

## QEP Impact Report

### I. Description of High Point University's Quality Enhancement Plan

#### Developing a Growth Mindset

##### Live, Learn, Grow

###### Overview

Providing a holistic education along with premier life skills are the branding of High Point University's (HPU) academic mission. Opportunities for young minds to learn from a liberal arts curriculum and extend these learning experiences through application of classroom learning are the core principles of a High Point University education. Over the past five years, Growth Mindset has been a multifaceted innovative internal learning opportunity and external experience for HPU stakeholders founded in Carol Dweck's theory and subsequent research on fixed and growth mindset. The "Live, Learn, Grow" Quality Enhancement Plan (QEP) focus of "increasing student learning by facilitating development of a growth mindset among faculty, staff, and students" closely correlates with the institutional mission "to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities."

Growth mindset and its attributes are at the forefront of HPU's mission statement, "High Point University's inspiring environment, caring people, and engaging education equip graduates for success and significance by cultivating the values, knowledge, mindset, and skills necessary to thrive in a competitive and rapidly changing world" (Undergraduate Bulletin, 2021, p.7). Using of "inspiring environment" as part of HPU's mission statement originates from the High Point University President, Dr. Nido Qubein, whose vision and leadership provided an institutional culture prioritizing growth mindset beliefs and attitudes. The nucleus of the QEP was to cultivate growth mindset beliefs and interventions throughout campus as a part of an institutional transformation, keeping in mind the development and sustaining of best practices in cultivating a learning environment, so that growth mindset stands out as the dominant aspect of our university.

HPU's QEP ad hoc committee chose Mader's (2009, 2012) "Graz Model for Integrative Development" as a framework for assessing integration of transformational initiatives across several areas on campus in higher education institutions. Mader's model notes that within an integrated concept, which in HPU's case was growth mindset, there are five interrelated principles: leadership and vision, social network, participation, education and learning, and research integration. His model assesses the integration through three tiers for each area. The higher the tier, the higher the integration within institutional culture. The Graz Model for Integrative Development was adopted for the HPU QEP, and six units were selected to compose the learning environment. The ad hoc committee analyzed what outcomes from each of these areas would be cultivated as they adopted and internalized growth mindset, and these became the creation of an outcomes matrix measuring growth mindset characteristics across six areas (Classes and Curricula, Faculty, Administration, Academic Staff, Campus Messaging, and Student Life) at HPU which impact all HPU stakeholders. Three levels were identified as benchmarks for

each unit's progress toward integrating growth mindset and strategies to help students, faculty, and staff move toward an initial growth mindset awareness leading to deeper understanding.

What makes growth mindset unique is that since its inception as the University's QEP in 2016, it has directly or indirectly impacted every person at the University across the entirety of the five years of implementation. Accessing prominent guest speakers for campus visits, providing funding for available internal grant funded research, and informative cross disciplinary application of best practices inside and outside the classroom environment, are evident in how as the most recent iteration of the institutions QEP, the implementation of growth mindset over the past five years has positively impacted HPU stakeholders' behaviors on two fronts. First, from an academic standpoint, including but not limited to job responsibilities, pedagogy, and major fields of study. Second, utilizing growth mindset to increase a personal awareness level among students, faculty, and staff including but not limited to attitudes, beliefs, effort, and persistence. Growth Mindset practices and principles, focusing on our "Live, Learn, Grow" multifaceted action plan facilitated the development of growth mindsets among faculty, staff, and students. "Failure" is met with resilience and persistence leading to increased effort and a positive attitude parlaying opportunities for empowerment and perseverance in the face of overcoming longstanding academic and personal obstacles. The QEP seeks to increase student learning through encouragement of campus members, perceiving intelligence and ability as traits that can be improved through challenge, persistence, experimentation, and reflection. The QEP continues to evolve student learning outcomes as a component of a holistic High Point University education for preparation to sustain student engagement of growth mindset when commencing their transition to professional opportunities upon graduation.

Over the past five years as HPU has embarked on the Growth Mindset QEP, the challenge was not only about achieving results, but also about articulating these results, whether goals were achieved, and finally, future sustainability of these achievements as well as lessons learned from failures. Growth Mindset at HPU is a journey, not a destination. Evidence will be provided related to participant gains in academic and personal growth, incorporating programs that promote growth mindset across the curriculum, research and scholarship leading to the creation of internal and external growth mindset opportunities for administration, faculty, staff, and students, and an overall awareness of fixed and growth mindset behaviors coordinated with best practices in creating and sustaining the transition from one set of attitudes and beliefs about intelligence.

### **Initial Goals and Intended Outcomes of the QEP**

The development of the QEP followed a survey of the HPU community which indicated a strong interest in a QEP that would provide students with opportunities to foster and enhance the following characteristics of a growth mindset:

- A strong sense of academic motivation
- A high level of engagement internal and external of the classroom
- A sense of personal responsibility for learning
- Recognition and achievement of high expectations
- Supporting HPU's mission statement

- Study skills training
- Implementation of pedagogies that enhance students' metacognition about how they learn
- Iteration of growth mindset themes at key times during advising (Success Coaches, Academic Advising, faculty advisors)
- Implementation of growth mindset strategies by Residence Life and Greek Life for fostering growth mindedness in students about their social interactions and development including training with Resident Assistants,
- Implementation of growth mindset interventions at key times during students' academic development (FYS courses, major foundation courses, undergraduate research experiences, service-learning projects)
- Campus/ community speakers who address growth mindset themes, encourage risk taking, promote an entrepreneurial spirit)
- Extracurricular activities/events/community projects/ that challenge students to leave their comfort zone/demonstrate resiliency, experience growth
- Professional development opportunities for faculty and staff to learn practical and effective approaches for fostering a growth mindset in the classroom
- Professional development opportunities for faculty and staff to learn existing and/or develop novel approaches to contextualizing study skills training and pedagogies that foster in students' metacognition about learning
- Service-learning opportunities for faculty/staff/students to engage in projects that foster a growth mindset in K-12 schools in High Point community.
- Common reads centering on growth mindedness, embracing challenge, taking risks, foster an entrepreneurial spirit
- Training opportunities for coaches/athletic staff/ athletes to learn about or enhance existing knowledge of growth mindset approaches and their impact on athletic performance

Implementation of the QEP started in Fall 2016 and concluded at the end of the Fall 2021 semester. A merge intertwining the initiatives of campus curricula, growth mindset grants, the creation of innovative pedagogical strategies, and the creation of a growth mindset scholarship database was formed. Each initiative provided opportunities for growth mindset inclusion. The campus curricula would provide growth mindset opportunities through "instruction in non-cognitive skills, such as motivation, perseverance, and self-control." Growth Mindset grants were offered in three different tracks, SOTL, pedagogy, and technology to incentivize faculty and staff to create and contribute growth mindset scholarship within the university. A Student Satisfaction Survey was created and conducted every summer to track student progress in growth mindset. Distribution of a faculty and staff survey delivered during the fall semester was provided to each full-time HPU employee and measured their progress in growth mindset. Finally, the survey sent each spring semester was the Annual QEP Participation Audit asking faculty and staff about how growth mindset was incorporated in formal classroom and course objectives and what avenues were taken to dispense growth mindset strategies to students.

### **Changes made to QEP and the reasons for making those changes**

The encompassing nature of the QEP lent itself the flexibility to make changes and enhance its impact. The operational definition of HPU's Growth Mindset QEP was to promote growth mindset beliefs and interventions throughout campus. The original report on the QEP stated "The plan responds to stakeholders' calls for academic and co-curricular planning that would promote heightened intellectual rigor across the curriculum, foster in students greater motivation and resilience in meeting challenges and encourage a campus climate of high expectations and focused support." When the SACS On-Site Committee visited High Point University in 2016, one area of feedback on the proposal was "that the assessment of the plan has not been thought through and an agreed upon outcome goal has not been formulated leading to a lack of details regarding specific assessment plans" (Schools, 2016, p.6). The On-Site committee made some recommendations to which HPU convened an ad-hoc committee in June 2016 to address these recommendations and revise the QEP's outcomes and assessments.

A primary discussion question for the ad-hoc committee was to address whether HPU's QEP focus was going to center on students, especially student learning or envelop the overall campus environment. The ad-hoc committee decided to focus the QEP toward a goal of cultivating a growth mindset centered learning environment where the expectation of excellence among faculty, staff, and students would be satisfied. This initiative led to addressing one of the SACS On-Site Committees concerns regarding the indicators of success and how HPU's leadership would operationalize that success. A goal of the ad hoc committee was to clarify the meaning of growth mindset and used Dr. Carol Dweck's conceptualization defined as "the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way-in their initial talents and aptitudes, interests, or temperaments-everyone can change and grow through application and experience" (Dweck, 2006, p.7). The intention of the HPU ad-hoc committee was to clarify this definition to faculty, staff, and students through the identification of six cultural areas (Classes and Curricula, Academic Staff, Faculty, Student Life, Administration, and Campus Messaging) which affect the learning environment and were critical components shaping HPU's QEP and mission.

### **The QEP's Direct Impact on Student Learning**

Given the parameters of the Growth Mindset QEP, its influence and impact across HPU's campus culture is evidenced through three main areas having the greatest impact on student learning.

#### Outcomes Matrices

The development of outcomes matrices to assess implementation of the QEP in relation to growth mindset spawned from the meetings of the ad hoc committee in response to the SACS On-Site Committees guidance on successful indicators. This was done to create a concise and consistent operational definition of growth mindset as related to the implementation and assessment of HPU's QEP. Six matrices included multiple program and community outcomes for each of the cultural areas where quantitative and qualitative assessments were included. Program outcomes represented the six cultural areas in relation to growth mindset messaging and interventions internal to the University. Community outcomes measured growth mindset beliefs and practices among faculty, staff, and students who make up the University community members at each of the three levels of integration. Each outcome was given a benchmark and the ad hoc committee identified three levels of benchmarks to meet or exceed in escalating the integration of growth mindset in behavioral changes as the culture changes by design.

The Outcomes Matrices measured 45 different Program and Community Outcomes across six university constructs (Classes and Curricula, Faculty, Administration, Academic Staff, Campus Messaging, and Student Life). Evidence of the integration of growth mindset at HPU during the five-year implementation period is seen across the board in relation to university community. A decrease from the initial survey sent in 2016-17 to the final survey distribution in 2020-21 was seen in faculty, staff, and administrators (42.92% to 41.30) who could articulate the QEP mission and goals. From the same population, an increase in the ability to define growth mindset (17.74% to 51.38%) was measured. These numbers help to validate the mission of the QEP which was not to understand the QEP goal, it was for HPU stakeholders to define and apply understanding of growth mindset.

Another prominent success of the Outcomes Matrix was the category of Achievement Gaps Among Gender among undergraduate students. This measure met the Level II benchmark of a 15% decrease in three of the four years of the survey, and the other year (2018-19) met the Level I benchmark of a 10% decrease in Achievement Gaps Among Gender.

### QEP Grants

One of the prominent components of High Point University's Growth Mindset QEP was the creation of three types of Growth Mindset grants available to faculty and staff. Growth Mindset SOTL Grants awarded \$6500 apiece, Growth Mindset Pedagogy Grants awarded \$1500 apiece, and Growth Mindset Technology Grants also awarded \$1500 apiece. These grants provided opportunities for faculty, academic staff, and Student Life staff to submit proposals as individuals or groups which were reviewed by members of the QEP Committee. Approved projects were provided funding and at the conclusion of full funding of the grant, research centered around their growth mindset scholarship was presented to the University. As of December 2020, the QEP awarded \$320,608 in Growth Mindset Grants to the University community. These grants included 37 SOTL grants, 15 pedagogy grants, and ten technology grants. Funding grants and research associated with the Growth Mindset had a top-down trickle effect on student learning where growth mindset research was conducted within the classroom as well as through different academic and non-academic areas across campus. Scholarly articles emanating from numerous QEP Growth Mindset grants were published in various academic journals which extended QEP grant outreach across academia and contributed to the growth mindset scholarly discourse.

An example of a faculty led QEP Growth Mindset SOTL grant was a research project from two members of the Department of Psychology. Dr. Stacy Lipowski and Dr. Sarah Ross submitted and received funding for research titled " Discipline Specific Growth Mindset: Examining the Relationship between Mindset and Perceived Competence. " This research took a deeper look into the fixed and growth mindset attitudes and beliefs of HPU Students across different disciplines. Questions were added to the Summer Student Survey focusing on targeted statements associated with statements associated with fixed and growth mindset attributes. Adapting Dweck's Mindset Scale, measures were created and used to assess the mindset within specific academic disciplines including biology, English, psychology, and math. The primary goal of this research was to examine the relationships between mindset about intelligence, discipline specific mindset, and perceived competence in the areas of interest.

An academic staff QEP Growth Mindset Grant was from Dr. Craig Curty, Director of Academic Services Center, and Cara Arena, Learning Excellence specialist. Dr. Curty trained peer student tutors in growth mindset messaging and interventions as a component of the tutoring center's efforts for International Tutor Training Program Certification through the College Reading and Learning Association's Level II

Advanced Tutor level status. Part of the funding for this project was an opportunity for Dr. Saundra McGuire to visit High Point University in August 2019. This was Dr. McGuire’s second visit to campus as she previously was the keynote speaker for a HPU faculty Speaking Scholarship of Teaching and Learning (SOTL) talk on metacognition and mindset in May 2016. Dr. McGuire met with 53 undergraduate peer tutors and led an informational training session for tutors on metacognition awareness and self-regulation as well as how to promote growth mindset beliefs and attitudes in tutoring sessions with peers.

Gail Tuttle and Scott Wojciechowski, members of the Student Life leadership team, applied a QEP Growth Mindset grant to their Panther Chat program. This program allows opportunities for discussion between Resident Assistants and freshman and sophomores. Student Life incorporated Growth Mindset topics within RA training during the 2019-2020 academic year where 6,059 Panther Chats occurred, and 5,979 Chats took place during the 2020-21 academic year.

### Composite and GRIT Scores

A component of the Growth Mindset QEP was the creation of three surveys distributed annually to members of the HPU campus community. These surveys were longitudinal in nature, covering the five-year implementation period. Separate surveys were distributed to students, and another to faculty and staff. What these surveys have in common is measuring participant responses to questions pertaining to growth mindset, GRIT, and Growth Mindset of others. Using Dweck’s Intuitive Theories of Intelligence Scale, composite scores measuring HPU’s growth mindset were collected and analyzed combining faculty and staff with students’ responses for an overall University Composite Score, as well as a Student Composite and a Faculty & Staff Composite.

The Summer Student Survey distributed to HPU students each July during the five-year implementation of the QEP, consisted of questions from Dweck’s Mindset Scale, Duckworth’s GRIT scale, and university developed questions. Students responded to this survey and data was collected across the five-year QEP implementation period. The Faculty and Staff Survey was distributed to full-time HPU faculty and staff in the fall semester during the five-year implementation period.

### **High Point University Growth Mindset Composite Scores**

	2016-17	2017-18	2018-19	2019-20	2020-21
University Composite	4.25	4.36	4.43	4.40	4.49
Student Composite	4.10	4.27	4.39	4.37	4.45
Faculty/ Staff Composite	4.90	4.83	4.77	4.72	4.69

*Note: The scale runs from 1-6.*

*Sources: 2016-17, 2017-18, 2018-19, 2019-20, and 2020-21 Summer Student Surveys and Fall Faculty & Staff Surveys*

The Growth Mindset Composite Scores separated the responses of the Student Survey and Faculty & Staff Survey into individual composite scores. The University Composite score combined the Student Composite with the Faculty & Staff Composite.

Analysis of the data shows a steady increase from the initial survey results compared with the final survey distribution in the overall University (4.25 in 2016-17 vs. 4.49 in 2020-21) and Student Composites (4.10 in 2016-17 vs. 4.45 in 2020-21) whereas there is a decrease (4.90 vs. 4.69) in the Faculty/Staff Composite. The University Composite improved every year apart from the 2019-20 academic year, and that result rebounded to its highest level (4.49) during the final year (2020-21) of the QEP. Student Composite saw improvement in every single year apart from a small decrease (4.39 vs. 4.37) between the 2018-19 and 2019-20 surveys. Coincidentally, the decreases in the University and Student Composites were seen during the year that COVID-19 became a global pandemic affecting college and university campus across the world.

### High Point University Growth Mindset Composite Scores by Graduating Class

	2016-17	2017-18	2018-19	2019-20	2020-21
Class of 2020	4.13	4.23	4.35	4.40	NA
Class of 2021	NA	4.28	4.38	4.42	4.41
Class of 2022	NA	NA	4.22	4.26	4.20
Class of 2023	NA	NA	NA	4.39	4.41
Class of 2024	NA	NA	NA	NA	4.54

*Note: The scale runs from 1-6.*

*Sources: 2016-17, 2017-18, 2018-19, 2019-20, and 2020-21 Summer Student Surveys and Fall Faculty & Staff Surveys*

Data shows increase in growth mindset for the Classes of 2020 (4.13 to 4.40) and 2021 (4.28 to 4.41) where there are scores across each year of subjects' college career. Growth mindset scores did not decrease as much as expected in 2020-21 where the impact of COVID-19 would have been seen due to the Summer Student Survey distribution in July 2020. Class of 2024 who were incoming freshman during the pandemic had the highest score (4.54) over the entire five-year assessment period. Freshman growth mindset scores showed considerable improvement from the first year of the Summer Student Survey, July 2016, to the last distribution in July 2020 (4.13 to 4.54).

Additionally, we continued to measure the University community's Grit score. Angela Duckworth's Grit scale assesses perseverance toward long-term goals, a trait that demands an application of growth mindset.

### Grit Scores for High Point University

	2017-18	2018-19	2019-20	2020-21
University Composite	Did not measure	3.72	3.76	3.81
Students	Did not measure	3.27	3.75	3.78
Faculty & Staff	3.90	3.92	3.98	3.98
Faculty	3.88	3.92	3.99	3.98

Academic Services	3.97	3.60	3.90	4.15
Student Success	3.91	3.80	3.83	3.80
Student Life	4.04	4.00	3.98	3.88
Administration	3.86	3.87	3.90	4.02

*Note: The scale runs from 0-5.*

*Sources: 2017-18, 2018-19, 2019-20, and 2020-21 Summer Student Surveys and Fall Faculty & Staff Surveys*

Grit scores across the data collection period showed modest gains for the University Composite and Faculty. Student grit scores improved (3.27 to 3.78) over the three years of data collection. Concern of decreasing GRIT scores from Academic Services, Student Life, and Student Success could potentially be reflective of high turnover among staff in these positions across the survey collection period.

We also continued to evaluate the University community on Dweck’s Intuitive Theories of Intelligence of Others scale. The scale helps us understand how much we believe others can improve, which is a valuable trait among effective educators.

### **Growth Mindset Scores of Others at High Point University**

	2017-18	2018-19	2019-20	2020-21
University Composite	Did not measure	3.91	3.98	4.04
Students	3.78	3.83	3.92	3.93
Faculty & Staff	4.62	4.71	4.74	4.64
Faculty	4.59	4.73	4.77	4.65
Academic Services	5.10	5.38	4.96	4.97
Student Success	4.38	4.44	4.42	4.31
Student Life	NA	NA	4.34	4.40
Administration	4.63	4.58	4.74	4.72

*Note: The scale runs from 1-6.*

*Sources: 2017-18, 2018-19, 2019-20, and 2020-21 Summer Student Surveys and Fall Faculty & Staff Surveys*

When looking at the results of Growth Mindset Scores of Others from the beginning to the end of the surveys, five categories saw an increase in growth mindset of others while three categories had results with decreasing growth mindset of others. The two categories with the biggest increases were the overall University Composite (3.91 to 4.04), and students, (3.78 to 3.93). Decreases were seen in Academic Services which had its highest score (5.38) in the second year of the survey versus its lowest score (4.96) the following year as well as Student Success where the second year of the survey results were 4.44 versus the final year of the survey where the result of 4.31 was measured. Overall, awareness of Growth Mindset of Others has seen gains at High Point University during the five-year implementation of the University’s QEP.

### **Reflection on what HPU has Learned**

Serving as Director of the QEP for the past two years and being involved in the QEP on other levels from the beginning of the QEP implementation at HPU, the two biggest takeaways for High Point University stakeholders over the five-year period of QEP implementation are as follows. The creation and

sustainability of an awareness of what Growth Mindset is and attributes associated with the theory positively impact a positive learning environment. Students needed to know that failure is an option, albeit temporary, and outcomes do not define a person, they are the beginnings to breaking down internal barriers leading to a path of achievement. The second evolution of the Growth Mindset QEP is the charge High Point University set out to change originally five years ago using the idea of Growth Mindset to evolve the university culture, has metamorphized into an altogether different kind of change, to one of a behavioral change. Attitude, effort, resilience, and persistence are some of the more important variables that can go a long way to the creation and sustainability of growth mindset outcomes for faculty, staff, and students.

Through the QEP Grants, faculty and staff have proposed and conducted research in various fields and disciplines making scholarly contributions to the literature as well as incorporating applications in growth mindset in classroom and other educational settings at HPU. Opportunities were provided to listen to guest speakers prominent in the field of Mindset. Dr. Carol Dweck visited and spent two days at High Point University's campus imparting her knowledge and experiences with the ideas of fixed versus growth mindset and its relationship to higher education. Dr. Anders Ericsson was the keynote speaker at a Faculty Seminar, and Dr. Sandra McGuire made two visits to campus, and on the second visit engaged with High Point University students on the relationship of metacognition and mindset and its connection to growth mindset for the purpose of promoting awareness to peer tutors. Growth Mindset QEP provided ample opportunities for academic staff and Student Life to get involved. Through QEP grants, staff were able to create and propose projects using growth mindset as best practices for their jobs and students served within those departments. Staff participated in growth mindset talks by leading presentations and through discussion with colleagues and developing partnerships across campus.

Students were engaged with growth mindset principles before even walking on campus as a matriculating student. HPU 101, a Student Life program developed during the five-year QEP implementation, was delivered to incoming freshman, and promoted the concept of students at HPU having a growth mindset and preparing matriculating students for a college environment where growth mindset principles were at the forefront of university culture. A continuing QEP grant "Growing a Growth Mindset with Parents" brought the HPU 101 program to parents of incoming freshman. This was a four-week program where Week 1 messaging revolved around introducing Growth Mindset to new HPU parents and was followed up in Week 4 with a Growth Mindset refresher. A question from the survey distributed to parents asked, "As a result of HPU 101 for parents, I am able to connect Growth Mindset concepts to my experience as a parent." Results of the survey found that 88 percent of respondents (n=189) selected strongly agree or agree to this question.

Approaching the conclusion of QEP implementation provides cause for reflection and query on the culture of growth mindset at HPU. Numerous Innovative and impactful ideas were at the forefront of the Growth Mindset QEP implementation. Below are a few examples of these growth mindset sustainability initiatives.

During the infancy of the Growth Mindset QEP implementation Dr. Jim Trammell, the original Director of the QEP, developed an idea for teaching a class with a focus on growth mindset. The "Live, Learn, Grow" mantra provided a platform for Dr. Trammell to develop a First-Year Seminar course examining and exercising the principles of growth mindset, grit, and deliberate practice. Consulting with faculty and staff representatives from the Offices of Student Life, Academic Services, and Career & Professional

Development, this course named “Liberated Learning” was proposed and eventually approved by the First-Year Seminar committee leading to an initial course offering in Fall 2018. Course content developed into the influence a college education has on a student's values and character. Among other course objectives, students taking the Liberated Learning course would engage in debating the merits of a liberal arts education for vocational and professional skills training, how a liberal arts education is different than a college education, along with evaluation of theories of learning and intelligence. A semester-long project is developed by students on how to put growth mindset and grit into action and inspires class participants to model free-thinking and apply a college education toward personal growth in addition to promoting a better self-perspective leading to an improved worldview through a liberal arts education.

Fall semester of 2022 sees the instillation of a new General Education curriculum at HPU. There are seven General Education Domains, and the first domain of this new curriculum is titled “Intellectual Discovery” an evolution of the First-Year Seminar courses from the previous General Education curriculum. The Intellectual Discovery domain focuses on promoting the Inter-and Intrapersonal skills of HPU students and includes a growth mindset perspective. Courses within this domain will have students “demonstrate emotional intelligence, a growth mindset, and resilience while addressing challenges and when facing new opportunities.” The first integrative learning goal of this domain is to connect concepts, theories, and frameworks of fields of study to life experiences, drawn from a variety of contexts. Dr. Trammell has proposed a new iteration of his Liberated Learning course for inclusion within the Intellectual Discovery General Education Domain.

In the fall 2019 semester, a QEP subcommittee, organized by Dr. Keir Fogarty, Dr. Jim Trammell, and Dr. Craig Curty, invited a group of five medical professionals (a cardiologist, optometrist, pediatric dentist, physician's assistant, and gastroenterologist) to discuss the impact of a growth mindset on success in the medical field with pre-health professions undergraduates. The “Dinner with Doctors” event was an overwhelming success, attracting over 40 students to an event which delivered professional advice and networking opportunities for interested students. This type of event was put on hold for the 2020-21 academic year due to safety protocols related to COVID-19. The QEP Committee has discussed plans for continuing the “Dinner with Doctors” event and had preliminary discussions with other departments to expand this offering to other disciplines as soon as it is possible from a safety perspective.

Overall, the five-year implementation of the Growth Mindset QEP has been a great success. Some targets in the Outcomes Matrices were missed, numerous goals were surpassed, and the goal of creating a behavioral change across the many different facets of campus was successful. Growth Mindset is ingrained at High Point University as a permanent fixture. Priority given to the Growth Mindset QEP as part of the University's strategic plan was evident during the five-year implementation when mindset became incorporated into the High Point University mission statement: “High Point University's inspiring environment, caring people, and engaging education equip graduates for success and significance by cultivating the values, knowledge, **mindset**, and skills necessary to thrive in a competitive and rapidly changing world.” Through inflection points originating from HPU stakeholders designed from the leadership of President Nido Qubein, Administration, Faculty & Staff, as well as student participation, Growth Mindset is and always will be an integral component of the HPU experience primarily focusing on student learning and faculty, staff, and administration delivering opportunities for awareness and application to enhance the student experience.