Academic Resiliency and Self-Efficacy

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Plan

Self Efficacy

Academic Behaviors

Academic Resiliency

Putting the Pieces Together
SELF EFFICACY
Self-Efficacy Definition

“Perceived self-efficacy refers to beliefs in one’s capabilities to organize and execute courses of action required to produce given attainments.”

Self-efficacy matters because it affects motivation, behaviors, and outcomes.

Where Do We Get Self-Efficacy?

Sources *

- Experiences (mastery/active experiences)
- Modeling (vicarious experiences)
- Social Persuasion (feedback, encouragement, discouragement)
- Physiological Factors (interpretation of these)

Given what you know about your students, where do they get their academic self-efficacy?

* Bandura (1997).
Self Efficacy Data

About the data:
- 2014-2015 Mapworks Fall Transition Survey
- 150,000+ first-year undergraduate responses
- 128 institutions
  - Four-year and two-year
  - Public and private
  - Geographically diverse
Self-Efficacy Data

To what degree are you certain that you can:

- Do well on all your problems and tasks assigned in your courses?
- Do well in your hardest course?
- Persevere on class projects even when there are challenges?

* MAP-Works 2014 Cohort Data
90% of students are expecting a GPA of at least a 3.00.

Almost no one expects C’s or below.

* MAP-Works 2014 Cohort Data – Matched Set
Although 90% of students expected to earn a GPA of at least 3.00, only 58% did.

About 24% of students earned a GPA below 2.50.

* MAP-Works 2014 Cohort Data – Matched Set
Self Efficacy
My confidence in my ability
• to gather resources
• to perform at a specific level
• in a specific situation

Performance Expectations
My assessment of
• a situation and
• the expected outcome

Self-efficacy and grade expectations are related, not identical.

Bandura (1997).
33% of medium efficacy students expect a GPA of at least 3.50

14% of low efficacy students expect a GPA of at least 3.50

Overly Confident? Unrealistic about Grades?
## Pulling It Together

<table>
<thead>
<tr>
<th></th>
<th>My confidence in my ability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To gather resources</td>
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<tr>
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<td>A situation</td>
</tr>
<tr>
<td></td>
<td>The expected outcome</td>
</tr>
</tbody>
</table>
Grit

ACADEMIC RESILIENCY
Grit

Three concepts:
- Focus
- Effort
- Recovery from setbacks
Conceptual Framework

Self-esteem
- Self-confidence
- Academic self-confidence

Growth mindset
- Grit & resiliency
- Academic resiliency
To what extent do the following statements describe you:

- You do everything you can to meet the academic goals you set at the beginning of the semester.
- You are a hard worker in your classes.
- When you know a course is going to be difficult, you put in extra effort.
- When you get a poor grade, you work harder in that course.
Self-Efficacy & Resiliency

Self-efficacy and resiliency are not the same.
### Pulling it Together

| Self-Efficacy | My confidence in my ability  
|               | • To gather resources  
|               | • To perform at a specific level  
|               | • In a specific situation |

| Performance Expectations | My assessment of  
|                          | • A situation  
|                          | • The expected outcome |

| Grit / Resiliency | My ability and willingness  
|                   | • Stay focused on long-term goals  
|                   | • Put forth sustained effort  
|                   | • Recover from setbacks |
Self-Efficacy, Expectations and Grit

Academic Self Efficacy

Grade Expectations

Academic Resiliency
ACADEMIC BEHAVIORS
<table>
<thead>
<tr>
<th>Attendance Description</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have attended all my classes.</td>
<td>63%</td>
</tr>
<tr>
<td>I have missed one class.</td>
<td>22%</td>
</tr>
<tr>
<td>I have missed a few classes.</td>
<td>14%</td>
</tr>
<tr>
<td>I miss class frequently or most of the time.</td>
<td>1%</td>
</tr>
</tbody>
</table>

37% of students have already missed one class.
### Study Hours

<table>
<thead>
<tr>
<th>Study for a test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spent at least 2 hours in high school</td>
<td>31%</td>
</tr>
<tr>
<td>Expect at least 2 hours in college</td>
<td>82%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In an average week, how many hours do you spend studying / out-of-class school work?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5</td>
<td>23%</td>
</tr>
<tr>
<td>5-10 hours</td>
<td>39%</td>
</tr>
<tr>
<td>11-20 hours</td>
<td>26%</td>
</tr>
<tr>
<td>More than 20 hours</td>
<td>12%</td>
</tr>
</tbody>
</table>

Most students are not used to spending time studying for tests.
## Specific Study Behaviors

<table>
<thead>
<tr>
<th>To what degree are you the kind of person who:</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turns in required homework</td>
<td>91%</td>
</tr>
<tr>
<td>Takes good notes in class</td>
<td>77%</td>
</tr>
<tr>
<td>Spends sufficient study time to earn good grades</td>
<td>60%</td>
</tr>
<tr>
<td>Studies in a place where you can avoid distractions</td>
<td>52%</td>
</tr>
<tr>
<td>Works on large projects well in advance of the due date</td>
<td>50%</td>
</tr>
</tbody>
</table>

* Chose 6 or 7 on a 7-point Likert scale (1: "Not at all" to 7: "Always")

These are not high level study skills.
PUTTING THE PIECES TOGETHER
<table>
<thead>
<tr>
<th><strong>Pulling It Together</strong></th>
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| **Self-Efficacy** | My **confidence** in my ability  
• To gather resources  
• To perform at a specific level  
• In a specific situation |
|-------------------|

| **Performance Expectations** | My **assessment** of  
• A situation  
• The expected outcome |
|-----------------------------|

| **Grit / Resiliency** | My **ability** and **willingness**  
• Stay focused on long-term goals  
• Put forth sustained effort  
• Recover from setbacks |
|------------------------|

| **Behaviors** | My **actions**  
• What I do  
• Level of frequency  
• Quality of my effort |
|----------------|

[Image]
Significant Overlap

Academic Self Efficacy

Academic Resiliency

Grade Expectations

Academic Behaviors

All of these have significant correlations.
Closing Observations

- All four are relate to academic performance.
  - Academic self-efficacy
  - Grade expectations
  - Academic resiliency
  - Academic behaviors
- All four have strong relationships with each other.
NONE OF THESE IS “SET.”

Self-efficacy comes from experiences, modeling, social persuasion, and physiological factors.

We all have different levels of self-efficacy, expectations, resiliency, and behaviors depending on the setting.
DISCUSSION

So what does this mean for our work with students?
Continue the Conversations

Connect with me on LinkedIn

• www.linkedin.com/in/sherrywoosley

Watch our website for future webinars, blogs, and research notes

• www.skyfactor.com

Interested in more information. I have a blog and a webinar related to grit.