



# CTC Pre-matriculation Social Belonging Intervention Report for SCHOOL NAME.

The College Transition Collaborative is excited to share the results of the SCHOOL NAME CLASS COHORT YEAR pre-matriculation social belonging intervention with you. This report will explain the intervention content and display important outcomes relevant to students at SCHOOL NAME.

The College Transition Collaborative (CTC) is a group of researchers and universities working together to create, evaluate, and disseminate mindset interventions that help students. Our goal is to promote college persistence and achievement with these interventions, especially among disadvantaged students. To learn more about the CTC and the importance of mindset in the transition to college, you can read a [detailed overview of the College Transition Collaborative](#).

We are proud to have SCHOOL NAME as a partner with the CTC, and thank you for your continued partnership.

## Intervention Report Table of Contents

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- Intervention Procedure** - How the intervention was conducted, including information about how students were invited to participate
- Closing & Next Steps** - Takeaways from the intervention and next steps

## Key Information

CTC Research Team: PI , LEAD , SECONDARIES  
College Liaison(s): LIAISONS  
Cohort Information: CLASS COHORT YEAR  
Sponsoring Office: EXAMPLE TEXT  
Intervention Opened: OPEN DATE  
Intervention Closed: CLOSE DATE

## Student Participation

Overall, 6643 students were invited at SCHOOL NAME and 2390 of them participated. The table below shows the number of students who made it to various points of the intervention survey.

Frequency	Percentage
2390	35.98 %
2390	35.98 %
1380	20.77 %
1351	20.34 %

## Demographic Characteristics

Here’s how the “Race” categories were derived at SCHOOL NAME:

Report Race Category	Survey Race Category
Asian	Other Asian, East Asian, Southeast Asian, South Asian
Black	Black, Other Black, African American, Caribbean
Latino	Other Hispanic, Hispanic, Mexican, Central American, Puerto Rican
Native	Native, Hawaiian, Aboriginal
Multiracial	If more than one race from any of the different categories above was selected
Other	Other, Middle Eastern
Unknown	No race selected or insufficient information to determine student race
White	White, Other White, European American

Report Race Category Asian Black Latino Native Multiracial Other Unknown White Survey Race Category Other Asian, East Asian, Southeast Asian, South Asian Black, Other Black, African American, Caribbean Other Hispanic, Hispanic, Mexican, Central American, Puerto Rican Native, Hawaiian, Aboriginal If more than one race from any of the different categories above was selected Other, Middle Eastern No race selected or insufficient information to determine student race White, Other White, European American

The tables below provide demographic characteristic on students who participated. Across all schools, we considered students disadvantaged if they were Black, Latino, or Native American — or if neither of their parents graduated from college.

### Race

Race is a taxonomical distinction at a level lower than a specie

Levels	Frequency	Percentage
Asian	734	30.71 %
Black	69	2.89 %
Latino	20	0.84 %
Native	9	0.38 %
Other	38	1.59 %
Unknown	1034	43.26 %
White	486	20.33 %

Gender

Gender description

Levels	Frequency	Percentage
Female	1199	50.17 %
Male	1128	47.2 %
Unknown	63	2.64 %

Disadvantaged status

Disadvantaged status description

Levels	Frequency	Percentage
advantaged	941	39.37 %
disadvantaged	423	17.7 %
Unknown	1026	42.93 %

Generation

Generation description

Levels	Frequency	Percentage
continuing	954	39.92 %
first	360	15.06 %
Unknown	1076	45.02 %

## Outcomes

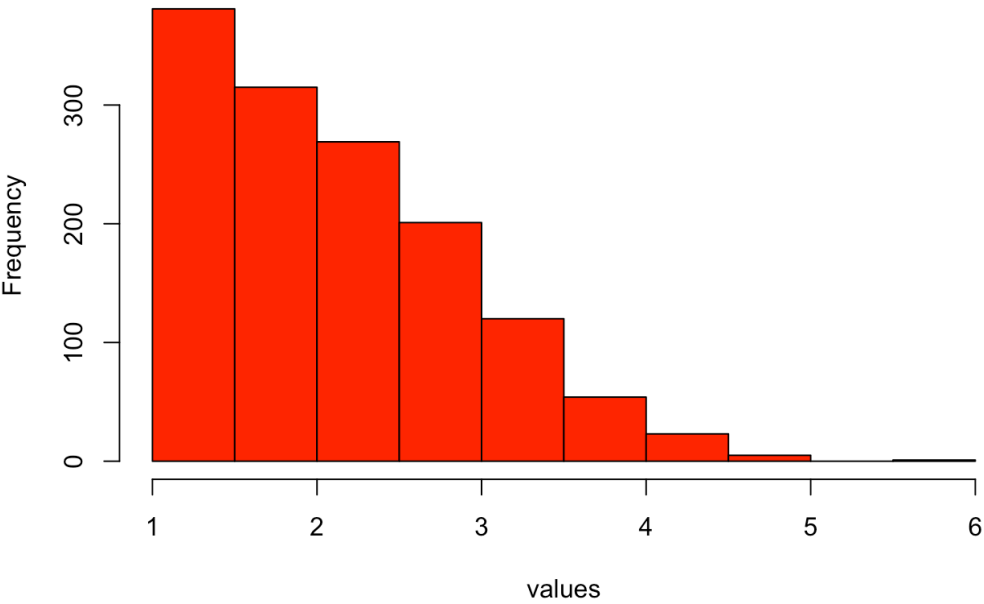
We collected some survey outcomes after the intervention. They were pretty neat.

### Psychometric Characteristics

mindset

mindset description

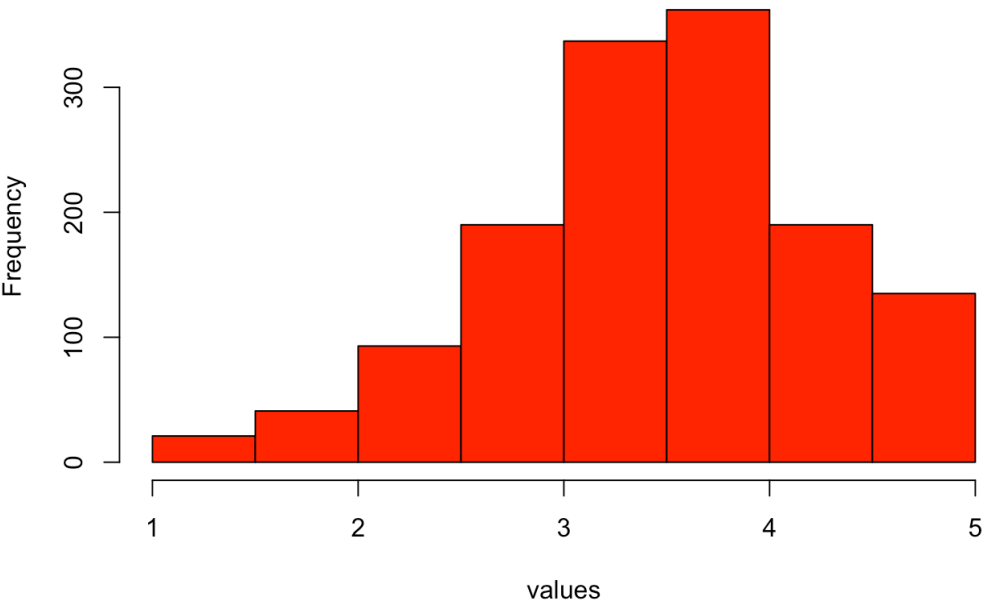
Histogram of mindset



grit

grit description

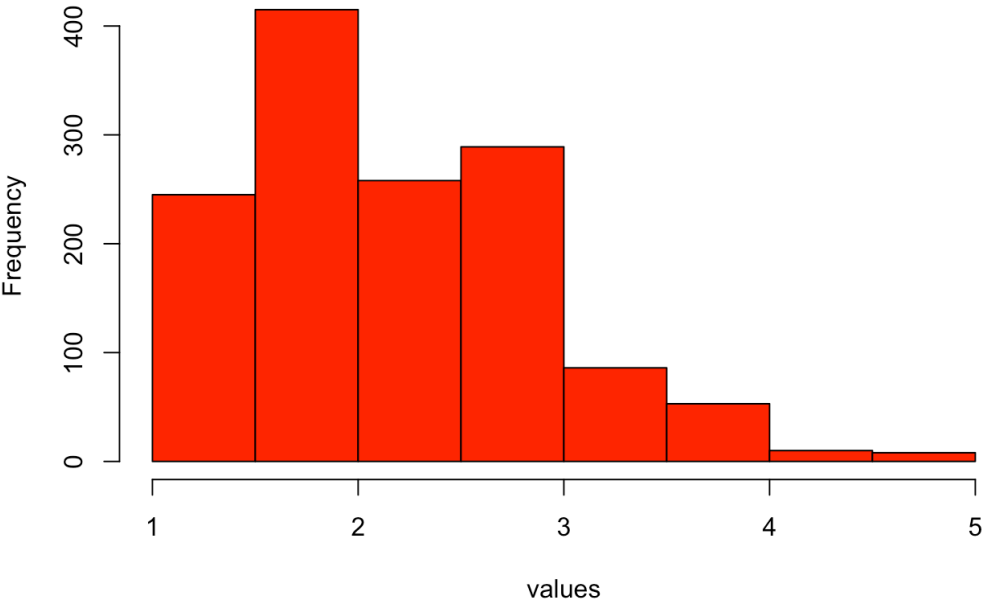
Histogram of grit



institutional\_mindset

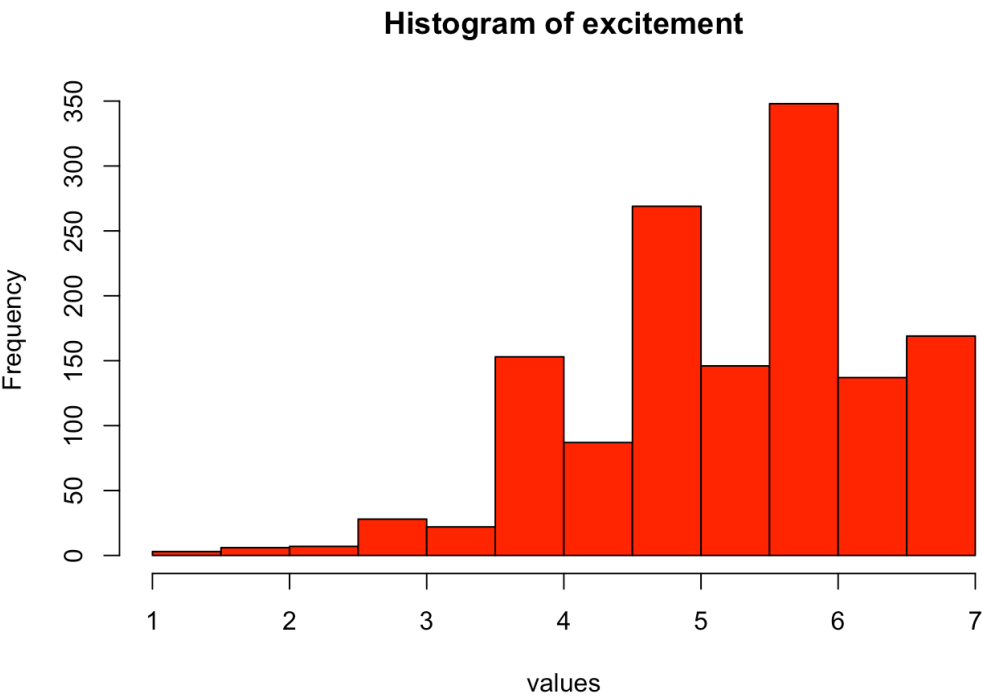
institutional\_mindset description

Histogram of institutional\_mindset



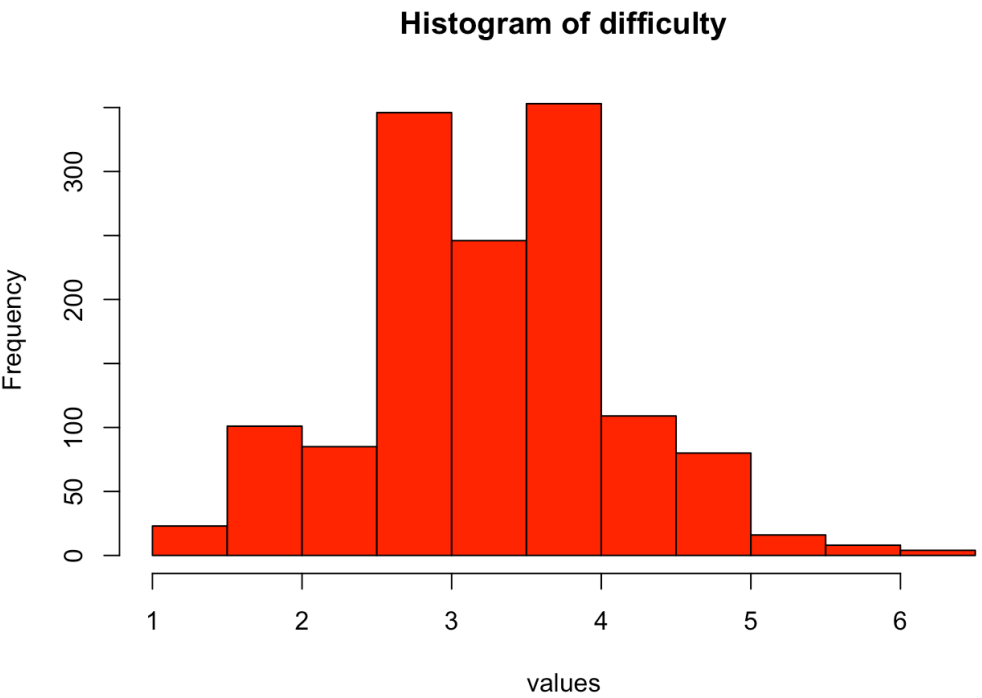
excitement

excitement description



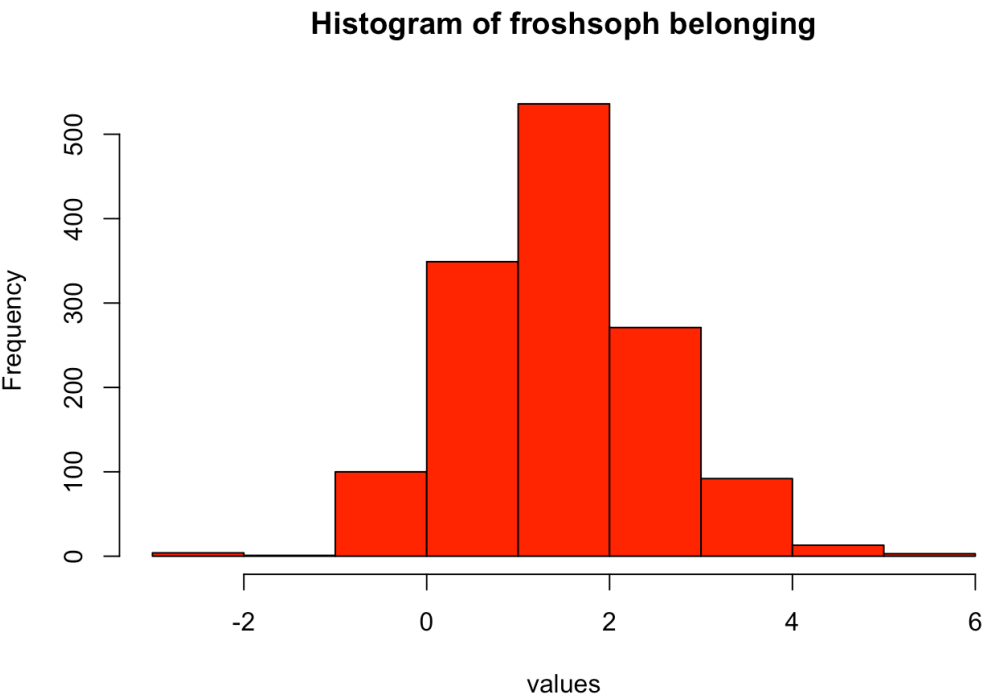
difficulty

difficulty description



froshsoph belonging

fall belonging description

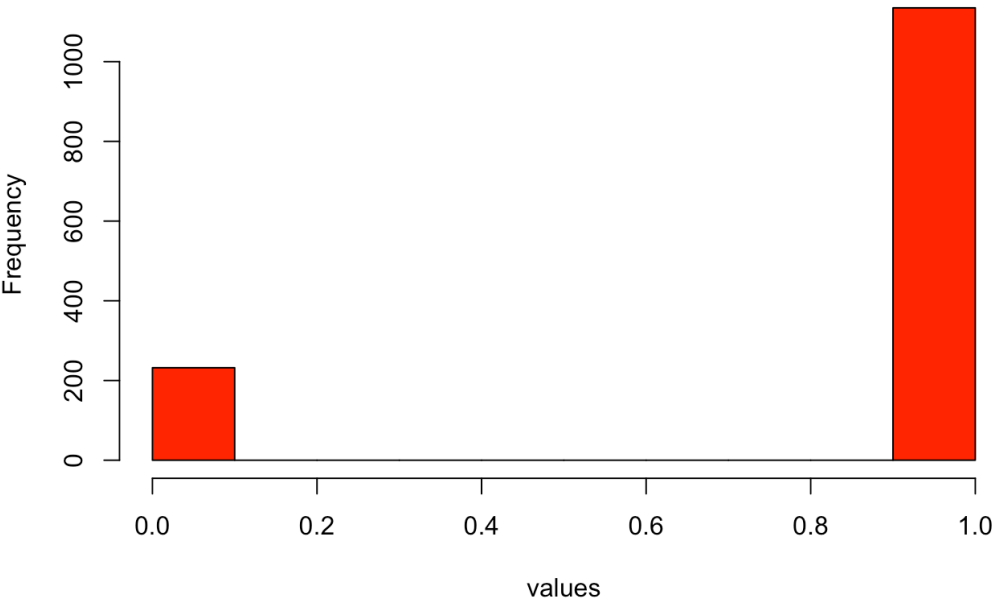


learned\_anything

learned\_anything description



Histogram of learned\_anything

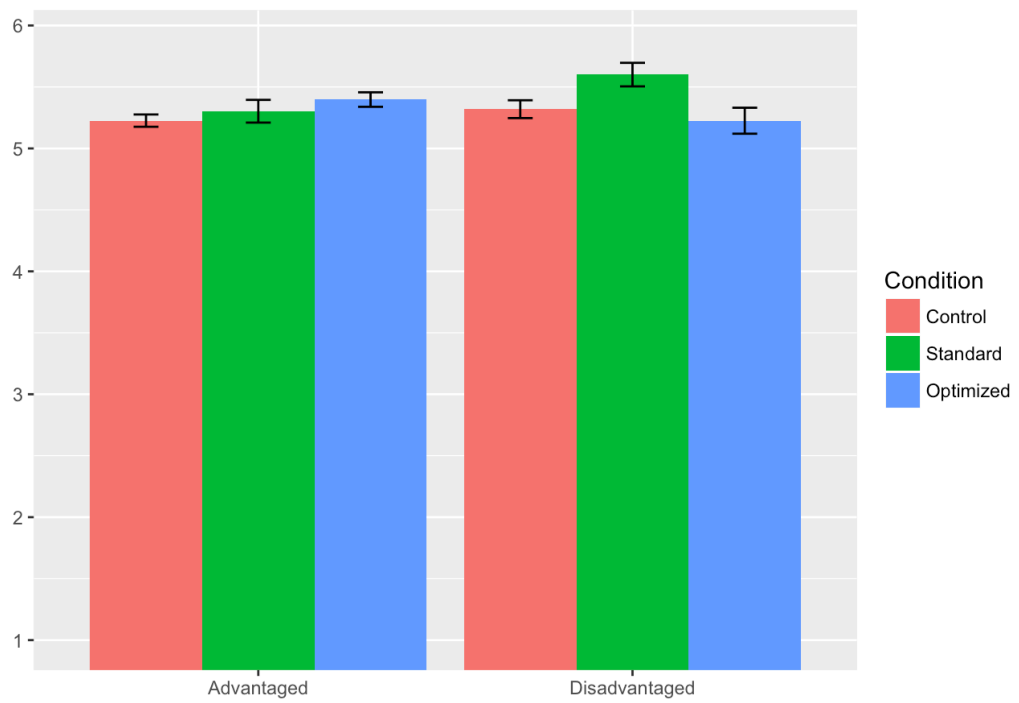


Main Dependent Variables

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excitement

excitement description

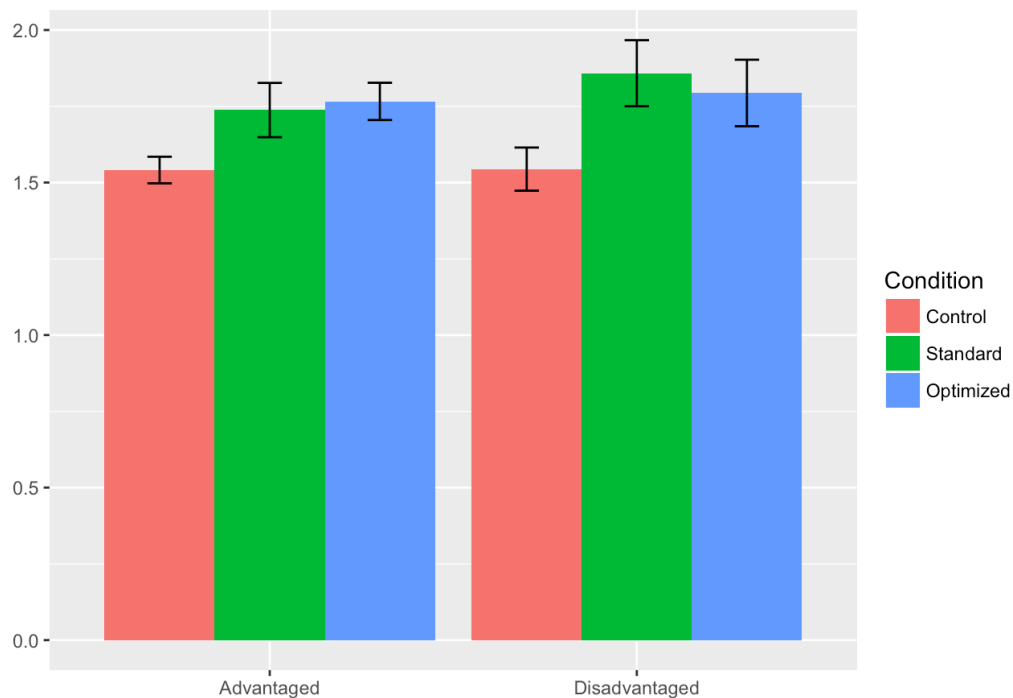


The difference between control group students and treated students was statistically significant.

The difference between optimized and standard treatments among the disadvantaged students was statistically significant.

froshsoph belonging

froshsoph belonging description



The difference between control group students and treated students was statistically significant.

The difference between disadvantaged students in the control group and treatment groups was statistically significant.

## Examples of Intervention Stories & Student Essay Responses

Students in the optimized belonging condition had nice things to say. They said things like:

Students in the optimized belonging condition had nice things to say. They said things like:

optimized quote 1

Students in the standardized belonging condition had nice things to say too, but not quite as nice. They said things like:

standard quote 1

Students in the control condition had nothing nice to say at all. They were total debby downers. They said things like:

control quote 1

## Intervention Procedure

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How the intervention was conducted, including information about how students were invited to participate

## Closing & Next Steps

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Takeaways from the intervention and next steps