Thriving and Surviving: A Glimpse into First-Year Students at the U

Krista Soria
Office of Institutional Research

Sibi Murugesan
College of Education & Human Development
Outline of the Presentation

+ Understanding Thriving
+ Survey Administration
+ Why Thriving Matters
+ Thriving @ the U
+ Thriving: Students of Different Social Identities
+ Collegiate Differences
+ Thriving Detractors
+ Thriving Enhancers
Thriving Definition

“Getting the most out of one’s college experience, so that one is intellectually, socially, and psychologically engaged and enjoying the college experience.”

- Schreiner, 2010
Thriving Quotient

+ 25 item instrument

+ Based upon existing malleable constructs, responses measured along a scale of

$$1 \quad \quad 2 \quad \quad 3 \quad \quad 4 \quad \quad 5 \quad \quad 6$$

+ Strongly Disagree   Strongly Agree
Thriving Quotient

Source: Schreiner, Primrose, Kammer, Quick, and Petridis, 2012
Positive Psychology

Academically
+ **Engaged learning**: focused attention in the learning process
+ **Academic determination**: self-regulated learning, effort, time management, and goal-directedness

Socially
+ **Diverse citizenship**: appreciation of differences, making contributions to a community
+ **Social connectedness**: positive relationships and friendships

Emotionally
+ **Positive perspective**: optimism and subjective well-being

Source: Schreiner, Primrose, Kammer, Quick, and Petridis, 2012
# Positive Psychology

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Surviving</td>
<td>+ Thriving</td>
</tr>
<tr>
<td>+ What is not changeable</td>
<td>+ What can be changed</td>
</tr>
<tr>
<td>+ The past</td>
<td>+ Who one can become</td>
</tr>
<tr>
<td>+ Target weaknesses and fix them</td>
<td>+ Target talent and build upon those areas</td>
</tr>
<tr>
<td>+ Prevent failure</td>
<td>+ Promote success</td>
</tr>
</tbody>
</table>

Source: Schreiner, Primrose, Kammer, Quick, and Petridis, 2012
Our Survey Administration
Data Source

Thriving Quotient Survey (Schreiner)

Administered December-January 2014/2015

Fall 2014 First-Years
$n = 1,545 (27.94\%)$
## Survey Representation

<table>
<thead>
<tr>
<th></th>
<th>Responders (%)</th>
<th>Population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>36.6</td>
<td>47.5</td>
</tr>
<tr>
<td>Female</td>
<td>63.4</td>
<td>52.5</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.9</td>
<td>1.3</td>
</tr>
<tr>
<td>Asian</td>
<td>12.0</td>
<td>11.8</td>
</tr>
<tr>
<td>Black</td>
<td>3.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>0.3</td>
<td>0.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.4</td>
<td>3.1</td>
</tr>
<tr>
<td>International</td>
<td>6.1</td>
<td>6.1</td>
</tr>
<tr>
<td>White</td>
<td>73.8</td>
<td>73.0</td>
</tr>
<tr>
<td>Not Specified</td>
<td>0.3</td>
<td>0.3</td>
</tr>
</tbody>
</table>
## Survey Representation

<table>
<thead>
<tr>
<th></th>
<th>Responders (%)</th>
<th>Population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBS</td>
<td>11.0</td>
<td>9.0</td>
</tr>
<tr>
<td>CDES</td>
<td>3.8</td>
<td>4.0</td>
</tr>
<tr>
<td>CFANS</td>
<td>6.2</td>
<td>5.8</td>
</tr>
<tr>
<td>CLA</td>
<td>40.2</td>
<td>44.3</td>
</tr>
<tr>
<td>CSE</td>
<td>20.8</td>
<td>19.2</td>
</tr>
<tr>
<td>CSOM</td>
<td>10.3</td>
<td>9.9</td>
</tr>
<tr>
<td>CEHD</td>
<td>7.7</td>
<td>7.8</td>
</tr>
</tbody>
</table>
## Survey Representation

<table>
<thead>
<tr>
<th></th>
<th>Responder (%)</th>
<th>Population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant</td>
<td>20.7</td>
<td>20.3</td>
</tr>
<tr>
<td>Residence Hall</td>
<td>84.1</td>
<td>87.4</td>
</tr>
<tr>
<td>Athlete</td>
<td>2.6</td>
<td>3.6</td>
</tr>
<tr>
<td>First Generation</td>
<td>24.5</td>
<td>23.8</td>
</tr>
<tr>
<td>President’s Emerging Scholars</td>
<td>8.9</td>
<td>9.3</td>
</tr>
<tr>
<td>Trio</td>
<td>3.1</td>
<td>2.5</td>
</tr>
</tbody>
</table>
Data Analyses

+ Utilized factor analyses to develop 7 factors from the survey items:

<table>
<thead>
<tr>
<th>Academic Determination</th>
<th>Sense of Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Perspective</td>
<td>Diverse Citizenship</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>Social Connectedness</td>
</tr>
<tr>
<td></td>
<td>Outcomes Measures</td>
</tr>
</tbody>
</table>
Data Analyses

- Analyzed descriptive statistics
  - General thriving items
  - Qualitative thriving items

- Analyzed correlations
  - General thriving items
  - 7 factors

- Analyzed statistically significant differences in groups on the 7 factors and general thriving items
Why Does Thriving Matter?
GPA

- Not even surviving: 2.845
- Barely surviving: 2.74
- Surviving: 3.177
- Somewhat thriving: 3.368
- Thriving most of the time: 3.463
- Consistently thriving: 3.561

$r = .294, p < .001$
One Year Retention

- Not even surviving: 33.3%
- Barely surviving: 74.4%
- Surviving: 91.4%
- Somewhat thriving: 96.4%
- Thriving most of the time: 98.7%
- Consistently thriving: 97.9%

Retained: Yellow
Not Retained: Maroon
Intended Retention

I intend to re-enroll at this institution next year

<table>
<thead>
<tr>
<th>Scale Level</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>not even surviving</td>
<td>3.00</td>
</tr>
<tr>
<td>barely surviving</td>
<td>4.74</td>
</tr>
<tr>
<td>surviving</td>
<td>5.03</td>
</tr>
<tr>
<td>somewhat thriving</td>
<td>5.29</td>
</tr>
<tr>
<td>thriving the most of the time</td>
<td>5.57</td>
</tr>
<tr>
<td>consistently thriving</td>
<td>5.66</td>
</tr>
</tbody>
</table>
Overall Enjoyment

I really enjoy being a student here.
Thriving & Other Variables

Engaged Learning  
Academic Determination  
Social Connectedness  
Diverse Citizenship  
Positive Perspective  
Sense of Community  
Outcomes Measures

not even surviving   barely surviving   surviving   somewhat thriving   thriving most of the time   consistently thriving
## Thriving & Other Variables

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Correlation (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diverse Citizenship</td>
<td>r = 0.339</td>
</tr>
<tr>
<td>Positive Perspective</td>
<td>r = 0.374</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>r = 0.402</td>
</tr>
<tr>
<td>Social Connectedness</td>
<td>r = 0.465</td>
</tr>
<tr>
<td>Outcomes Measures</td>
<td>r = 0.481</td>
</tr>
<tr>
<td>Academic Determination</td>
<td>r = 0.501</td>
</tr>
<tr>
<td>Sense of Community</td>
<td>r = 0.504</td>
</tr>
</tbody>
</table>

*p < 0.001*
Thriving @ the U
...to what extent do you think you are THRIVING as a college student this semester?
General Thriving

- 96, 8% not even surviving
- 3, 0.3% barely surviving
- 363, 30% surviving
- 469, 39% somewhat thriving
- 220, 19% thriving most of the time
- 43, 4% consistently thriving
I intend to graduate from this institution: 85.7%

I intend to re-enroll at this institution: 77.3%

Given my current goals, this institution is a good fit for me: 79.7%

It is important to become aware of the perspectives of individuals from different backgrounds: 78.4%

I feel proud of the college or university I have chosen to attend: 88.3%
General Thriving

Students are “just surviving”
Other people seem to make friends more easily than I do (35.9%)

I often feel lonely because I have few close friends with whom to share my concerns (24.4%)

If I had it to do over again, I would choose a different college/university to attend (10.3%)

It’s hard to make friends on this campus (18.8%)

I don’t have as many close friends as I wish I had (35.9%)
Thriving in Students of Different Social Identities
Gender: Overview

![Graph showing gender comparison across diverse citizenship, sense of community, academic determination, outcomes measures, engaged learning, positive perspective, and social connectedness for males (F) and females (M).]
Gender: Diverse Citizenship

- I spend time making a difference in other people's lives.
- I know I can make a difference in my community.
- It's important for me to make a contribution to my community.
- I value interacting with people whose viewpoints are different from my own.
- My knowledge or opinions have been influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds.
- It is important to become aware of the perspectives of individuals from different backgrounds.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Females (F)</th>
<th>Males (M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I spend time making a difference in other people's lives.</td>
<td>4.08</td>
<td>3.98</td>
</tr>
<tr>
<td>I know I can make a difference in my community.</td>
<td>4.54</td>
<td>4.38</td>
</tr>
<tr>
<td>It's important for me to make a contribution to my community.</td>
<td>4.73</td>
<td>4.47</td>
</tr>
<tr>
<td>I value interacting with people whose viewpoints are different from my own.</td>
<td>4.77</td>
<td>4.67</td>
</tr>
<tr>
<td>My knowledge or opinions have been influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds.</td>
<td>4.78</td>
<td>4.48</td>
</tr>
<tr>
<td>It is important to become aware of the perspectives of individuals from different backgrounds.</td>
<td>5.15</td>
<td>4.90</td>
</tr>
</tbody>
</table>
Gender: Sense of Community

- Being a student here fills an important need in my life.
- I feel proud of the college or university I have chosen to attend.
- I feel like I belong here. There is a strong sense of community on this campus.

**Gender Comparison**

- **F**: 4.83, 4.95, 4.60, 4.52, 4.30
- **M**: 5.12, 4.60, 4.60, 4.26

**Legend**

- **F**: Female
- **M**: Male
Other people would say I’m a hard worker.
Gender: Outcomes

I intend to re-enroll at this institution next year
Given my current goals, this institution is a good fit for me.

F  M
4.90  5.06
5.00  5.27
5.10  5.40
5.20
5.30
5.40
Race & Ethnicity: Thriving

```
<table>
<thead>
<tr>
<th></th>
<th>International</th>
<th>Students of Color</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race &amp; Ethnicity</td>
<td>3.84</td>
<td>4.17</td>
<td>4.35</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

Race & Ethnicity: Overview

Outcomes Measures
- Social Connectedness
- Diverse Citizenship
- Sense of Community
- Engaged Learning
- Positive Perspective
- Academic Determination

Students of Color
International
White
<table>
<thead>
<tr>
<th>Race &amp; Ethnicity: Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am confident that the amount of money I’m paying for college is worth it in the long run.</td>
</tr>
<tr>
<td>I intend to re-enroll at this institution next year</td>
</tr>
<tr>
<td>I intend to graduate from this institution.</td>
</tr>
<tr>
<td>Given my current goals, this institution is a good fit for me.</td>
</tr>
<tr>
<td>I really enjoy being a student here.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students of Color</th>
<th>International</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.09</td>
<td>4.30</td>
<td>4.47</td>
</tr>
<tr>
<td>4.85</td>
<td>5.32</td>
<td>5.38</td>
</tr>
<tr>
<td>4.97</td>
<td>5.26</td>
<td>5.32</td>
</tr>
<tr>
<td>4.83</td>
<td>5.01</td>
<td>5.07</td>
</tr>
<tr>
<td>4.78</td>
<td>4.93</td>
<td>5.06</td>
</tr>
</tbody>
</table>

Graph showing the outcomes for Students of Color, International, and White students.
Race & Ethnicity: Social Connectedness

Other people seem to make friends more easily than I do.

I don't have as many close friends as I wish I had.

It's hard to make friends on this campus.

I feel like my friends really care about me.

I feel content with the kinds of friendships I currently have.

I often feel lonely because I have few close friends with whom to share my concerns.

Students of Color
International
White
### Race & Ethnicity: Diverse Citizenship

<table>
<thead>
<tr>
<th></th>
<th>Students of Color</th>
<th>International</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>I spend time making a difference in other people's lives.</td>
<td>4.25</td>
<td>4.55</td>
<td>4.05</td>
</tr>
<tr>
<td>I know I can make a difference in my community.</td>
<td>4.55</td>
<td>4.62</td>
<td>4.46</td>
</tr>
<tr>
<td>It's important for me to make a contribution to my community.</td>
<td>4.71</td>
<td>4.75</td>
<td>4.55</td>
</tr>
<tr>
<td>I value interacting with people whose viewpoints are different from my own.</td>
<td>4.68</td>
<td>4.82</td>
<td>4.71</td>
</tr>
<tr>
<td>My knowledge or opinions have been influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds.</td>
<td>4.82</td>
<td>4.88</td>
<td>4.75</td>
</tr>
<tr>
<td>It is important to become aware of the perspectives of individuals from different backgrounds.</td>
<td>5.26</td>
<td>5.03</td>
<td>4.62</td>
</tr>
</tbody>
</table>

---

*University of Minnesota*

*Driven to Discover™*
First-Generation Students: Thriving
First-Generation Students: Overview

Academic Determination | Positive Perspective | Outcomes Measures | Social Connectedness | Sense of Community | Diverse Citizenship | Engaged Learning
--- | --- | --- | --- | --- | --- | ---
Non-First-Generation | First-Generation
First-Generation Students: Academic Determination

- **I am confident I will reach my educational goals.**
  - Non-First-Generation: 4.95
  - First-Generation: 4.78

- **Even if assignments are not interesting to me, I find a way to keep working at them until they are done well.**
  - Non-First-Generation: 4.72
  - First-Generation: 4.63

- **I know how to apply my strengths to achieve academic success.**
  - Non-First-Generation: 4.52
  - First-Generation: 4.44

- **I am good at juggling all the demands of college life.**
  - Non-First-Generation: 4.33
  - First-Generation: 4.24

- **Other people would say I’m a hard worker.**
  - Non-First-Generation: 4.84
  - First-Generation: 4.83
First-Generation Students: Outcomes & Positive Perspective

- I intend to re-enroll at this institution next year: Non-First Generation 5.39, First-Generation 5.29
- I intend to graduate from this institution: Non-First Generation 5.25, First-Generation 5.17
- Given my current goals, this institution is a good fit for me: Non-First Generation 5.04, First-Generation 4.96
- I really enjoy being a student here: Non-First Generation 4.94, First-Generation 4.90
- My perspective on life is that I tend to see the glass as “half full” rather than “half empty.”: Non-First Generation 4.29, First-Generation 4.23
- I am confident that the amount of money I’m paying for college is worth it in the long run: Non-First Generation 4.15, First-Generation 4.12
- I look for the best in situations, even when things seem hopeless: Non-First Generation 4.42, First-Generation 4.44

Non-First Generation
First-Generation

University of Minnesota
Driven to Discover
Pell Grant Students: Thriving

Graph showing a downward trend from Non-Pell Grant to Pell Grant with GPA values: 4.33 for Non-Pell Grant and 4.15 for Pell Grant.
Pell Grant Students: Overview

- Social Connectedness
- Academic Determination
- Outcomes Measures
- Sense of Community
- Engaged Learning
- Diverse Citizenship
- Positive Perspective

Non-Pell Grant

Pell Grant
Pell Grant Students: Social Connectedness

Other people seem to make friends more easily than I do.  Other people seem to make friends more easily than I do.

I don’t have as many close friends as I wish I had.  I don’t have as many close friends as I wish I had.

It’s hard to make friends on this campus.  It’s hard to make friends on this campus.

I feel like my friends really care about me.  I feel like my friends really care about me.

I feel content with the kinds of friendships I currently have.  I feel content with the kinds of friendships I currently have.

I often feel lonely because I have few close friends with whom to share my concerns.  I often feel lonely because I have few close friends with whom to share my concerns.
Collegiate Differences
All Colleges: Thriving

CDES  CFANS  CEHD  CLA  CSE  CBS  CSOM

3.83  4.16  4.27  4.29  4.29  4.34  4.52
College Differences

Outcomes Measures

Engaged Learning
Academic Determination
Diverse Citizenship
Positive Perspective
Sense of Community

CBS  CDES  CFANS  CLA  CSE  CSOM  EHD
Sense of Community
Academic Determination
Positive Perspective

![Graph showing positive perspective values for CBS, CDES, CFANS, CLA, CSE, CSOM, and EHD.]
Diverse Citizenship

- CBS: 0.16
- CDES: 0.03
- CFANS: -0.24
- CLA: 0.06
- CSE: -0.24
- CSOM: 0.09
- EHD: 0.21
College of Biological Science

- Positive Perspective
- Academic Determination
- Social Connectedness
- Engaged Learning
- Outcomes Measures
- Sense of Community
- Diverse Citizenship

Graph showing trends in various measures.
College of Design
College of Liberal Arts

Diverse Citizenship -0.09
Academic Determination -0.05
Sense of Community -0.03
Social Connectedness -0.03
Positive Perspective 0.04
Outcomes Measures 0.05
Engaged Learning 0.06
Engaged Learning | Sense of Community | Outcomes Measures | Positive Perspective | Social Connectedness | Diverse Citizenship | Academic Determination

-0.24  | -0.16  | -0.14  | -0.03  | -0.02  | 0.00  | 0.00
College of Education & Human Development

- Positive Perspective
- Social Connectedness
- Outcomes Measures
- Diverse Citizenship
- Sense of Community
- Engaged Learning
- Academic Determination

Graph showing trends in various measures.
What Detracts from Thriving?
"The classes were so big (200+) it interfered with my learning. I was unable to make any friends because I couldn't routinely talk to people in my classes due to the large class sizes."
Barely Surviving

“I had horrible professors, hated the dorm I lived in (Territorial Hall), and suffered from severe depression around finals time, that caused my grades to drop considerably.”

“I think realizing how much is going on, on campus, as a commuter is intimidating and creates a deep desire for me to be more involved in the student body and community. I desire to make a community of my own through the University and experience internships and the student life. This is not only hard because I commute but also work to keep funding my education at the University.”
Barely Surviving

“I'm trying to attend school while experiencing anxiety (some of it social anxiety) and depression which makes things so much harder. I haven't made any new friends and I'm too scared to put myself out there on my dorm floor (I just moved in) and I feel worthless.”

“My grades are horrible and I'm not taking the classes I thought I would be taking and this makes me feel very insecure and hopeless about my future.”

“My depression and anxiety have flared up again.”
Barely Surviving

“Overloads of stress about classes and finances and the future”

“Struggling with the demands of college and with personal issues.”

“No matter what I do, no one wants to be around me. They always leave me.”

“I have several mental illnesses that cause me to struggle at school, as well as living on my own.”
Surviving

“Have become very stressed and dealing with stress induced depression.”

“Have some health issues that got in the way of having fun. Struggled with depression first semester, reached out for help repeatedly, and people said I was "doing a good job" but it didn't feel like I could ever get them to actually help.”

“Having a hard time keeping grades up and stuff find time for sleep and myself”
Surviving

“I am drowning in my unhappiness and loneliness”

“At the moment I am in poor mental health and need to go talk to someone.”

“I became incredibly depressed over the fall semester. I felt lonely, friendless, and unimportant. I'm trying to shake that off now but its very difficult.”

“I am not socializing and my stress level are really high all the time.”
Surviving

“I do not have any friends that I consider close enough to share my concerns. I feel like my beliefs set me apart from the norm on campus and that makes it more difficult for people to see me as a potential friend rather than just another person who doesn’t follow the crowd.”

“I don't feel like I have gotten involved enough. Also, socially I am worried about if I will be able to make any more friends that are truly good for me.”

“I don't have friends. People on my floor don't talk to me and don't invite to me to hang out or anything.”

“I don't have many friends and just want to go home.”
Surviving

“I did well in my classes, but I didn't make that many friends.”

“I didn't feel like I fit in, or belonged. Everyone else seemed so happy, but I really didn't have that great of a time.”

“I didn't make any friends, which I didn't expect. Sometimes I feel lonely.”

“I didn't make friends, and it is hard to take advantage of new opportunities because the school feels hopelessly big.”
Surviving

“Time management is the most impossible thing on the planet.”

“I attend class, go to work, and complete my assignments. That is a daily routine. I don't have the time to meet new people out of class.”

“Trying to balance work along with studying.”

“I've taken advanced classes my whole life, but nothing really prepared me for the real responsibilities that come with being a college student. I haven't had the greatest time transitioning to college - the outside classwork, the studying, etc. - but I feel I'm catching on.”

“My grades are fine, but it's exhausting and I don't get enough sleep.”
“School is so invasive, I feel like I can't do everything I want to do in my everyday life thus I feel not myself when I have so much school work to do.”

“Simply the fact that homework and time management are still a challenge I am working on.”

“Sometimes I feel like the hard work I think I put into an assignment is does not reflect the grade I receive so it kind of crushes my momentum to continue trying harder.”
What Works to Enhance Thriving?
Student Organizations or Groups

- 444, 29%: Over 5
- 432, 28%: 3-5
- 346, 22%: 2
- 278, 18%: 1
- 40, 3%: 0
Student Organizations or Groups

Thriving

3.94
4.29
4.39
4.49
4.79

0 1 2 3-5 Over 5
Student Organizations or Groups

<table>
<thead>
<tr>
<th>Thriving</th>
<th>Did not Participate</th>
<th>Participated in a Student Club/Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.15</td>
<td>4.15</td>
<td></td>
</tr>
<tr>
<td>4.49</td>
<td>4.49</td>
<td></td>
</tr>
</tbody>
</table>
Volunteering

Thriving

0 1 2 3-5 Over 5

4.15 4.46 4.61 4.38 4.50
Volunteering

Engaged Learning  Academic Determination  Social Connectedness  Diverse Citizenship
Positive Perspective  Sense of Community  Outcomes Measures

University of Minnesota
Driven to Discover
Volunteering

![Graph showing the correlation between volunteering and thriving. The x-axis represents whether someone did not volunteer or volunteered, and the y-axis represents the thriving score. The graph shows a higher thriving score for those who volunteered.]
Employment

- 474, 69% (0 Hours)
- 119, 17% (1-5 Hours)
- 55, 8% (6-10 Hours)
- 22, 3% (11-15 Hours)
- 22, 3% (Over 15 Hours)
Living on Campus

<table>
<thead>
<tr>
<th>Thriving</th>
<th>Off-Campus (n = 194)</th>
<th>On-Campus (n = 1,000)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.97</td>
<td>4.35</td>
</tr>
</tbody>
</table>
Strengths Connections

Strengths Awareness

-0.12
-0.03
0.07
0.38
-1.25
-0.71

not even surviving
barely surviving
surviving
somewhat thriving
thriving most of the time
consistently thriving
Strengths Connections: Sense of Community

SOC: Students of Color

$r = .38$

SOC: International

$r = .48$

SOC: White

$r = .32$
Strengths Connections: Academic Determination

- SOC: Students of Color
  - $r = 0.44$

- SOC: White
  - $r = 0.34$

- SOC: International
  - $r = 0.44$
Strengths Connections: Housing & Residence Life

The graph shows the thriving scores for White, Students of Color, and International students. The scores are as follows:

- White: No Strengths Discussions in Housing and Residence Life = 3.81
  Strengths Discussions in Housing and Residence Life = 3.95
- Students of Color: No Strengths Discussions in Housing and Residence Life = 4.14
  Strengths Discussions in Housing and Residence Life = 4.3
- International: No Strengths Discussions in Housing and Residence Life = 3.95
  Strengths Discussions in Housing and Residence Life = 4.42

The graph indicates that students who have had Strengths Discussions in Housing and Residence Life tend to have higher thriving scores compared to those who have not.
Strengths Connections: Career Counseling

No Strengths Discussions with Career Counselors (n = 1,001)

Strengths Discussions with Career Counselors (n = 157)

White

Students of Color

International

Thriving

4.36

4.38

4.33

4.28

4.14

3.78

3.6

3.7

3.8

3.9

4.0

4.1

4.2

4.3

4.4

4.5
Strengths Connections

No Strengths Discussion with an Academic Advisor

Thriving

Strengths Discussion with an Academic Advisor

4.28

4.71
Strengths Connections

- White Students of Color International
- No Strengths Discussion with An Academic Advisor
- Strengths Discussion with an Academic Advisor

Graph showing the comparison of strengths connections for White, Students of Color, and International students with and without academic advisor discussions.
Thank you!

- Presentations posted on the OIR website
- Contact:
  - Krista Soria, ksoria@umn.edu
References
