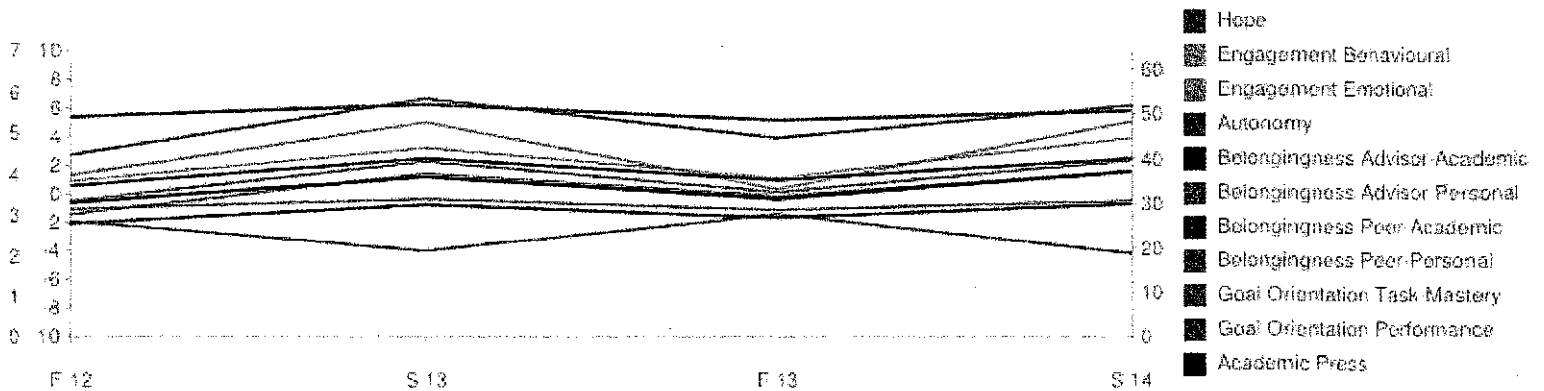


# 2012-2014 EV HOPE Survey Results

Hope scores overview



## Average Hope Scores

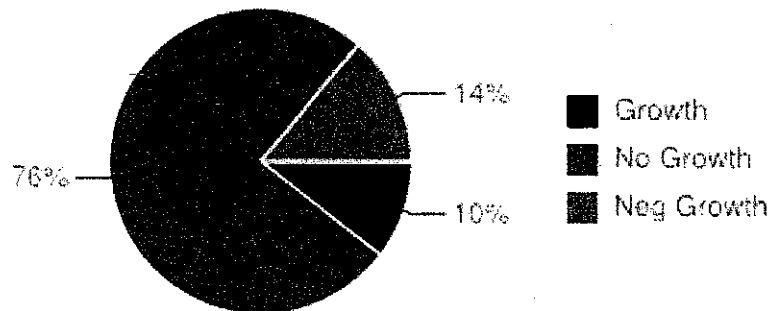
	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Hope (up to 64)	49.24	52.02	48.52	50.64
Engagement (-10 to 10)				
Behavioral	0.91	3.24	1.10	3.93
Emotional	1.33	5.02	0.34	5.07
Autonomy (1 to 7)	4.46	5.83	4.87	5.66
Belongingness (1 to 5)				
Advisor/Academic	3.70	4.38	3.84	4.38
Advisor/Personal	3.01	4.01	3.46	4.06
Peer/Academic	2.78	3.25	2.92	3.27
Peer/Personal	3.14	3.39	3.12	3.35
Goal Orientation (1 to 5)				
Task/Mastery	3.33	4.30	3.55	4.33
Performance	2.84	2.10	3.01	2.04
Academic Press (1 to 5)	3.29	3.93	3.39	4.05

Note: the only decrease is in goal orientation performance, but that is good! Our purpose is to shift from performance in comparison to others to task/mastery for goal orientation. See the details below.

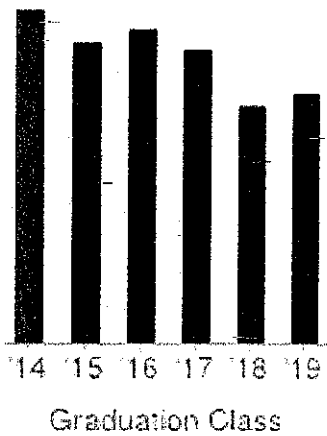
# Hope

Hope reflects individuals' perceptions regarding their ability to clearly conceptualize their goals, develop the specific strategies to reach those goals. A goal can be anything that an individual desires to experience, create, obtain, accomplish, or become.

Fall 2013 - Spring 2014



Spring 2014



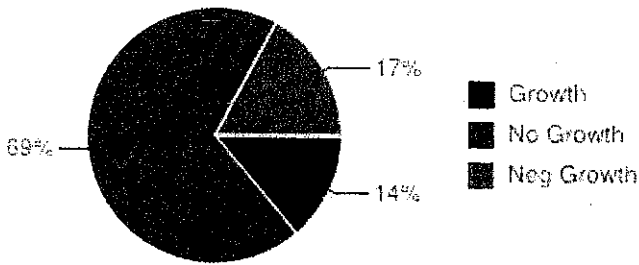
Graduation Class

Spring 2014

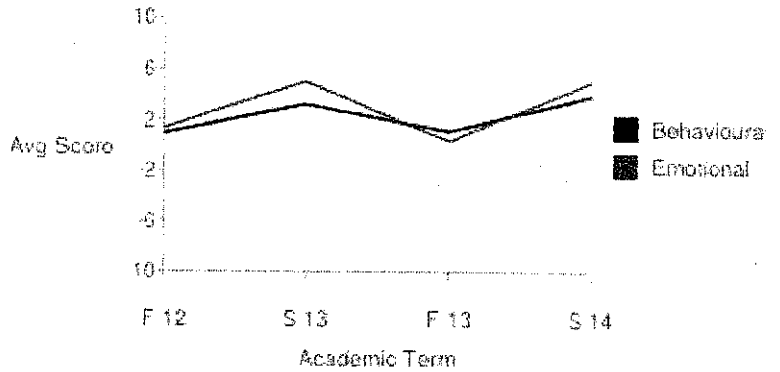
# Engagement

Engagement refers to the student's behavior and attitudes in school. Being behaviorally engaged, for example, means that a student works hard, concentrates, and pays attention. An engaged learner will obtain a deeper understanding of the material and retain the knowledge for a longer period of time.

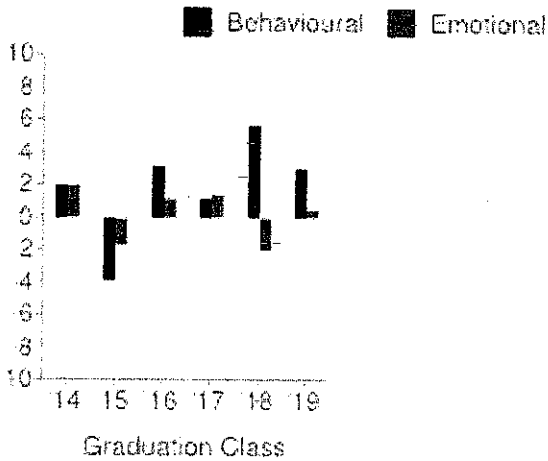
Fall 2013 - Spring 2014



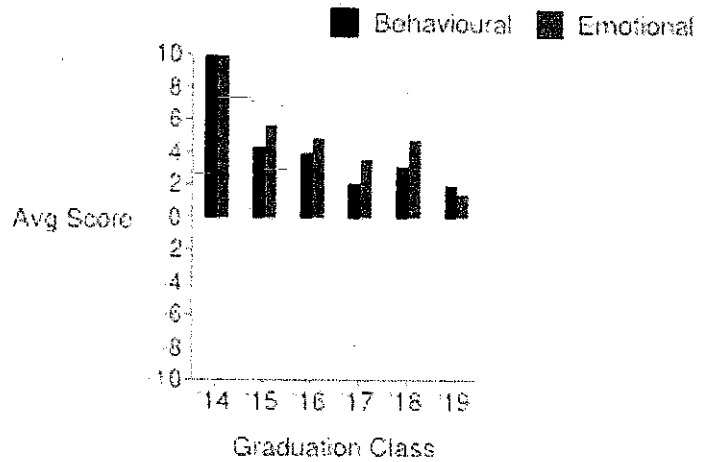
Fall 2012 - Spring 2014



Fall 2013



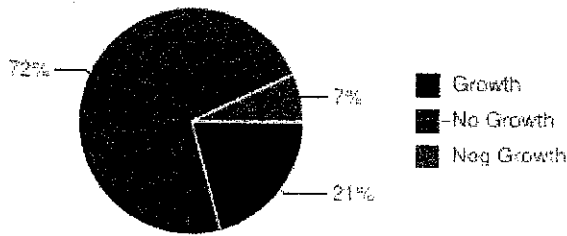
Spring 2014



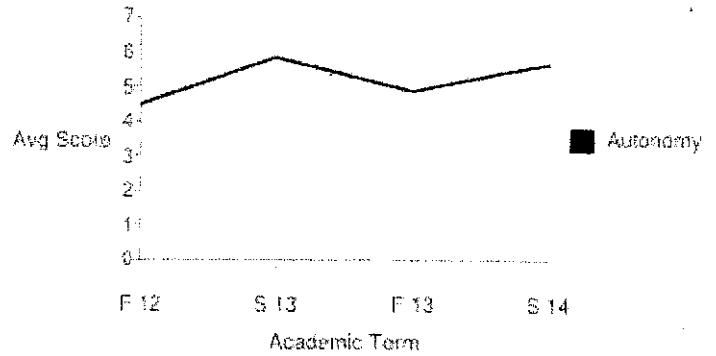
# Autonomy

Autonomy refers to the opportunity for self-management and choice. High-autonomy situations stimulate student motivation, engagement, and persistence, which in turn results in higher levels of achievement.

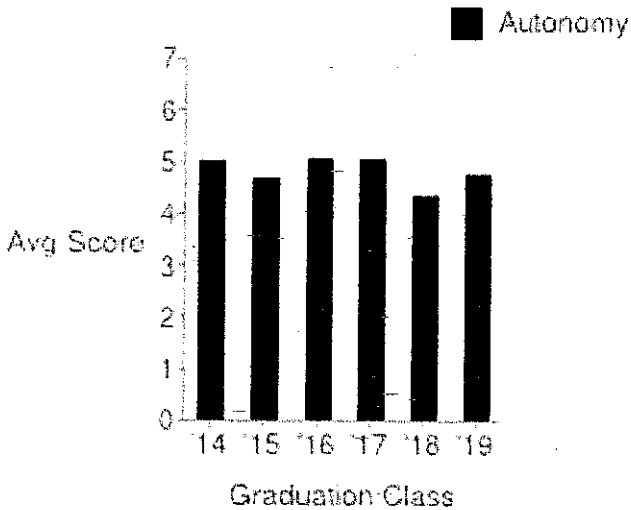
Fall 2013 - Spring 2014



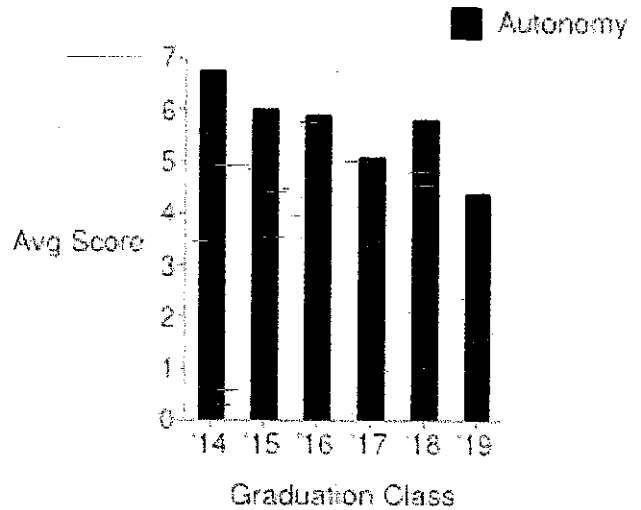
Fall 2012 - Spring 2014



Fall 2013



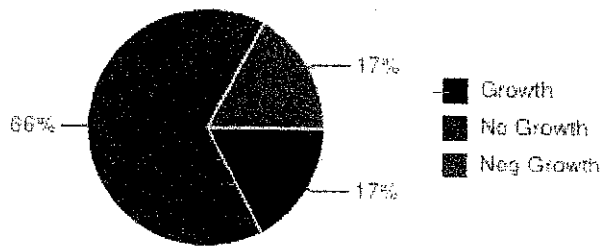
Spring 2014



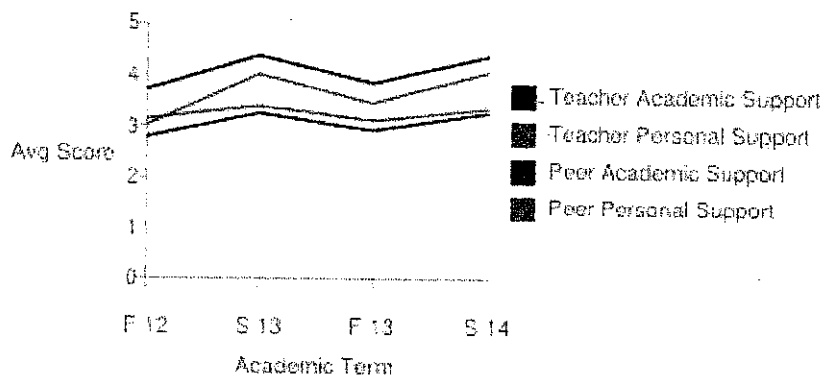
# Belongingness

Belongingness (sometimes referred to as relatedness) is a measure of the depth and quality of the interpersonal relationships in an individual's life. Positive peer relations have been found to influence school competence, involvement in the classroom, and academic achievement. Positive teacher-student relationships are also important in that they can enhance student motivation, engagement, coping with failure, and achievement.

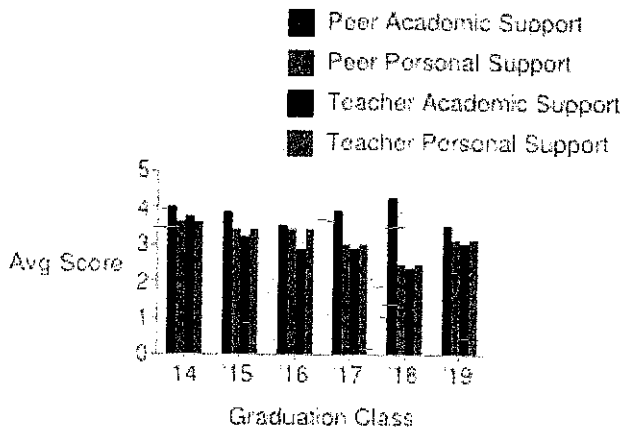
Fall 2013 - Spring 2014



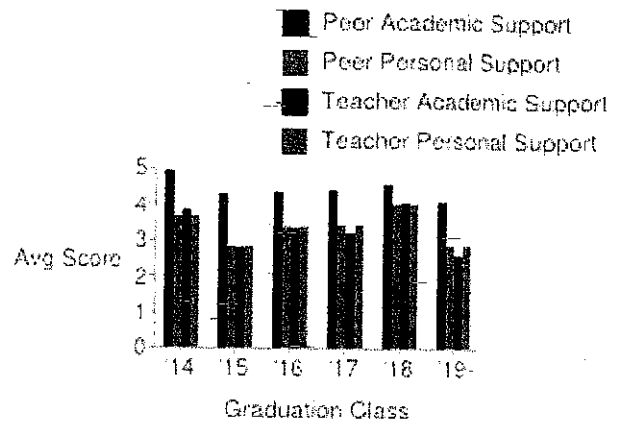
Fall 2012 - Spring 2014



Fall 2013



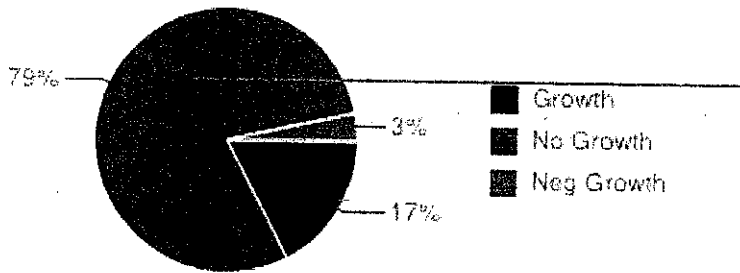
Spring 2014



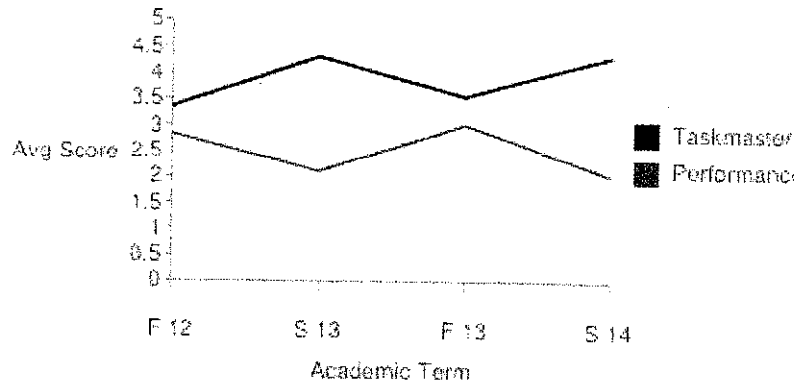
# Goal Orientation

A goal orientation represents the reasons behind a student's effort to achieve. A learning or mastery or task goal orientation represents a desire to achieve purely for the purpose of obtaining knowledge and increasing skills. In contrast, a performance goal orientation represents the desire to succeed in comparison to others.

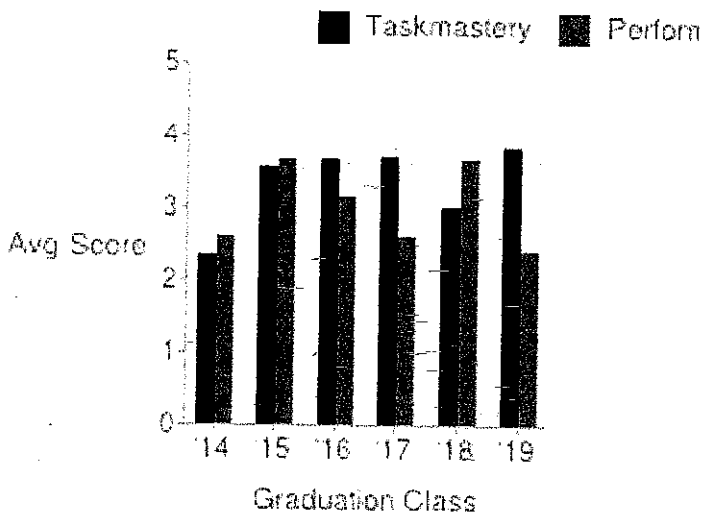
Fall 2013 - Spring 2014



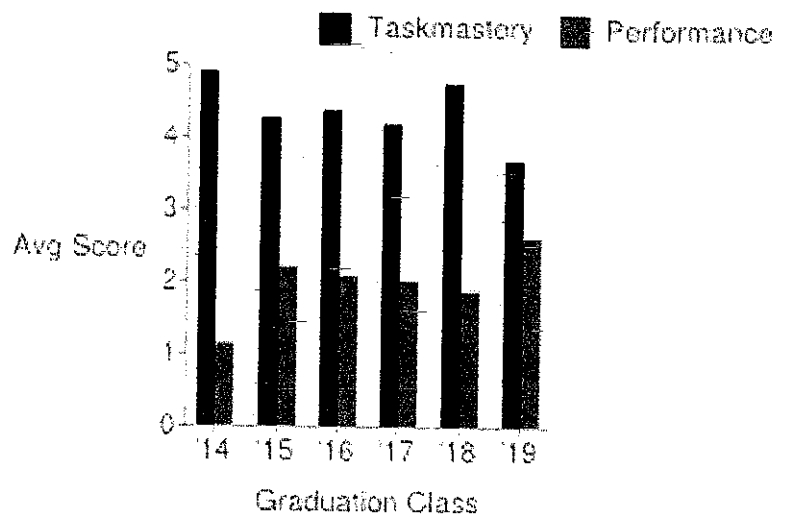
Fall 2012 - Spring 2014



Fall 2013



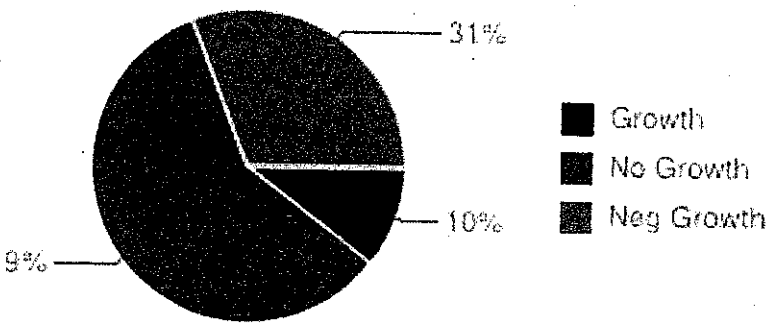
Spring 2014



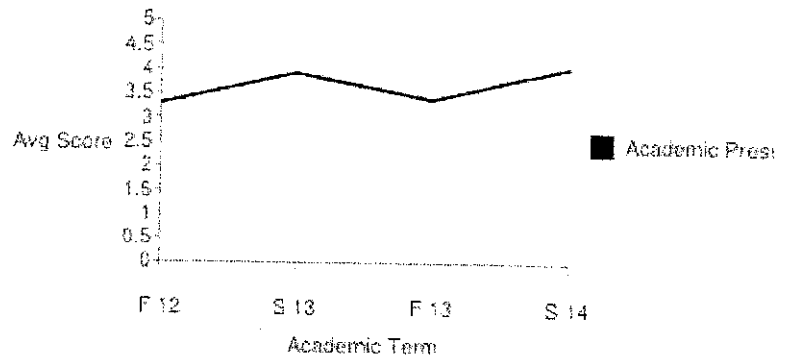
# Academic Press

Academic press is a consistently high expectation on the part of the teachers that students will do their best work. The emphasis is on a press for understanding, rather than a press for performance. School environments high in academic press have been found to encourage more effective student learning strategies and greater levels of student achievement.

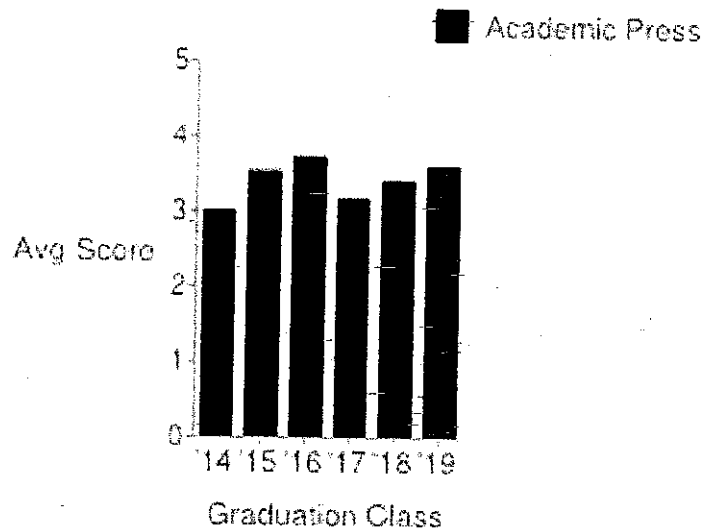
Fall 2013 - Spring 2014



Fall 2012 - Spring 2014



Fall 2013



Spring 2014

