start to talk more about what GRIT is and what GRIT isn't. As Paul said, GRIT is everywhere. You can hardly read an article or turn on the TV or hear some kind of podcast where GRIT isn't being talked about. But now that it is everywhere, it is often misunderstood and often misapplied. So I want to just take a few minutes to explore what GRIT is, and what GRIT isn't. At Lone Star College - Tomball we have chosen to use Dr. Paul Stoltz's research on GRIT. He is a New York Times #1 best selling author who has written and published many books on the topic of overcoming adversity. He's the founder and CEO of Peak Learning and he is a partner with Pearson. In his most recent book published in 2014, GRIT The New Science of What It Takes to Persevere, Flourish and Succeed; he defines GRIT as your capacity to dig deep, do whatever it takes, especially struggle, sacrifice, even suffer to achieve your most worthy goals. And that is the definition we are using at Lone Star College- Tomball. Now GRIT is an acronym. It stands for growth, resilience, instinct and tenacity. And then Dr. Stoltz rounds that out with a robustness factor. So let's walk through these real quickly. Growth is a candid mindest. It is your ability to look at things from various perspectives, see fresh angles, and learn along the way towards completion of your goals. Resilience is the capacity to respond in a positive and constructive way towards adversity. We all face adversity and being able to respond to it in a way that strengthens you is resilience. Instinct is about pursuing the right goals in the right way at the right time. Knowing when to stop, when to adjust your goals and or your pathway towards your goals, that is instinct. Tenacity is that relentless persistence,

it is your stick-to-itness. Then finally, robustness. This is what Dr. Stoltz refers to as your wear and tear factor. It is how tough you consider your life to have been and how you have been impacted so far. Everyone has some degree of GRIT. (19:55) Your overall GRIT is influenced by these scales, growth, resilience, instinct and tenacity and robustness. For example, someone may have had strong growth but weak tenacity. The weak tenacity would lower their overall GRIT score. So as you can see, GRIT, is multi faceted. It is made up of several factors, but that is not all. It is very important to look at GRIT as more than just an amount. To only look at quantity of GRIT diminishes the power of its influence in our lives. Dr. Stoltz differentiates between the quantity of GRIT as we just defined it and the qualities of GRIT. So let's take a second and look at the qualities of GRIT. The qualities of GRIT that are the most desirable are good, smart and strong GRIT. So first let's look at good versus bad GRIT. I like to differentiate these two qualities with an example. You likely know someone who is able to get things done. They are likely to get them done on time, if not early. It will be well done but they will get it done at all costs and that's the rub, at all costs. When someone's behavior has negative impact on others whether it's intended or not, that is bad GRIT. And good GRIT is just the opposite. Others are enriched by someone with good GRIT. Smart GRIT is like growth mindset. It is the continuous learning, striving, growing and evolving. It is also knowing when to stop because sometimes quitting is also an act of smart GRIT. On the flip side, dumb GRIT is not a reflection on a person's IQ, not at all but it does describe doing and going about things in ways that are not effective or ideal or pursuing goals or things that are no longer worth chasing. Strong GRIT is that exceptional ability to do whatever it takes to get something done. And weak GRIT is the lack of capacity to do what it takes. When I think of weak GRIT, I can't help but to think of students who may have done fairly well in high school without trying, who have been told all their lives by loving, well intentioned parents how smart and talented they are and who have never really experienced any setbacks or faced any challenges. Then when they come to college and either placed into developmental math or fail their first test, Mom calls the President's office because something is obviously wrong with the college. I'd argue that it is possible that the student just has weak GRIT. (23:10) So with this definition and framework in mind, let me share with you how we have used GRIT at Lone Star College-Tomball. Lone Star College-Tomball was doing GRIT before GRIT was cool but in Spring 2015 we had the opportunity to meet Dr. Stoltz and Pearson. This happened quite accidentally frankly, and I chalk it up to very fortuitous serendipity. But from the very first conversation, we discovered a common vision and we learned that we share the same values and there was just a great synergy. So for us, a partnership with Dr. Stoltz and Pearson was an unexpected way to bolster our efforts and we launched our GRIT growth greatness initiative with them in the fall of 2015. The first action we took together was to have Dr. Stoltz join us for our open welcome week activities that fall 2015 semester. For a full day and half, he taught us about GRIT dimensions and qualities and we began to explore ways to use GRIT in our classes. And while professional development was essential, we wanted to do more. We wanted to conduct sound research as well. So we did. When we established the parameters for our study, we set forth some very specific requirements. It had to be of minimum burden to faculty and students, had to have maximum rigor, be compelling for leaders, have the potential to be epic, and most importantly it had to make a difference for students. It also had to have IRB approval, which it did. There were

many questions we wanted to answer but these that you see here were the big four. First of all we to know, could GRIT be grown in what academic term and what impact did GRIT have in the classroom? Did feedback have in the classroom on GRIT. And secondly what if any difference did a faculty member emphasis on GRIT impact the degree of improvement. Third, what was the effect of repeated exposure to GRIT in the classroom, measured by the number of classes a student took that makes use of GRIT. And then finally, this one was more focused on the college. I wanted to know how GRIT's impact was evident in our key performance indicators, such as course completion and persistences. I was particularly interested in this because when I compared Toball's outcomes to our sister colleges within the Lone Star College system, our KPI's were lower than the system average. We also were faced with some declining enrollment issues and because we serve a more rural area than our other colleges in our system, we needed to find a way to increase student retention. (26:35) We used Dr. Stoltz GRIT gauge as the assessment instrument which has been statistically proven to be a reliable and valid measure of GRIT. The GRIT Gauge is taken online, it's very user friendly and does not take very long to complete. The GRIT Gauge measures your overall GRIT based on scores on the growth, resilience, instinct and tenacity and robustness scales. It also provides a quality of GRIT score as well as feedback as in how to approve. What you see here on the screen is the first page of my own GRIT report. Which is actually a total of 7 pages. You can see that I scored one standard deviation above the mean. And you can see that instinct is bringing down my overall score. For our study, we used experimental design which makes our findings very sound and generalizable to the overall student population. The population included all full time faculty at Lone Star College-Tomball about a hundred of them and through random assignment we had some faculty in the "with GRIT" experimental group and some faculty in the "no new GRIT" control group. The "with GRIT" faculty had to just do a few things differently. They encouraged their students to complete the GRIT Gauge at the beginning and the end of the semester. They showed a fifteen minute video of Dr. Stoltz talking about GRIT. They "grittified" at least one assignment in each course and then they were free to do whatever else they wanted related to GRIT, if anything. (28:31) For this study we did not include adjunct or our part time faculty with one exception, those who taught our student success course, most of whom were adjuncts, were included in the "with GRIT" experimental group. The "no new GRIT" faculty again, which was the control group, didn't do anything differently other then encourage their students to take the GRIT Gauge. Notice that we refer to this group as the "no new GRIT" group. At first we referred to the them as the "no GRIT" which did not go over very well. However if a faculty member was already teaching concepts such as resilience and determination, we didn't want them to stop. We just didn't want them to introduce anything new or different. We wanted all students to take the GRIT Gauge, and as I've already said, we wanted them to take it twice. Once at the beginning of the term, as a pre assessment and then at the end of the term after we had applied the experiment through the "with GRIT" faculty. We asked students to take the GRIT Gauge again as post assessment and this allowed us to measure gains in GRIT over an average academic term. To get the GRIT Gauge to the students we primarily used email and social media. Some faculty did have students take the GRIT Gauge in their classes. We provided a unique link to students based on the groupings you see listed here. Either way, because students logged in with their college email address, we knew which students were

enrolled in only GRIT courses, we knew which ones were only enrolled in “no new GRIT” courses and we knew which ones had a combination of “with GRIT” and “no new GRIT” courses. All student success course sections were counted in the “with GRIT” group and that was important because at Lone Star we require all first time and college students to take this class. (30:42)

And now that I have shared with you how we implemented the landmark study through randomized experimental design, I’d like to share a few of the headlines emerging from this analysis which was conducted independently by the educational testing service in Princeton, New Jersey. Remember, we randomly assigned full time faculty to an experimental and a control group. We pre assessed students GRIT in both groups using the valid instrument, the GRIT Gauge. We did a post term measure of GRIT using the same tool. Faculty and the experimental group applied various dosages of GRIT, following Pearson and Peak protocols, and faculty in the control group agreed not to say or do anything new or special with GRIT.

Before we get into the headlines, I have provided for you some of the descriptive statistics. Our N which is the number of students who took the GRIT Gauge twice was 1,760. For research purposes this is a strong number that allows us to generalize the findings to rest of the student population with confidence. The rest of the descriptive statistics are reflective of our student body. One of the most significant findings is that GRIT can be grown. We saw GRIT scores increase on average 22 points on the post assessment after the intervention. This is compelling because we want our students to increase their quantity and quality of GRIT not just so that they can finish their degree or certificate but because being gritty is essential to being successful in life. We also found that including GRIT in the classroom causes more students to successfully complete their classes regardless of professor, subject or course type. There is a statically significant relationship between classes with GRIT and withdrawals, completion, and especially successful competitions. In other words, by having faculty include GRIT in the classroom, they reduced the number of students who withdraw, they improve completion and improve successful completion. Also students who scored higher on the GRIT Gauge got better grades in class, did better overall as measured by their GPA and compiled more credits towards graduation. One limitation of the study is that we did not impose strong controls on the degree to which, with GRIT faculty presented GRIT in their classes. Had we controlled for the dose of GRIT, faculty included, and had we eliminated in the “with GRIT” group, the ones that actually did very little, these numbers would be even and likely dramatically stronger. With regard to the college’s key performance indicators, we saw an increase in overall persistence, from fall to spring, and we saw an increase in overall completion in fall 2015 compared to fall 2014. Our headcount enrollment was higher in the spring 2016 then it was in the fall 2015. While I can’t definitively say how much GRIT contributed to these increases, I am confident it had a significant impact. And that takes us to our next poll question and segway into the next part of the webinar. (34:47)

**>>Carissa Reedy-**

Great thanks Lee Ann. Okay I am going to go ahead and launch our next poll question. Okay you should see it now. How or where would you add ‘GRIT’? In a course? At the program level? Across the institution? Or not sure? Okay, please vote now. We’ll wait just a couple of seconds.

Okay, we still have votes coming in. Okay I am going to go ahead and close the poll. Okay, let's look at the results. Okay, 26% responded in a course. 17% responded at the program level. 39% responded across the institution and 17% responded not sure. Okay back to you. (35:48)

**>> Dr. Lee Ann Nutt, President of Lone Star- Tomball**

Okay great, so fun to see how people answered that question. So we have established that GRIT can be grown in people, now let's talk about how to grow GRIT in your college. Our GRIT journey started in Spring 2014 and this pathway we have been on has naturally evolved since then. Some of it was intentional and some of it was just good fortune but based on experience, I recommend that others wanting to lead this for their colleges, consider a four step approach. You want to introduce, explore, play and connect. For our introduction phase, I simply lobbed the concept of GRIT as an idea. I asked for volunteers who would be willing to learn more about it and provided some basic level introductory professional development on the topic. As a result of this soft introduction, we found there was interest among our faculty and staff. So during the next academic year we started exploring more intentionally. A few ways we did that was through our center for organizational and teaching excellence, the faculty and staff research counselor studied, Carol Drexed, worked on growth mindset and our Phi Theta Kappa chapter used GRIT as the bases of their college project called Find A Way or Make One. This project was one in which each of the Phi Theta Kappa officers shared their own personal GRIT stories with students in our Student Success course. There continued to be interest in growing enthusiasm among our faculty and staff so we continued this journey. As I mentioned earlier, in the spring of 2015 we had the good fortune to have discovered Pearson and Dr. Stoltz's work and they discovered us. This led to the next leg of our journey under play. And this is where it really began to be fun. We launched our GRIT Growth Greatness initiative which gave a name to this work with GRIT. We had just been referring to it as this GRIT stuff. (38:23). We didn't know what to call it, so now we had a name. We conducted the research study in the fall of 2015, we encouraged all faculty to use GRIT in their classes in the spring of 2016 and we began to see other programs such as our trio program and our model United Nations team begin to use GRIT in their own efforts. And now we are in the connect stage. We have launched the Global GRIT Initiative and are being more intentional with our efforts. We have once again, this semester made the GRIT Gauge available to our students and they will again be able to take it twice. Once at the beginning and again at the end of the semester. We are providing practical training and resources to faculty including our adjunct faculty on how to use GRIT in the classroom and how to easily make it a part of the curriculum. We have launched a GRIT webpage, we are collecting GRIT stories from our students, faculty and staff and we are asking additional research questions. Externally we are also working with our local, independent school district to open an early college high school. We have connected GRIT to that work and we were awarded a title five grant that will begin in October. GRIT is embedded into that initiative which will allow us to continue our work for several years to come. So GRIT for Lone Star College- Tomball is not just another initiative in the completion agenda. It's not another learning outcome for a course. It is who we are. It has become our identity. It's a passion of ours and it's built on a foundation of a commitment to infuse GRIT internally and externally. It is part of our college culture and it is becoming even more embedded into the curriculum across all disciplines from

our academic transfer courses, to our health science courses, to our workforce courses. It has transcended all disciplines and all departments. To further institutionalize GRIT at our college, we have included it into our Tomball 2020 Strategic Plan, our institutional effectiveness plan which we refer to as our annual cycle of effectiveness. It's a part of strategic enrollment management plan and we are measuring GRIT's impact by tying it to specific key performance indicators. Including GRIT into this architecture helps in bed it further into the identity and the culture at our college. And finally, to help connect other colleges to GRIT, we are hosting the inaugural GRIT Summit on October 14th. We are thrilled that Dr. Stoltz will be joining us to keynote this event and during this time we will have three concurrent tracks, leadership, academics, and student success. We will be exploring how to use GRIT in all of those areas and how to grow it in their institutions. So thank you all for listening to our story and now I will turn this back over to Paul Smith. (42:02)

**>>Paul Smith, Student Success and Career Development, Pearson -**

Okay, thank you Lee Ann. Briefly I am going to go through a couple of Pearson's descriptions or solutions of how we have tried to collaborate with and support schools like Lone Star and then be thinking about some questions. A lot of you have sent in some questions and I've been kind of busy trying to answer them because they are some great questions but we are going to pause for a Q&A in a few more minutes so if you have any other questions, by all means send them in through the question function in the program. So what Lee Ann has been describing is what we refer to as the GRIT Program on mind set and we serve up GRIT instruction and GRIT curricula in a number of different ways and different products. But the GRIT program as it was adopted at Lone Star consists of a handful of steps or a handful of materials and assets. And the first is the GRIT Gauge and this is Paul Stoltz's research based instrument that he has developed really over 20+ years. One of the questions that had came in, "how long has it been around?". His research and his consulting into businesses in the early years, twenty, thirty years ago was about dealing with diversity and he started to create an instrument to track an individual's adversity quotient and then evolved over the last five or six years into a GRIT quotient, evaluation or GRIT assessment, the GRIT Gauge. It takes students about five to ten minutes at most to do it and they immediately get not only a score that gives them a range of their GRIT across the many different components. The G, R, I, T and the robustness that Lee Ann mentioned. But it also gives them some very practical things that they can do some strategies, some exercises that they can immediately do to strengthen their GRIT if they're a little low let's say on a growth mindset. What they can try to build that up. So that's an important component of the GRIT Gauge. It's not just baseline assessment but also serving up some strategies to grow the quantity of GRIT that will allow them to reach higher levels of achievement. Secondly, application activities where we work first with Lone Star Tomball, we have gone on our own to create a full suite of college-level activities and assignments across the curriculum whether it be for a nursing course, a psychology course, a math course, or a business course where we took the standard of assignments that are of the sort that occur in our books and our instructors manuals and are often used in college classrooms and then we gritified them if you will we showed them how a teacher can add a stage or a shift or another dimension to the assignment that will allow students to do two things. One, to start practicing

being more gritty and sometimes that just means doing a little bit more although doing a little bit more, very strategically. Secondly, reflecting on what they did so they start to be aware of their effort and how they can control it and they can improve it and enhance it in a very strategic and very productive way. Thirdly, we have implementation services where our Pearson professionals work with local faculty and local school systems to help set up the implementation of a GRIT program and help capture the kind of metrics that college might want to watch to see if this kind of curricular infusion is having any notable impact that they can correlate. Then we can provide support on doing this research and crunching the numbers, doing some data analytics with the results. We don't own these things. These are the typical, they belong to the school and the school needs to setup and use it and interpret as they want but we try to help facilitate that as much as we can. So that's our GRIT program on mindset. The other thing that I will mention, if you want click forward one slide, is this Lone Star Tomball Case Study. This is the URL for it, it will also be included in the follow up email that we will send out to everybody but it does describe what kind of problems or what kind of outcomes Lone Star was looking to address with their students. Like course completion or re enrollment and how they were able to observe by taking the GRIT Gauge twice at the beginning of the semester when students were just coming into their courses and after a program of GRIT infused instruction at the end of the semester to see if their scores have gone up and then to correlate that over one academic term to denote that the students who GRIT wouldn't go up do better, have better GPA's. Did they re enroll at a higher level and so on. And how exposure of GRIT over multiple classes, over time, that's what we're going to be looking at with Lone Star to go forward and continue to impact GPA and completion and you know we'll try to even follow students through into either their jobs or into the Universities they transfer into out of Lone Star. So anyway, that is the gist of the case study. What they were trying to address. How they set it up. What happened and what the results were statistically. (48:07) So i will ask now if there are any questions that people have. We've got a lot of good ones during the course of the session that I tried to address when I could and send them in right now. But i would also just start off with Lee Ann talking with you about one thing that came up. Could you give maybe a couple of examples from the Lone Star's faculty experience and what they did, what they initiated on what GRIT infused instruction may have looked like in a classroom. What they did to try and grow and promote this and to kind of create awareness among the students of what GRIT is and how they can behave more grittier.

**>> Dr. Lee Ann Nutt, President of Lone Star- Tomball**

Sure, of course. And that's often the most common question is: how to practically infuse this into the classroom because it is important to think of GRIT as not just another checkmark of a topic to cover in a course but to take what you're already teaching and teach through the lens of GRIT and so our faculty has done this in many different ways. And it's been very rewarding to see the creativity and their commitment to it. Some have done very simple things like ask their students to find examples of GRIT stories on YouTube or collect GRIT advertising. Michael Jordan often pops up in those assignments to some who are much more in depth with it. One faculty member in particular created a rubric that takes each of the components of GRIT, G, R, I, T, and robustness and asks students to reflect prior to an assignment how will they demonstrate growth? How will they be resilient? And they evaluate the project before they do it and then at

the end of the project, the paper, the test, or whatever they are preparing for, they evaluate themselves on how they did they demonstrate growth? and just how gritty were there? Some faculty and online classes have embedded GRIT questions into discussion boards. We are now providing students, I mean our faculty with some materials to show how to introduce GRIT through Dr. Stoltz video and then having students create their own videos. We have students using Adobe Spark, which is a free tool online and they are recording their GRIT stories in that process of thoughtfulness and thinking through their own experience as a student and then applying it to one of the elements of GRIT. it is just another way this has grown and evolved and how students are really engaging in the concept of GRIT. So we've taken multiple approaches, some very simple, some more in-depth, and what's fun for me is that has all been faculty driven. They have come up with the ideas and they've shared it with each other and are now using each other's work in their classes as well.

Are you still there?

**>>Paul Smith, Student Success and Career Development, Pearson -**

Uh, yes. I was as you might expect on mute. There's another question, and you alluded to it earlier when you were kind of going through the components and certainly the qualitative elements of GRIT but some people think about GRIT as just staying at something, just doggedly doing it over and over again. You know like the cliche of a salesman's read quote-unquote who refuses to take no for an answer. Can talk about you know the difference's, social, cultural, interpersonal of the Paul Stoltz version of GRIT a little bit more and how maybe again your faculty try to get students to think about that rather than simple doggedness or simple persistence. (52:35)

**>> Dr. Lee Ann Nutt, President of Lone Star- Tomball**

Well let me come to the answer on that question by telling just a brief story. When we started this work, we were looking at other authors and researchers on GRIT. Primarily Angela Duckworth and then Carol Dweck's work and both are fantastic researchers and have tremendous things to offer but we hadn't discovered the aspect of the qualities of GRIT. So I was in a meeting one day with my leadership team and we were talking about GRIT and this was before we connected with Paul and Pearson. And she look at me as a librarian as a librarian looked at me, a very deliberate person who I have the utmost respect for and she said "Lee Ann, I get the GRIT stuff, I think we need to be on this but what do you tell the students who has taken developmental math seven times? Do you just tell them to have more GRIT? They're already demonstrating GRIT because they keep taking the class over and over and over again." And that question just landed right between my eyes and I didn't have a good answer. So we struggled through that and we thought well I don't know, there's got to be more. Something else is missing. There's got to be another way to answer the question and we found that answer with Dr. Stoltz's work. (53:56) When we learned the qualities of GRIT. Good GRIT, bad GRIT, smart GRIT, dumb GRIT, weak GRIT, strong GRIT. And so to be able to have good GRIT, smart GRIT and say you know what maybe my route, I need to reassess, adjust and find another pathway. Qualities of GRIT allow for those kind of smart changes to go after the right goals in the right way. So, GRIT is not about just keep beating your head against the wall. It is

the qualities of GRIT that separate this concept from what we typically think of which is, never take no for an answer, never give up at all cost and it's simply much more meaningful than those cliches.

**>>Paul Smith, Student Success and Career Development, Pearson -**

Okay, and we'll just take maybe one more and you know I do have a ton of these questions that I will try to address in follow up as best as I can. But just as kind of a last question Lee Ann, can you talk a little bit about moving forward with GRIT and the future. I mean you mentioned that you put it in your college's three year plan but you know in what other ways or in what deeper ways do you think you and your colleagues are likely to take this initiative? (55:34)

**>> Dr. Lee Ann Nutt, President of Lone Star- Tomball**

Great, that's a great question. What's been fun about this work as it continues to grow and evolve in ways we never dreamed or expected. When we started this work it was really about how can we make a difference for our students and we find ourselves now in a place, and in a position of being able to help lead this work nationally which is very fun, very exciting. Our most meaningful work though in our next steps, I think, is really getting down to the nuts and bolts brass tacks of how to use this in the classroom. And what's interesting to think about is last year when we did the study, we were still very new at this. We really didn't quite know how to gritify an assignment, we were kind of making it up. No we've reached the point that if we re-conducted the research, did the research again based on the depth of understanding that we've reached, I think we would see numbers that are even more compelling to show the difference in the impact of GRIT. So continuing to engage our faculty across all our disciplines to continue to develop the practical ways to infuse GRIT, I think is really going to matter. We also are having great success in having our other organizations, student life organizations, our student services areas take on this work as well. And so students are really kind of bombarded with it. It's not just in a classroom, it's everywhere in our campus and they run into it regardless of who they see and that just happens very naturally now. So I think that for us that will continue to carry us into the future and then who knows what will happen next. (57:42)

**>>Paul Smith, Student Success and Career Development, Pearson -**

Okay, well I think we're just about that time. So I will throw it back to Carissa for the wrap-up. (57:48)

**>>Carissa Reedy-**

Great, thanks Paul. Okay, so I want to say thank you so much for your time today, Dr. Nutt, we appreciate you being here and thank you to all the attendees that have joined us for this session. Please take a moment at the end of this webinar to give your feedback in the survey provided. The survey will appear at the end of the webinar. Also a follow-up message and link to the recording of this webinar will be emailed out to all participants within a few days, so please feel free to share that with your colleagues. This follow up message will also contain information on how to obtain your professional development: Digital Badge, simply by answering a few

questions about this webinar. So be on the lookout for that and thank you so much for your time today everyone. Have a great afternoon.

**>> Dr. Lee Ann Nutt, President of Lone Star- Tomball**

Thank you all.

<https://www.youtube.com/watch?v=i3dQhwyfP5g&feature=youtu.be>