

**Background:** TRIO is a set of federally-funded outreach and student services programs supporting students from disadvantaged backgrounds (low-income, first generation, disabilities) as they progress from middle school through college. All TRIO students are underrepresented.

Extended Thriving battery includes the Thriving Quotient (Engagement, Academic Determination, Social Connectedness, Diverse Citizenship, Sense of Community, Positive Perspective, and Outcome; Schreiner, 2010), the General College Mattering subscale of the College Mattering Inventory (Tovar, Simon, & Lee, 2009); the Gallup College Student Engagement Scale (Harter, Schmidt, Killham, & Agrawal, 2009); and the Community Service Self-Efficacy Scale (Reeb, Katsuyama, Sammon, & Yoder, 1998).

**The Study:** To examine TRIO students who were first-years in 2014, 2015, and 2016 on descriptive statistics, and to examine the associations between social psychological variables in the extended Thriving battery with students’ demographics and first-year achievement using Thriving 2016-2017 administration results. Analyses include an examination of the bivariate correlations and multivariate analysis of variance (MANOVA) of social psychological variables with academic outcome variables. The variables of race/ethnicity, first-generation, Pell-eligibility, and gender were dichotomized.

### Participants’ Background Characteristics:

Table 1. Thriving versus No Thriving (2016-2017)

	Thriving (N = 111)	No Thriving (N = 335)	
	N	N	$\chi^2$ (df)
<b>Year Enrolled</b>			
2014	8 (2%)	132 (30%)	
2015	38 (9%)	111 (25%)	
2016	65 (15%)	92 (21%)	
<b>Gender</b>			
Female	75 (17%)	210 (47%)	
Male	36 (8%)	125 (28%)	
<b>Ethnicity</b>			
American Indian <sup>a</sup>	2 (.4%)	6 (1%)	
Asian	62 (14%)	146 (33%)	5.0 (1)*
Black	24 (5%)	121 (27%)	8.0 (1)**
Hispanic	12 (3%)	27 (6%)	
White	11 (2%)	31 (7%)	
<b>First Generation</b>	110 (25%)	305 (68%)	8.4 (1)**
<b>Pell Eligibility</b>	103 (23%)	308 (69%)	
<b>First-Year Credits: M(SD)</b>	28.8 (5.0)	28.5 (5.6)	
<b>First-Year GPA: M(SD)</b>	3.2 (0.5)	3.1 (.7)	
<b>Retention (Second-Year Enrollment)</b>	95 (21%)	289 (65%)	

Table 1 suggests that students who completed extended thriving are fairly representative of the full eligible population for first-generation and Pell-eligibility status, but *not* for enrollment year, gender, or race/ethnicity. Female students and students enrolled as first-years in 2016 are overrepresented in this administration sample. Finally, chi-square results indicate significant associations between Black, Asian, and First-Generation and Thriving participation.

### Acknowledgements

This partnership evaluation was developed largely under grant #P116140033 from Fund for the Improvement of Post-Secondary Education, First in the World program, the U.S. Department of Education. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and endorsement by the Federal Government should not be assumed.



# TRIO – Thriving 2017 Report

## Key Findings: Bivariate Correlations

Table 2. TRIO: Full Data Bivariate Correlation

	1	2	3	4	5	6	7	8	9
1. Asian	-								
2. Black	-.65***	-							
3. Hispanic	-.29***	-.21***	-						
4. White	-.30***	-.22***	-.10*	-					
5. American Indian	-	-	-	-	-				
6. Female	-.03	-.02	-.08	.13***	-	-			
7. Pell	.09	.06	-.06	-.16***	-	.04	-		
8. First-Y Credits	.06	-.07	.09	.07	-	.09	-.005	-	
9. First-Y GPA	.01	-.03	.07	.06	-	.19***	-.00	.66***	-

According to table 2, significant correlations exist for the full TRIO sample (2014, 2015, and 2016 students) between first-year GPA and being a female student. The scarcity of significant associations may suggest that most students are doing fairly well.

The sample size for American Indian students is small ( $n = 8$ ), and thus non-parametric correlation tests were used (Spearman and Kendall). Both indicated non-significance associations for American Indian students.

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TRIO: 2015-2016 Extended Thriving Battery Participants Only Bivariate Correlations

Table 3. Bivariate correlation for demographic variables and academic outcomes

	1	2	3	4	5	6	7	8	9	10	11
1. Asian	-										
2. Black	***	-									
3. Hispanic	***		-								
4. American Indian				-							
5. White	***				-						
6. Female						-					
7. Native		***				*	-				
8. First-Generation								-			
9. Pell-Eligibility				*				-	-		
10. First-Y Credits			.24*					-		-	
11. First-Y GPA								-		***	-

According to table 3, significant correlations exist between being a Hispanic student and first-year credits earned ( $r = .24, p = .04$ ). Correlations could not be computed for students with first-generation status as all but one student are first-generation students.

Table 4. Bivariate correlation for extended thriving variables and academic outcomes

	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Engagement (Thriving)	-												
2. Academic Determination	.56***	-											
3. Social Connectedness	.27*	.36***	-										
4. Diverse Citizenship	.51***	.58***		-									
5. Sense of Community	.69***	.51***	.41***	.42***	-								
6. Positive Perspective	.60***	.46***	.23*	.62***	.50***	-							
7. Matterng	.43***	.34***	.37***	.39***	.39***	.38***	-						
8. Engagement (Gallup)	.67***	.55***	.47***	.53***	.74***	.36***	.63***	-					
9. Self-Authorship	.65***	.65***	.37***	.52***	.52***	.38***	.27*	.64***	-				
10. Borderlands	.62***	.59***	.27*	.56***	.60***	.48***	.36***	.57***	.72***	-			
11. Self-Efficacy	.49***	.52***	.30***	.58***	.39***	.46***	.35***	.54***	.55***	.66***	-		
12. First-Y Credits												-	
13. First-Y GPA		.22*							.27*			***	-

According to table 4, the majority of the extended thriving variables share significant associations. There are also significant associations between Academic Determination and Self-Authorship with first-year GPA.

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Table 5. Bivariate correlation for demographic variables and extended thriving variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1. Asian	-																				
2. Black	***	-																			
3. Hispanic	***		-																		
4. American Indian				-																	
5. White	***				-																
6. Female						-															
7. Native		***				*	-														
8. First-Generation								-													
9. Pell-Eligibility				*				-	-												
10. Engagement (Thriving)								-	-												
11. Academic Determination	-.28**				.27*			-		***	-										
12. Social Connectedness	-.25*	.24*						-		*	***	-									
13. Diverse Citizenship								-		***	***		-								
14. Sense of Community								-		***	***	***	***	-							
15. Positive Perspective	-.22*							-		***	***	*	***	***	-						
16. Mattering					.24*			-		***	***	***	***	***	***	-					
17. Engagement (Gallup)								-		***	***	***	***	***	***	***	-				
18. Self-Authorship								-		***	***	***	***	***	***	*	***	-			
19. Borderlands								-		***	***	*	***	***	***	***	***	***	***	-	
20. Self-Efficacy								-		***	***	***	***	***	***	***	***	***	***	***	-

According to table 5, significant correlations exist between being an Asian student and Academic Determination, Social Connectedness, and Positive Perspective. There are additional significant associations between being a Black student and Social Connectedness, as well as with being a White student and Academic Determination and Mattering.

Interestingly, the significant correlations for Asian students with extended thriving variables are negative. Correlations could not be computed for students with first-generation status as all but one student are first-generation students.

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## Key Findings: MANOVA

The MANOVA used the multilevel race/ethnicity variable rather than specific dichotomized race/ethnicity variables.

Table 4. MANOVA of Social Psychological Variables on Race/Ethnicity

<b>Engagement (Thriving)</b>	$F(3, 50) = 0.20, p = .94$
<b>Academic Determination</b>	$F(3, 50) = 2.34, p = .06$
<b>Social Connectedness</b>	$F(3, 50) = 1.53, p = .20$
<b>Diverse Citizenship</b>	$F(3, 50) = 1.26, p = .29$
<b>Sense of Community</b>	$F(3, 50) = 0.39, p = .82$
<b>Positive Perspective</b>	$F(3, 50) = 0.94, p = .44$
<b>Outcome</b>	$F(3, 50) = 0.26, p = .90$
<b>Mattering</b>	$F(3, 50) = 1.48, p = .22$
<b>Engagement (Gallup)</b>	$F(3, 50) = 0.17, p = .96$
<b>Self-Authorship</b>	$F(3, 50) = 0.30, p = .88$
<b>Borderlands</b>	$F(3, 50) = 0.25, p = .91$
<b>Community Service Self-Efficacy</b>	$F(3, 50) = 0.30, p = .87$

According to the table 4 MANOVA results, Academic Determination was marginally significant ( $F(3,50) = 2.34, p = .06$ ). This suggests that Academic Determination may vary, as it is only marginally significant by race/ethnic group.

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## Key Findings: Mean differences by Year and Race/Ethnicity

The item response options for each measure ranged from 1 – 6 except for self-efficacy, which ranged from 1-10. The variable Schreiner includes means reported by Schreiner (2010) on Academic Determination, Diverse Citizenship, Engagement, Positive Perspective, and Social Connectedness.

Figure 1. Students’ Extended Thriving Battery Means – By Year

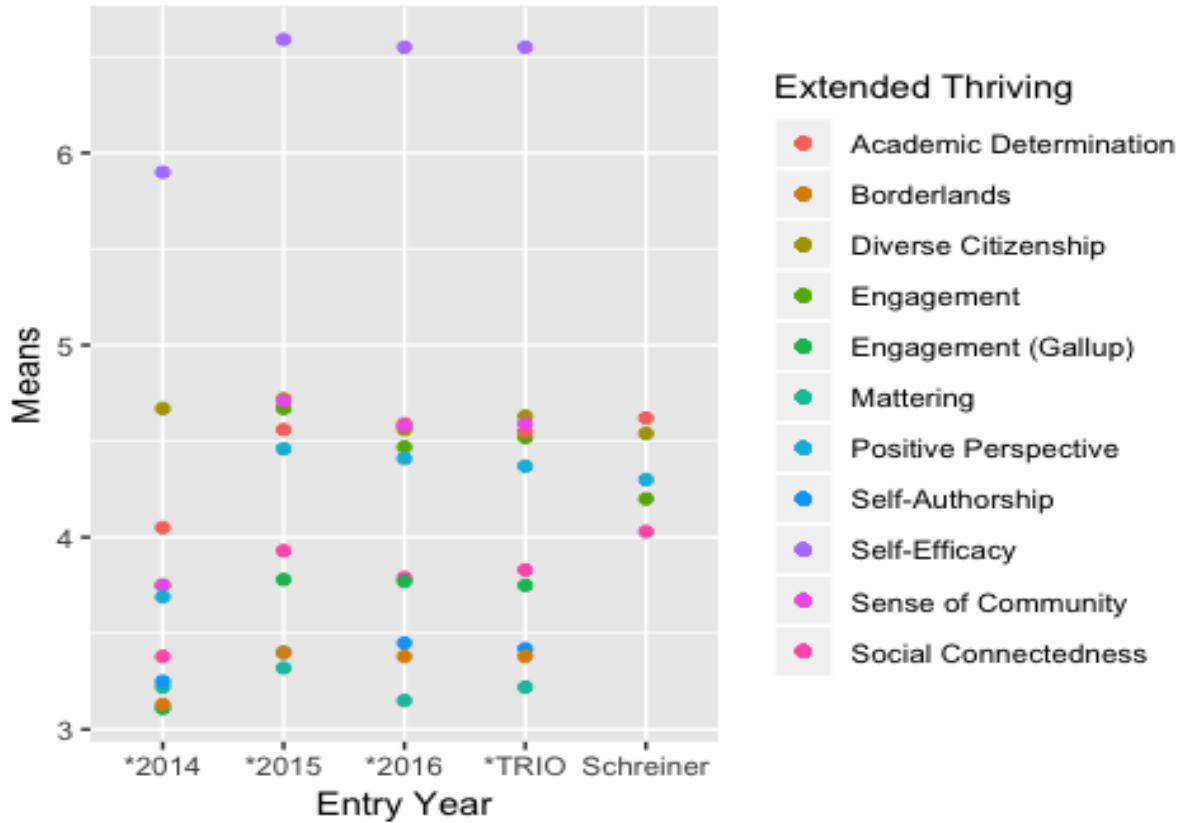


Figure 1 indicates that TRIO students scored, on average, above the mean point for the item response scale (3; 5 for self-efficacy). Additionally, TRIO students’ means on Academic Determination, Diverse Citizenship, Engagement (Thriving), Positive Perspective, and Social Connectedness appear similar to means reported by Schreiner (2010), that is within one unit (4-5).

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Figure 2. Students’ Extended Thriving Battery Means – By Race/Ethnicity

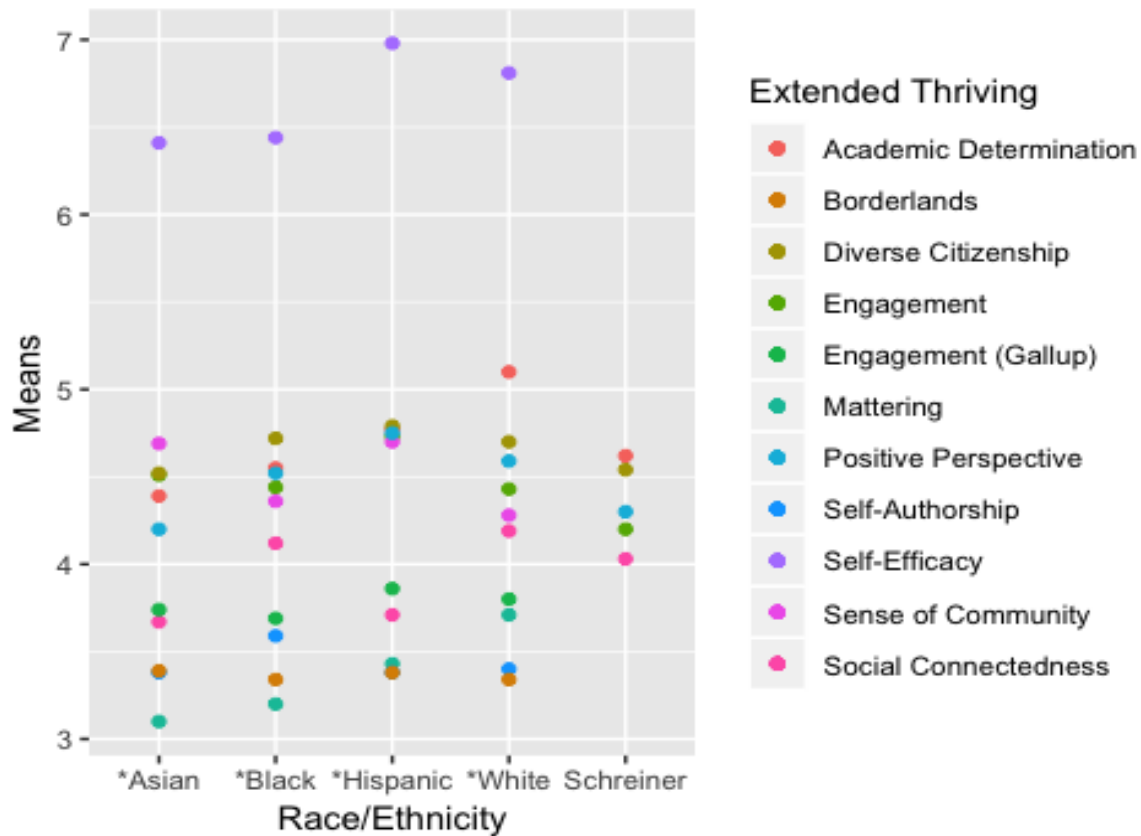


Figure 2 indicates that TRIO students, on average, scored above the mean point for the item response scale (3; 5 for self-efficacy, even when disaggregated by race/ethnicity. Additionally, TRIO students’ means on Academic Determination, Diverse Citizenship, Engagement (Thriving), Positive Perspective, and Social Connectedness are similar to means reported by Schreiner (2010).

Interestingly, Asian students and Black students appear to report lower means, on average, compared to Hispanic and White students.

## References:

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