
Abstract

Growth mindset has gained popularity in the fields of psychology and education, yet there is surprisingly little research on the psychometric properties of the Growth Mindset Scale (Dweck, 2008). This research presents an IRT analysis of the Growth Mindset Scale when used among college students in the United States. The sample come from responses to 5 surveys administered as part of The Finish Line Project – a U.S. Department of Education First in the World grant funded project that seeks to improve first generation college student (FGCS) access to, persistence in, and completion of postsecondary education through rigorous research into various programs and supports for FGCSs.

The sample consists of 1260 individuals who completed the Growth Mindset Scale on one of 5 surveys. Of the 1260, 691 were FGCSs, 549 were non-FGCSs, 273 were currently enrolled, and 987 were recent graduates. IRT analysis is used to assess item fit, scale dimensionality, local dependence, and differential item functioning (DIF). Because growth mindset is believed to be important for academic success among historically marginalized groups, it is important to know if the Growth Mindset Scale functions well among FGCSs. The reliability, validity, and item-functioning of the scale have not yet been examined among FGCSs. Lastly, though research exists on the impact of interventions on growth mindset, little psychometric research on the scale exists. The research presented here fills this gap in the literature by providing an IRT analysis of the Growth Mindset Scale.

References