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OBJECTIVE

Thriving in college is defined as optimal functioning in three key areas that contribute to student success and persistence: a) academic engagement and performance, b) interpersonal relationships, and c) psychological well-being (Schreiner, 2010). Thriving college students are engaged academically, socially, and emotionally. In addition to academic success, thriving students experience a sense of community and a level of psychological well-being that contributes to their persistence toward graduation and allows them to gain maximum benefit from being in college (Schreiner, Pothoven, Nelson, & McIntosh, 2009). This conference is a gathering of faculty and staff at The University of North Carolina at Chapel Hill who seek to enhance our understanding of thriving in college.

GOALS

1. Enhance participant knowledge of thriving in college including how thriving students:
   • are engaged in the learning process,
   • invest effort to reach important educational goals,
   • manage their time and commitments effectively,
   • connect in healthy ways to other people,
   • are optimistic about their future,
   • are positive about their present choices,
   • appreciate differences in others,
   • and are committed to making a contribution to their community.

2. Identify campus experiences that fully engage students intellectually, socially, and psychologically.

3. Encourage participants to identify ways their unit can enhance student thriving through their daily work.

4. Provide an opportunity for departments to collaborate on potential strategies for promoting thriving in college.

WHAT DO STUDENTS NEED TO THRIVE?

Safety and Basic Needs

Young people need their needs met (shelter, food, etc) and feel safe before they can grow and learn. Youth in survival mode do not thrive.

Preparedness

Young people need to develop competencies and skills to ready themselves for work and adult life. Competencies include academic, social, emotional, vocational, and cultural competencies.

Connectedness

Young people need to belong and to be connected to family and community to thrive. A growing body of brain research indicates that we are hardwired to connect. It is a core requisite to learning, developing, and interacting with the world.

Engagement

Young people need opportunities to engage in meaningful activities, have a voice, take responsibility for their actions, and actively participate in civic discourse.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Conference Check-In and Continental Breakfast</td>
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<tr>
<td>8:30 a.m.</td>
<td>Conference Welcome &amp; Overview&lt;br&gt;Abigail Panter, Senior Associate Dean for Undergraduate Education&lt;br&gt;Alison Spannaus, Associate Director, New Student and Carolina Parent Programs</td>
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<tr>
<td>9:00 a.m.</td>
<td>Keynote: Defining, Encouraging, and Assessing Student Thriving&lt;br&gt;Laurie Schreiner, Professor and Chair of the Doctoral Program in Higher Education at Azusa Pacific University</td>
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<td>10:15 a.m.</td>
<td>Break</td>
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<tr>
<td>10:30 a.m.</td>
<td>Breakout Session I&lt;br&gt;<strong>Please see page 5 for session descriptions and locations</strong></td>
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<tr>
<td>11:30 a.m.</td>
<td>Poster Session&lt;br&gt;<strong>Please see pages 7 for poster descriptions</strong></td>
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<td>12:00 p.m.</td>
<td>Lunch and Discussion</td>
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<tr>
<td>1:00 p.m.</td>
<td>Breakout Session II&lt;br&gt;<strong>Please see page 6 for session descriptions and locations</strong></td>
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<tr>
<td>2:00 p.m.</td>
<td>Break</td>
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<td>2:15 p.m.</td>
<td>The Thrive at Carolina Initiative&lt;br&gt;Steve Farmer, Vice Provost for Enrollment and Undergraduate Admissions</td>
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<td>3:00 p.m.</td>
<td>Plenary: Teaching Thriving&lt;br&gt;Patrick Akos, Professor of School Counseling, Educational Leadership, and the Education Minor</td>
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<td>3:30 p.m.</td>
<td>Encouraging Thriving in Practice at Carolina: Continuing the Conversation&lt;br&gt;Cynthia Demetriou, Director for Retention, Undergraduate Retention&lt;br&gt;<strong>Please see page 9 for worksheet</strong></td>
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<tr>
<td>4:15 p.m.</td>
<td>Thriving and You: Keys to Optimal Functioning as a Professional Adult&lt;br&gt;Brittany O’Malley, Assistant Director, Student Wellness</td>
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<td>4:45 p.m.</td>
<td>Acknowledgements and Closing&lt;br&gt;Candice Powell, Retention Specialist, Undergraduate Retention</td>
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FEATURED SPEAKERS

KEYNOTE SPEAKER
Dr. Laurie Schreiner is currently Professor and Chair of the Doctoral Programs in Higher Education at Azusa Pacific University in southern California, having spent 30 years in higher education as a psychology professor and associate academic dean after receiving her PhD in Psychology from the University of Tennessee. Co-author of The Student Satisfaction Inventory that is used on over 1600 campuses across the US and Canada, Dr. Schreiner is also co-author of Helping Sophomores Succeed (2009) and has served on the board of the National Resource Center for First-Year Students and Students in Transition. She has published numerous journal articles and book chapters on positive psychology, engaged learning, sophomore success, faculty development, and advising. She also has consulted with over 100 colleges and universities on issues of student success, strengths-based education, retention, academic advising, student satisfaction, and effective teaching strategies. She has been principal investigator on two federal grants to promote student success and retention and has directed national projects on retention and student satisfaction. An award-winning teacher and researcher, her current research interests focus on student thriving and on transition issues in the sophomore year. Her most recent publications include a three-part series on college student thriving in About Campus, an article on engaged learning in the Journal of Excellence in College Teaching, an article on student satisfaction and retention in the Journal of College Student Retention, and an article on the impact of faculty and staff on high-risk students for the Journal of College Student Development. Recently published by the University of South Carolina Press is an edited book, Thriving in Transitions: A Research-Based Approach to College Student Success.

PLENARY SPEAKER
Dr. Patrick Akos is currently a Professor of School Counseling, Educational Leadership, and the Education Minor at UNC-Chapel Hill. His research interests include strengths-based counseling and helping youth thrive. In addition, a primary focus of his has been on adaptability in transitions across the lifespan involving the developmental intensity and variance of early adolescence, as well as state-environment fit in multiple contexts. He is affiliated with several professional education associations that focus on education and counseling. Dr. Akos has been involved with numerous publications focusing on advancing academic achievement, effective counseling, and his most recent publication involved the socio-demographic moderators of middle school transition effects on academic achievement. Dr. Akos strives to discover how education policy, leadership, and practice can promote thriving in youth. He received his Ph.D from the University of Virginia.
**ENCOURAGING FGCS SUCCESS IN THE PSYCHOLOGY DEPARTMENT**  
**Royal Room**  
Deborah Jones and Michelle Gonzalez  
This session will review an initiative of monthly workshops from the Department of Psychology designed to enhance thriving among first generation undergraduate students in the major. Facilitators will describe the origins of the initiative; with, the discussions, partnerships and efforts that laid the foundation, as well as the activities and topics that have been developed and implemented in the monthly workshops thus far. Participants in this session will also brain-storm and discuss ideas for tailored initiatives to enhance thriving among Carolina Firsts in their own department.

**INNOVATIVE TEACHING PRACTICES**  
Peebles Room  
Kelly Hogan and Viji Sathy, with Jessica Baucom, Nakesha Spellman, Lauren Workman, and Colleen Watson  
Evidence-based teaching practices include pedagogical strategies that increase student’s engagement, investment, and connection with the course content and increase the sense of community in a classroom. Initial assessments in a variety of classes at UNC show that students who experience these teaching practices may be more likely to thrive academically. This session will provide insight from two award-winning instructors on how changes to their teaching practices have contributed to the increased academic performance and engagement of their students. Students from their classes will also be present to provide personal perspectives.
THE POWER OF ONE: HOW MENTORING CONTRIBUTES TO THRIVING
Dowd/Harris
Abigail Panter and Winston Crisp
Mentoring can make the difference between surviving and thriving in academic environments for students and professionals. In this session, two senior administrators share insight on what they’ve observed about effective mentors at Carolina, their own mentoring experiences, and recommended strategies for mentoring undergraduate students and professionals to increase academic engagement and performance, interpersonal relationships, and psychological well-being.

HIGH IMPACT PRACTICES AND THRIVING
Royal Room
Bettina Shuford and Amy Gauthier
High Impact Practices, such as cohort programs, service-learning, and on-campus work provide many opportunities for students to thrive in college. This session will describe how High Impact Practices at Carolina contribute to the academic engagement and performance, interpersonal relationships, and psychological well-being of our students, and how professionals can help students to make the connection between these experiences and their learning and growth along their pathway to success.

SUPPORTING STUDENTS IN DISTRESS
Peebles Room
Maureen Windle, Alaina Silverman, and Brian Doane
Staff from Counseling and Psychological Services will combine information, strategies, and group discussions to help the UNC community engage students who are struggling with their psychological well-being. Participants will walk away being able to identify signs of distress, understand how to respond to the student, and have resources available for further support.

STUDYING THRIVING MALES OF COLOR
Alumni III
Omar Simpson, Chris Faison, and William Jackson
What does thriving look like for male students of color along the educational pipeline? What factors, including their own perceptions about their environment, opportunities, performance, and available resources, contribute to their ability to thrive along the pipeline around academic engagement and performance, interpersonal relationships, and psychological well-being? What can professionals who work with college students do to intentionally and strategically contribute to more minority males thriving at the University? In this session, three PhD students will share insight from their research about thriving male students of color.
POSTER DISPLAYS

Posters provide an opportunity to view examples of programs and services that assist students in being able to thrive while at UNC-Chapel-Hill. Posters will be available inside Alumni Hall.

2015 LDOC HEELFEST: TRANSFORMING UNC’S CAMPUS CULTURE AROUND HIGH-RISK BEHAVIORS ON THE LAST DAY OF CLASSES
Niranhani Radhakrishnan and Natalie Rish
Office of Student Wellness

Student Wellness has collaborated with multiple departments and offices to provide students with a space to safely celebrate Last Day of Classes (LDOC) with an alternative late night event aimed to 1) decrease high-risk behaviors associated with alcohol or drug use and 2) provide a space for students who are seeking a substance-free space to socialize with their peer. We will be actively encouraging all student participants to recognize how they can work collectively to transform UNC’s campus culture around high-risk behavior on LDOC and contribute to their Carolina community by being a part of an alternative event.

COACHING STUDENTS TO SUCCESS: THRIVING IN ACADEMIC PERFORMANCE, SELF-REGULATION, AND WELL-BEING
Kristen Rademacher, Theresa Maitland, Kim Abels, and Robert Pleasants
The Learning Center

The Learning Center has been offering academic coaching services for a decade with much success. This intervention targets aspects of students’ lives critical to thriving at Carolina – academic engagement and performance, self-regulation and overall well-being. Coaching, which promotes action and self-awareness, is a collaborative model in which students set measurable goals, develop action plans, and establish accountability strategies. Studies conducted at UNC and elsewhere suggest that coaching improves critical self-regulation and thinking skills needed for success in college (Richman, Rademacher & Maitland, 2014). Two large scale studies found that first-year students who received regular coaching had better retention and graduation rates than those who did not access coaching (Bettinger & Baker, 2011; Field et al., 2010).

INCLUSIVE OUTREACH FOR COMMUNITY COLLEGE TRANSFER STUDENTS IN NORTH CAROLINA
Emily Gomez
University Career Services

The University of North Carolina at Chapel Hill University Career Services began conducting outreach to community colleges in February 2013 to introduce prospective transfer students to career services and the benefits of utilizing resources early. Brief, targeted presentations by a career counselor demonstrated intentional collaboration with transfer coordinators and advisors at the University and community college. Early outreach to community college students supports academic preparedness and the ability for incoming community college transfer students to participate in transfer success initiatives that positively influence retention and persistence to graduation.

STARFISH RETENTION SOLUTIONS: START TO Finish
Craig Johnson
Starfish Retention Solutions, Inc.

Starfish Retention Solutions offers a student success platform for holistic advising including early alert, appointment scheduling, academic planning, case management, and in-depth analytics. Together with nearly 15 institutions in North Carolina, and more than 250 institutions across the country, we are helping students finish what they start.

UNDERGRADUATE RESEARCH AND STUDENT SUCCESS
Dr. Krista Perriera and Dr. Donna M. Bickford
Office for Undergraduate Research

The Office for Undergraduate Research (OUR) manages a number of programs designed to facilitate access to undergraduate research opportunities, including individually-mentored independent research projects and course-based research experiences. Undergraduate research is a High Impact Practice; data demonstrates that participation in undergraduate research correlates with a number of positive outcomes, including higher rates of retention and persistence to graduation, higher GPAs, increased rates of acceptance to graduate and professional schools, and increased student satisfaction. It enables students to transform from being a knowledge consumer to a knowledge producer. This poster describes OUR signature programs and tracks participation in these programs.

WRITE HERE, WRITE NOW: THE WRITING CENTER AS A RESOURCE FOR THRIVING STUDENTS
Gigi Taylor, Vicki Behrens, and Kim Abels
The Writing Center

The Writing Center offers a range of support to help students thrive in diverse university writing contexts. At UNC, students must learn to communicate as members of their academic disciplines, using appropriate vocabulary, logic, and formats. They must also shift from one set of conventions to another as they write in courses across the curriculum. And they must represent their accomplishments in writing as they apply for jobs, programs, and funding. Our poster will demonstrate how we engage with student writers throughout their time at Carolina, giving our campus partners a fuller understanding of our services and methods.
THRIVING IN COLLEGE CONFERENCE WORKSHEET: NOTES & REFLECTIONS

Dear Conference Attendee: Thank you for attending today’s event and for your commitment to undergraduate student success. Use these pages to write down important thoughts and observations throughout the day. Questions are provided to help you reflect on today’s sessions and consider how to bring the insight and knowledge you gain today back to your daily work.

I. KEYNOTE: DR. LAURIE SCHREINER
   Why do we want students to thrive and not just survive in college?

II. POSTERS
   What are some of the experiences at Carolina that contribute to student thriving?

III. BREAKOUT SESSION I
   Key points

IV. BREAKOUT SESSION II
   Key points

V. PLENARY: DR. PATRICK AKOS
   How can faculty, staff and professionals encourage student thriving
THRIVING IN COLLEGE CONFERENCE WORKSHEET: CONTINUING THE CONVERSATION

I. What is the role of psychological well-being in student success?

What more could the University do to support psychological well-being among undergraduates?

What can your office, unit, or department do to enhance psychological well-being among undergraduates?

II. Thriving students exhibit the following behaviors:
   a. engaging in the learning process
   b. investing effort to reach important educational goals
   c. managing their time and commitments effectively
   d. connecting in healthy ways to other people
   e. feeling optimistic about their future
   f. feeling positive about their present choices
   g. appreciating differences in others
   h. making a contribution to their community
Select one of the above behaviors that you think your office, unit, or department positively contributes to.

How does your office support this behavior of thriving students?

What more might your office, unit, or department do to enhance support for students so that they can thrive at Carolina?

III. What are some tangible next steps you could do after this conference to keep the conversation about thriving moving forward in your office, unit, or department? How can you keep the conversation going on campus?
RELATED RESOURCES
For your reference, cited sources and additional resources will be listed on the Undergraduate Retention website at http://studentsuccess.unc.edu/student-success-conference/.

SELECT PUBLICATIONS FROM LAURIE SCHREINER

PLANNING COMMITTEE
Candice Powell, Retention Specialist, Undergraduate Education (Planning Committee Chair)
Alison Spannaus, Associate Director, New Student and Carolina Parent Programs (Planning Committee Co-Chair)
Katie Cartmell, Transfer Student Coordinator, Undergraduate Education
Nikki Glenos, Academic Advisor, College of Arts and Sciences
Deb Graczyk, Academic Advisor, College of Arts and Sciences
Michelle Brownstein Horowitz, Assistant Director, UNC Hillel
Carla Rodriguez, Coordinator, New Student and Carolina Parent Programs

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