

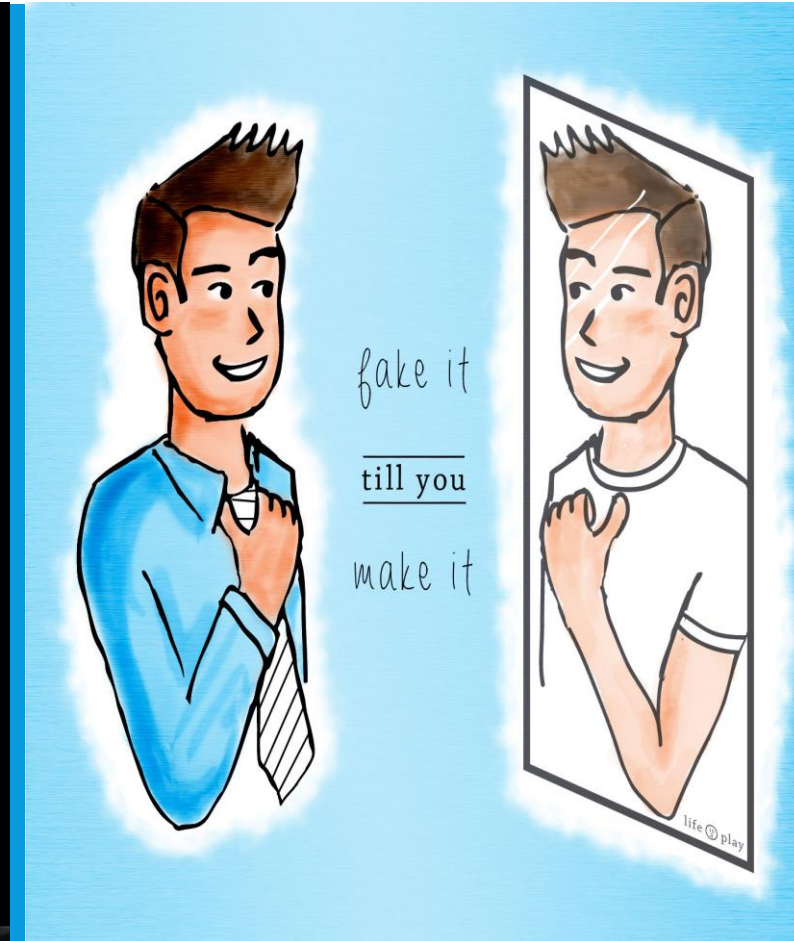
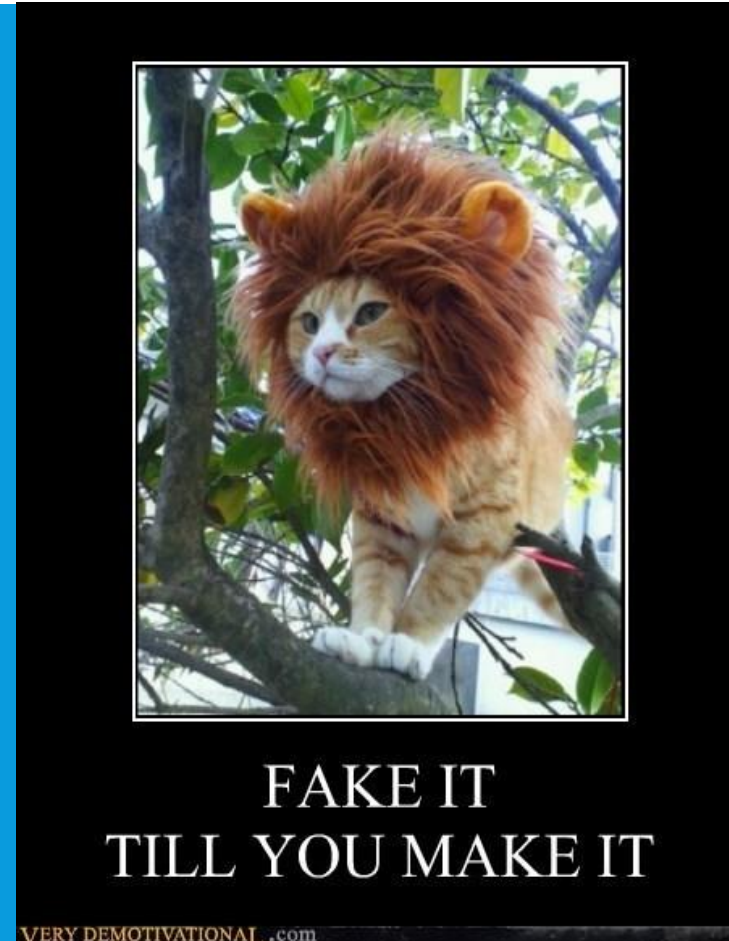
'Fake It 'til You Make It': A Benefit or Hindrance to Student Success at the Community College?

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MOTIVATION IS A KEY TO STUDENT SUCCESS



FRAME OF MIND

- In some cases, *being in the right frame of mind at the right time* influences achievement status (Kilduff & Galinsky, 2013).
- But can frame of mind influence student success?
- What if your frame of mind made you feel like a fraud?

THE IMPOSTER PHENOMENON (CLANCE, 1985)

- A form of intellectual self-doubt
- Fear of being 'found out'
- Often attribute abilities to luck

- Higher among high-achieving individuals
- Impacts women more often than men
- Higher levels found among minorities
- Likely to occur during new endeavors

IMPACT OF IMPOSTER PHENOMENON

- Mental health (Parkman, 2016)
- Increased procrastination (Clance, 1987)
- Fixed mindset (Clance, 1987)
 - All related to lower student success

APPLICATION TO COMMUNITY COLLEGE

- Does the imposter phenomenon apply to the community college population?
- Is there a relationship between the imposter phenomenon and stress, mindset, and academic efficacy?
- Does the imposter phenomenon predict student success?

THE POPULATION

- Richland College
 - Community college offering AA, AS, and AAS degrees
 - Located in Northeast Dallas
 - Current enrollment: 19,674
 - 70% ethnic minority
 - 36% live in poverty

THE SAMPLE

- 129 completed all measurements
 - 62.79% female (n=81)
 - 44.96% ftic (n=58)
 - 32.56% first generation (n=42)
 - 65.89% ethnic minority (n=85)
 - 43.41% had stopped out (n=56)

THE METHODOLOGY

- Independent variables measured with:
 - Clance IP Scale (Clance, 1987)
 - Academic Self-Efficacy (Sachitra, 2017)
 - Fixed mindset (2 items)
 - Stress (1 item)

THE METHODOLOGY

- Clance IP Scale:
 - 20 items assessing how true statement is of participant
 - “I avoid evaluations if possible and have a dread of others evaluating me”
- Academic Self-Efficacy:
 - 20 items assessing how true statement is of participant
 - “I feel confident that I can complete my degree within two years”

THE METHODOLOGY

- Fixed Mindset:
 - 2 items assessing how true statement is of participant
 - “Intelligence is something that cannot be changed very much”
- Stress:
 - 1 item assessing how true statement is of participant
 - “I often feel stressed about school”

THE METHODOLOGY

- Independent variables measured with:
 - Clance IP Scale (Clance, 1987)
 - Academic Self-Efficacy (Sachitra, 2017)
 - Fixed mindset (2 items)
 - Stress (1 item)
- Dependent variables measured with:
 - GPA

RESULTS

- Q1: Does the imposter phenomenon apply to the community college population?
 - Participants' scores indicate IP prevalence
 - 13.18% (n=17) scored within the 'few characteristics' range
 - 38.76% (n=50) scored within the 'frequent' range
 - 41.86% (n=54) scored within the 'moderate' range
 - 6.20% (n=8) scored within the 'intense' range

RESULTS

- Q2: Is there a relationship between imposter phenomenon, stress, mindset, and academic self-efficacy?
 - The higher the imposter phenomenon score, the higher the fixed mindset score ($r = .20$) and the higher the stress score ($r = .57$)
 - The higher the imposter phenomenon score, the lower the academic self-efficacy ($r = -.30$)

RESULTS

- Q3: Does the imposter phenomenon predict student success?
- Model was significant ($F = 2.71, p < .05, r^2 = .08$)
- Imposter phenomenon scores significantly predicted GPA ($\beta = .24, t(126) = 2.24, p < .05$).
- Stress also significantly predicted GPA ($\beta = -.30, t(126) = -2.78, p < .05$).
- Fixed mindset ($\beta = .20, t(126) = 0.22, p > .05$) and self-efficacy ($\beta = .15, t(126) = 1.63, p > .05$) were not significant predictors.

DISCUSSION

- This study demonstrates that the imposter phenomenon does not only impact high-performing individuals.
- Does the community college structure allow imposters to succeed?
- Community college students likely face multiple barriers that interfere with completion in a timely manner. Those barriers are often easier to address.
- What role does the imposter phenomenon play in completion?

QUESTIONS?

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