Think about a time when you were THRIVING
Psychosocial • Motivation

Attitudes

Behavior

• Engagement

• Learning
• Graduation

Student Success
Positive Psychology

The Fulfilled Individual

The Thriving Community
Thriving: Fully engaged, energized, and making the most of the college experience
Criteria for Including a Construct

Measurable
Empirically connected to student success
Malleable (state vs. trait)
Interventions make a difference
The Thriving Quotient (TQ)

Based on existing malleable constructs predictive of student persistence and GPA

25-item instrument with responses ranging on a 6-point Likert-type scale of 1 = strongly disagree to 6 = strongly agree

Coefficient alpha = .89

Confirmatory factor analysis: five-factor model with a higher-order construct of thriving
A New Lens for Student Success

Thriving in Transitions: A Research-based Approach to College Student Success

Academic Determination
Engaged Learning
Positive Perspective
Social Connectedness
Diverse Citizenship
Academic Determination
THRIVING
Engaged Learning

“I have learned more than I ever thought I could and have seen things in different ways that I never thought of”
Academic Determination

- **WORK HARD**
  - Motivated to reach realistic goals
- **SELF-REGULATED LEARNER**
  - Time and resource management
- Know how to apply strengths to academic tasks
Diverse Citizenship

- Value differences in others
- Want to make a difference
- Think I can make a difference
- Act to make a difference
Social Connectedness

“I have made deep friendships that I know will last a long time.”
Positive Perspective

“There are always ups and downs, but this place really sets you up for the ‘ups’ – it’s all what you make of it!”
Four Major Pathways to Thriving

• Campus Involvement
• Student-Faculty Interaction
• Spirituality
• Sense of Community
Different Pathways to Thriving

Ethnic minority students had fewer “pathways” to thriving than majority students—and those pathways differed across ethnic groups.
Hurdles to Campus Involvement

Latino students’ major hurdle was not living on campus.

African American students’ major barrier was having to work more than 20 hours a week off campus.
Pathway #1: Campus Involvement

- INVITE input, participation, and leadership
- Connect involvement to future goals
- Include families in orientation
- Pay attention to time and availability for commuters and working students
Pathway #2: Student-Faculty Interaction

African American students interacted the most and benefited the least.... BUT: validation and challenge made the difference
Latino/a Students and Faculty

Latino/a students had few interactions—and interactions were often negative.... BUT: social connections mattered
Asian students had few interactions with faculty.... but flourished when connected through the major
1. Build optimistic student-faculty relationships
2. Provide challenge, not remediation
3. Stress a growth mindset
4. Value multiple perspectives
5. Provide instructive feedback
Spirituality was a major pathway to thriving for students of color.
Pathway #3: Spirituality

- Advising that focuses on calling, meaning, and purpose
- Mentoring
- Faculty and staff willing to engage in dialogue
- Partnerships with faith-based organizations
- Sacred space on campus
- Weaving interfaith observances into diversity celebrations and training
Pathway #4: Sense of Community

Psychological sense of community was the strongest contributor to thriving for all students.
# Sense of Community

<table>
<thead>
<tr>
<th>Membership</th>
<th>Relationship</th>
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<tbody>
<tr>
<td>Symbols, signs, rituals</td>
<td>Opportunities for positive interactions</td>
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<tr>
<td>Not just “welcome” but a full member of the community → sense of belonging and validation</td>
<td>Celebrations</td>
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<td></td>
<td>Shared emotional connection</td>
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<tr>
<th>Ownership</th>
<th>Partnership</th>
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<td>Student voice</td>
<td>Interdependence</td>
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<tr>
<td>Contribution</td>
<td>Shared goals</td>
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<tr>
<td>Mattering to the institution</td>
<td>Reciprocity</td>
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Institutional Integrity: Delivering On Your Promises
An Increase in Diverse Learners

• 80% of the growth in new student enrollments in the next decade will come from low-income students and students of color

• Diverse learning styles and needs of students

A key advantage will be the ability to help diverse learners recognize and capitalize on the talents they bring to the learning environment
Strengtshs Development → Individual Thriving
Becoming The Best Version of Yourself

Rather than sending the message that there is one path to success, a strengths development approach encourages us to become the “best version of ourselves” in order to succeed in academics and in life.
Strength =

\[(\text{Talent} + \text{Energy}) \times (\text{Knowledge} + \text{Skill})\]
It’s all about strengths development!
Look for what each student brings to the learning environment and communicate appreciation, respect, and trust that students are capable of learning.

Bain, K. (2004). *What the Best College Teachers Do*
Strengths Development → Individual Thriving
Sense of Community → A Thriving Campus
How would you describe a thriving campus?
In Students’ Words

A place that …
• Accepts me for who I am
• Is safe
• Helps me figure out who I can become
• Engages me in the learning process
• Is committed to a common goal

But also …
• Encourages and challenges me to fulfill my potential
• Gives me room to grow
• Helps me see where the world needs my talents
• Challenges me to take responsibility for my learning
• Embraces the diversity of thought and experience that makes all of us better
Strategies for Thriving as a Campus

• Create an environment that brings out the best
  – Identify strengths and assets at entrance
  – Strengths development as a philosophical approach in advising, residence life education, leadership programs, pedagogy, Human Resources

• Put learning at the center
  – Decision-making lens
  – Embodied mission: Faculty-student life partnerships

• Strengthen the sense of community on campus
Sense of Community as a Lens for Thriving

- Do students feel they matter?
- Have students contributed and had opportunity for input?
- Have we reached all types of students in ways that meet their needs?
- Have we created partnerships toward bigger goals?
A Thriving Campus Brings Out the Best in All of Us

Students
Faculty
Staff
Administrators
The Local Community
Join us for the Thriving Project!

www.ThrivingInCollege.org

Take a handout – give us your business card
We’ll send you the Power Point slides and more info