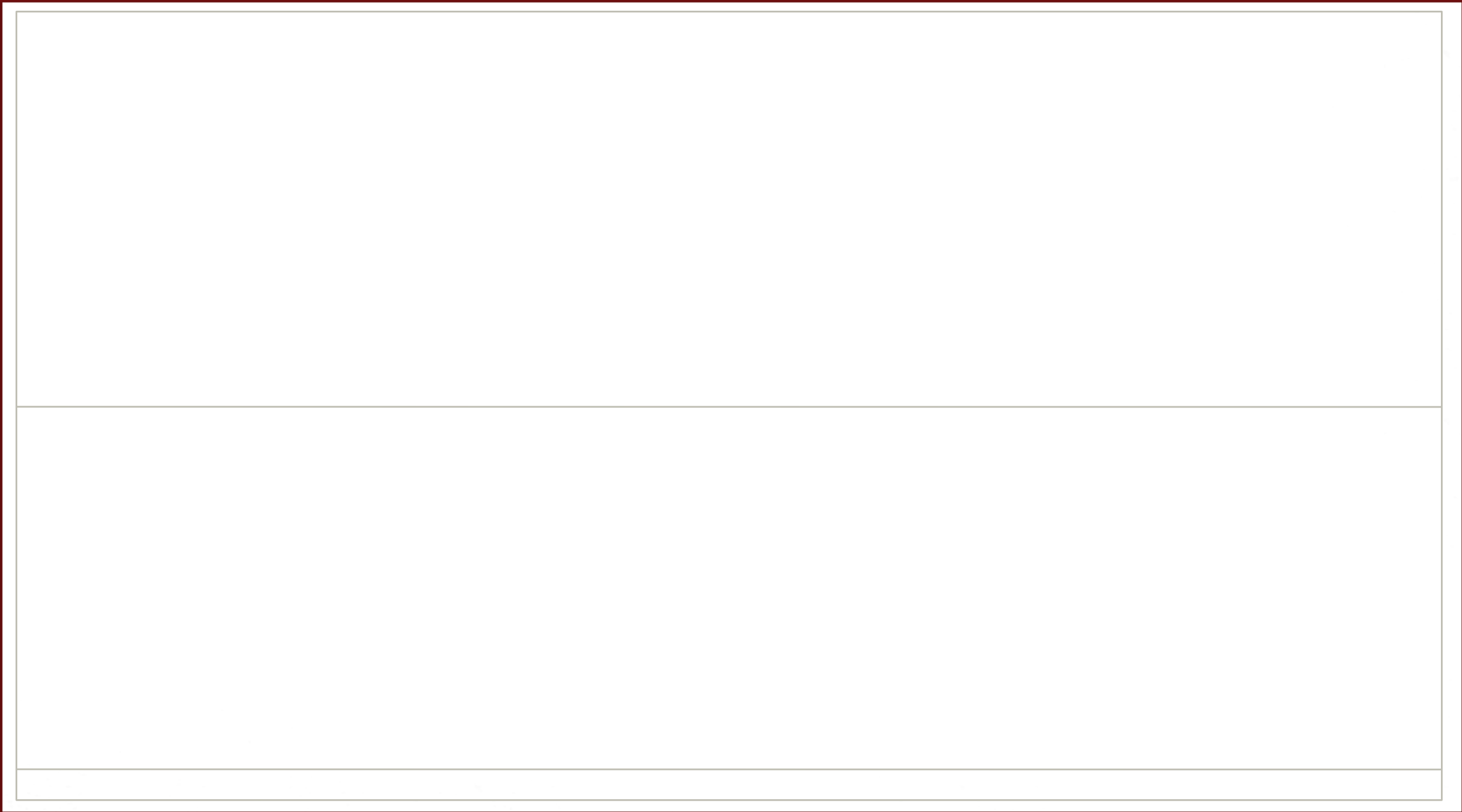




Beyond Surviving: Developing and Validating a Model of Thriving

*Laurie A. Schreiner, Ph.D.
Professor, Department of Higher Education
Azusa Pacific University*



Think about your own experience as a student.

How did you judge whether or not you were successful?



To what do you attribute your success?
("I succeeded because ...")

The background of the slide is a dense field of 3D question marks. Most are light gray, but one in the center-left is a vibrant blue. The lighting creates soft shadows, giving the question marks a three-dimensional appearance.

“Implicit Theory” of Student Success

Our underlying beliefs
about ...



“Implicit Theory” of Student Success

Why students succeed

The background of the slide is a dense field of 3D question marks. Most are light gray, but one in the center-left is a vibrant blue. The lighting creates shadows, giving the question marks a three-dimensional appearance.

“Implicit Theory” of Student Success

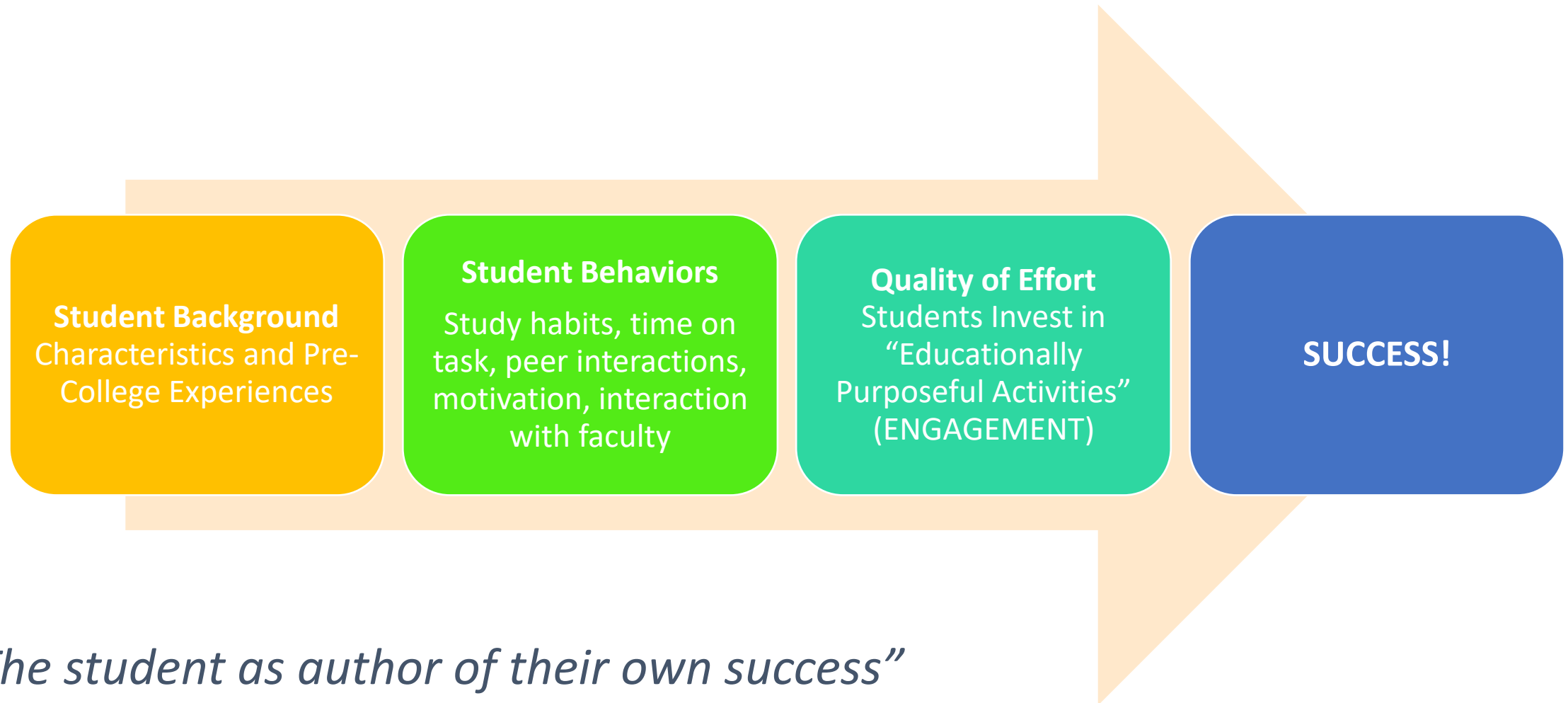
Why students fail




“Implicit Theory” of Student Success

What should be done
to reverse the failure

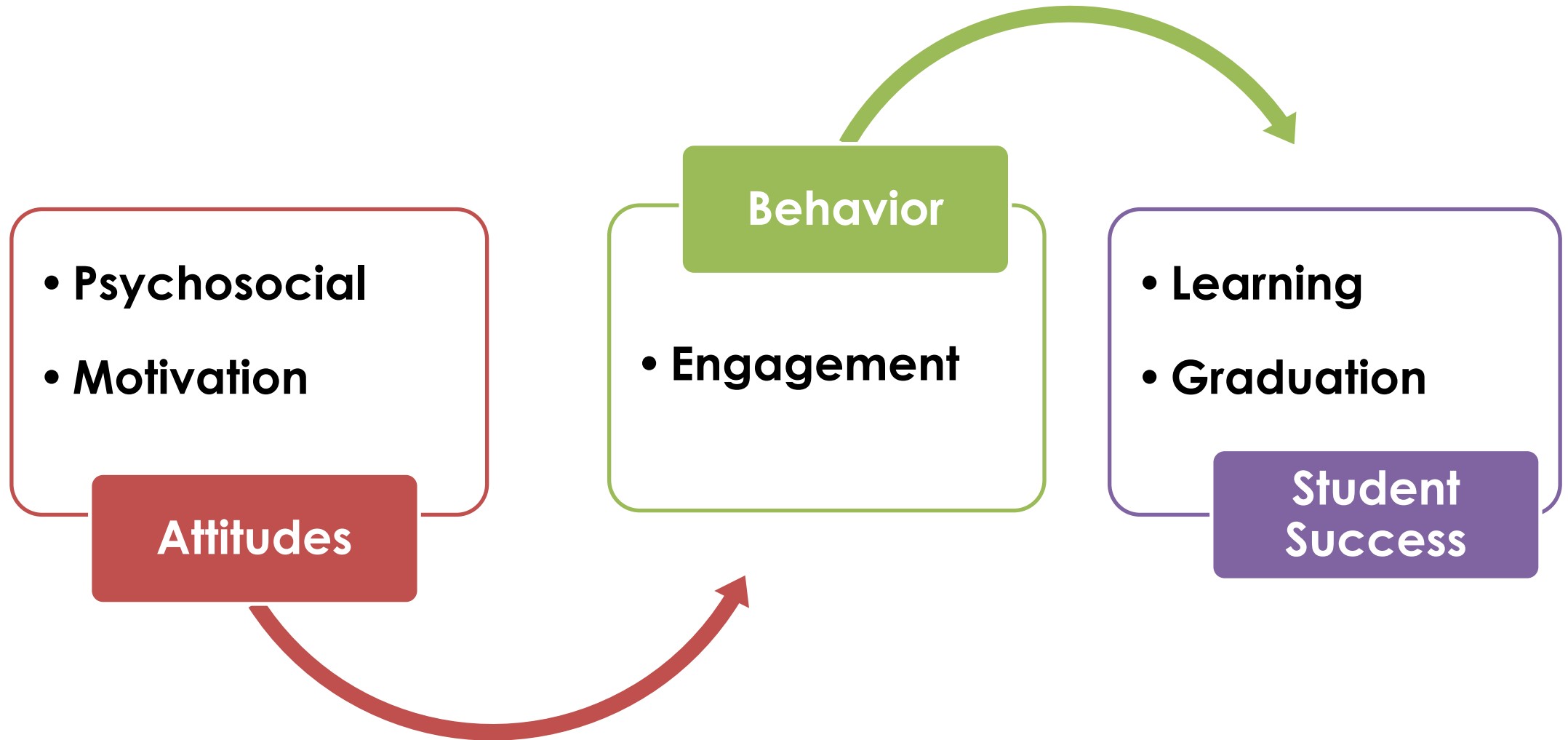
Dominant Paradigm: “The Successful Student”



“The student as author of their own success”



Systemic barriers to success are ignored – and the role of educators in creating an environment conducive to learning and success is missing



Thriving—more than just surviving!

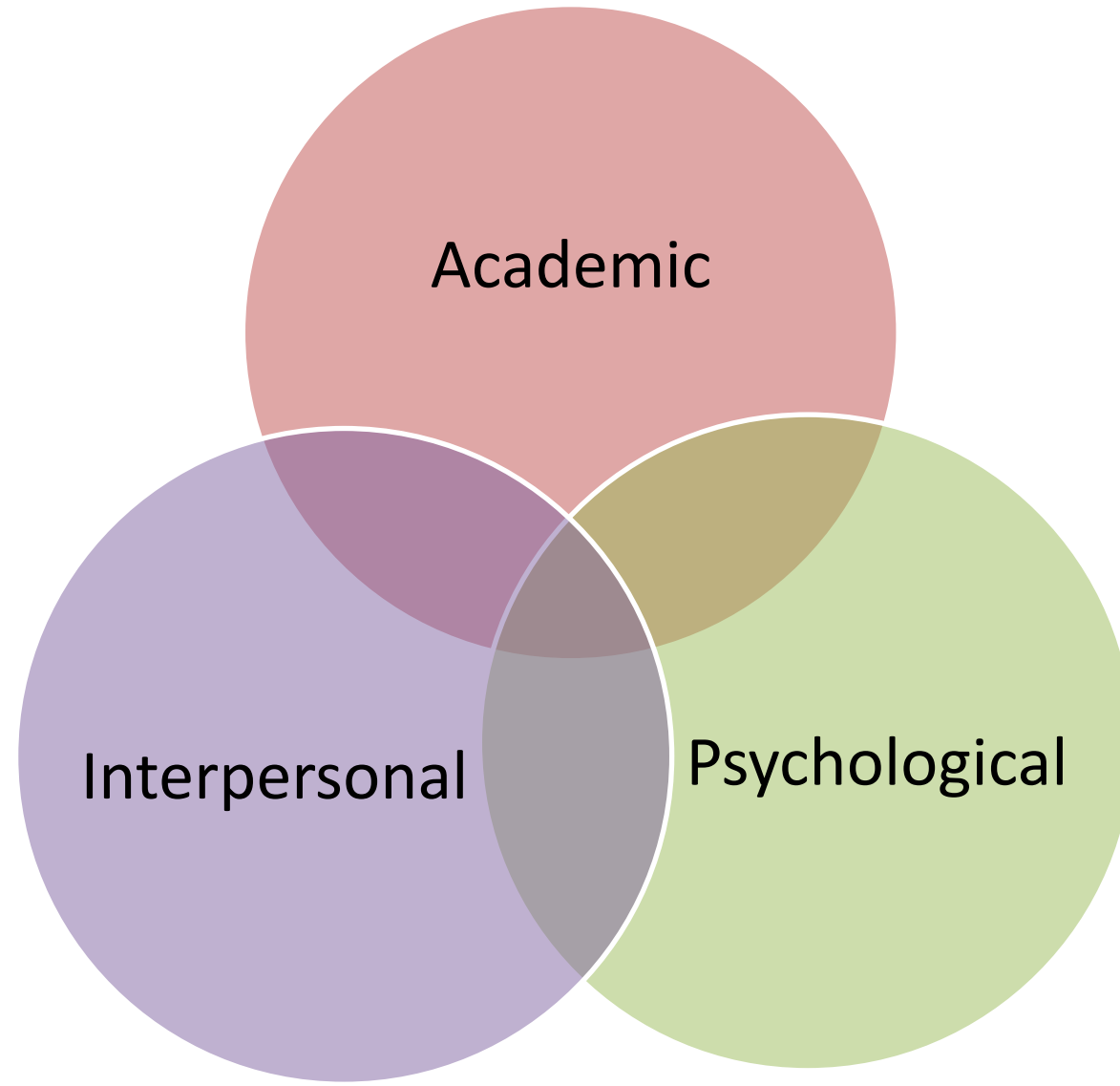


What does it *mean* to thrive?
What does it *take* to thrive?





Thriving: Fully engaged, energized, and making the most of the university experience



- Based on existing malleable constructs predictive of student persistence and GPA
- 24-item instrument
- Confirmatory factor analysis: five-factor model with a higher-order construct of thriving

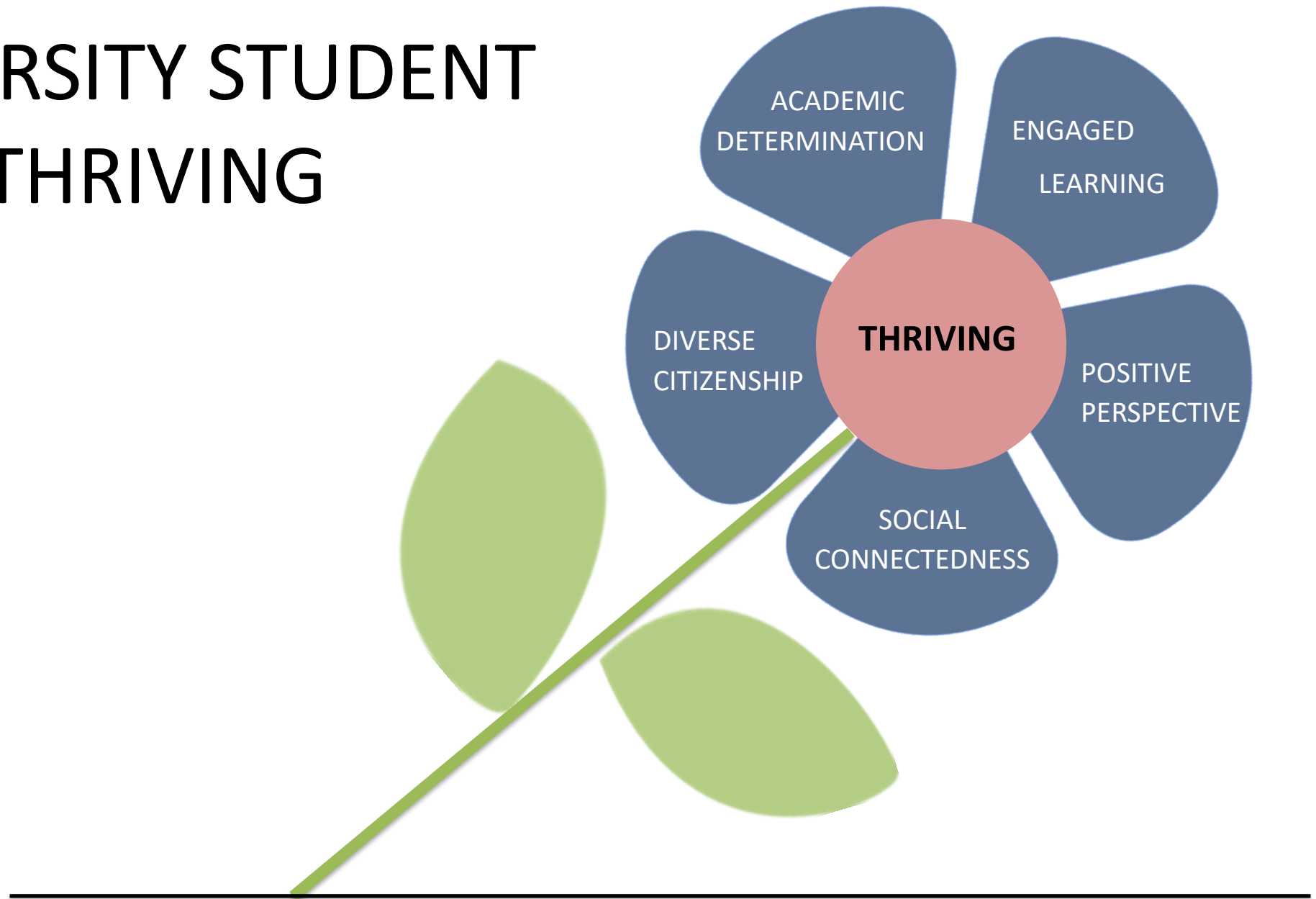
The Thriving Quotient (TQ)



$$\alpha = .89$$

$\chi^2_{(114)} = 1093.83, p < .001, CFI = .954; RMSEA = .054$
with 90% confidence intervals from .052 to .058

UNIVERSITY STUDENT THRIVING



Engaged Learning

$\alpha=.87$

Learning That Lasts!

Meaningful Processing

- Connections
- Energy
- Relevance and application



Academic Determination

$\alpha = .82$

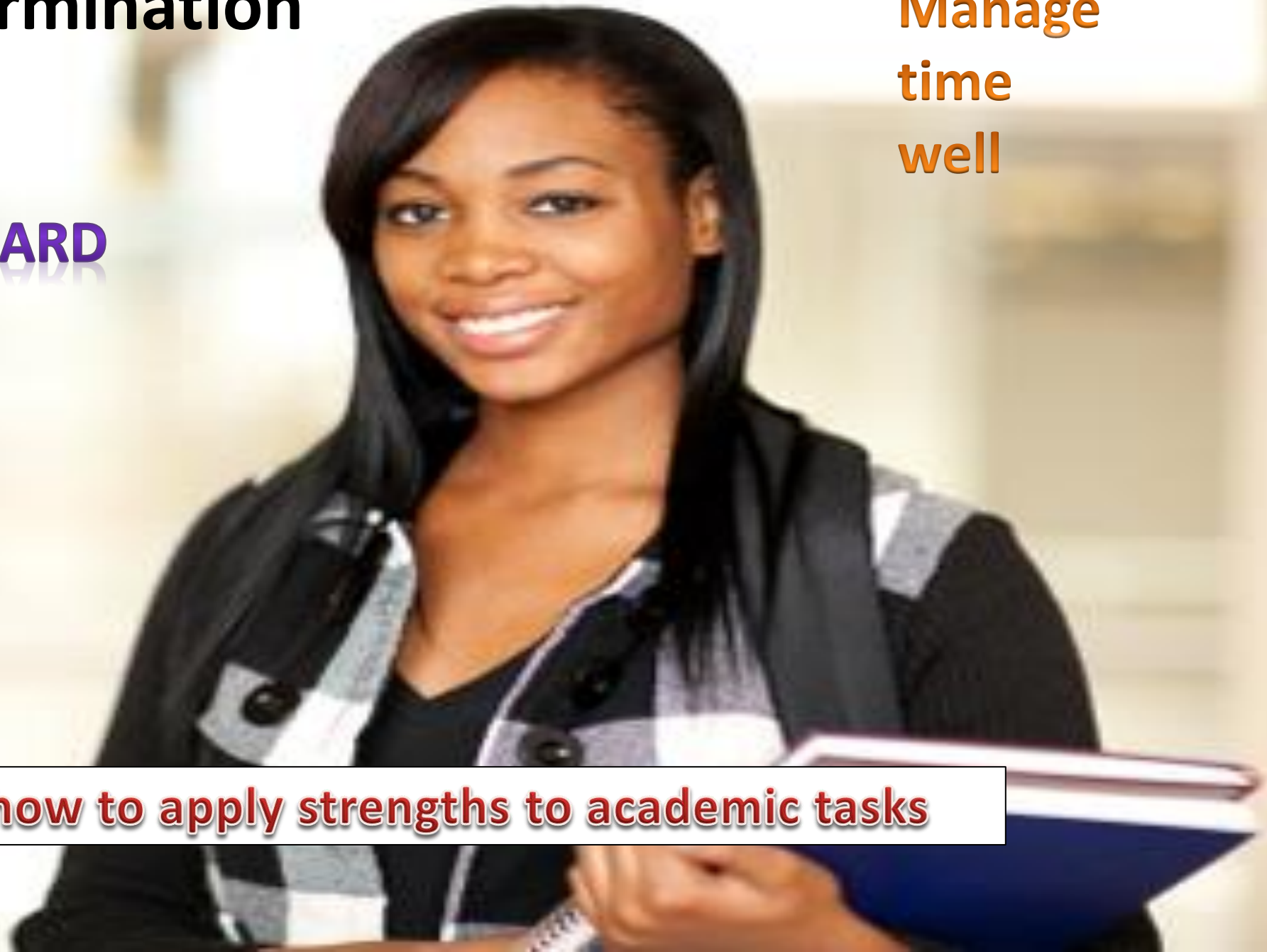
Manage
time
well

WORK HARD

Motivated

SELF-REGULATED
LEARNER

Know how to apply strengths to academic tasks



Diverse Citizenship

$\alpha = .79$

Value
differences
in others

Want to
make a
difference

Think I can
make a
difference

Act to
make a
difference

Social Connectedness

$\alpha = .83$



Feeling supported by others, having close friends, not feeling lonely

Positive Perspective

$\alpha = .78$



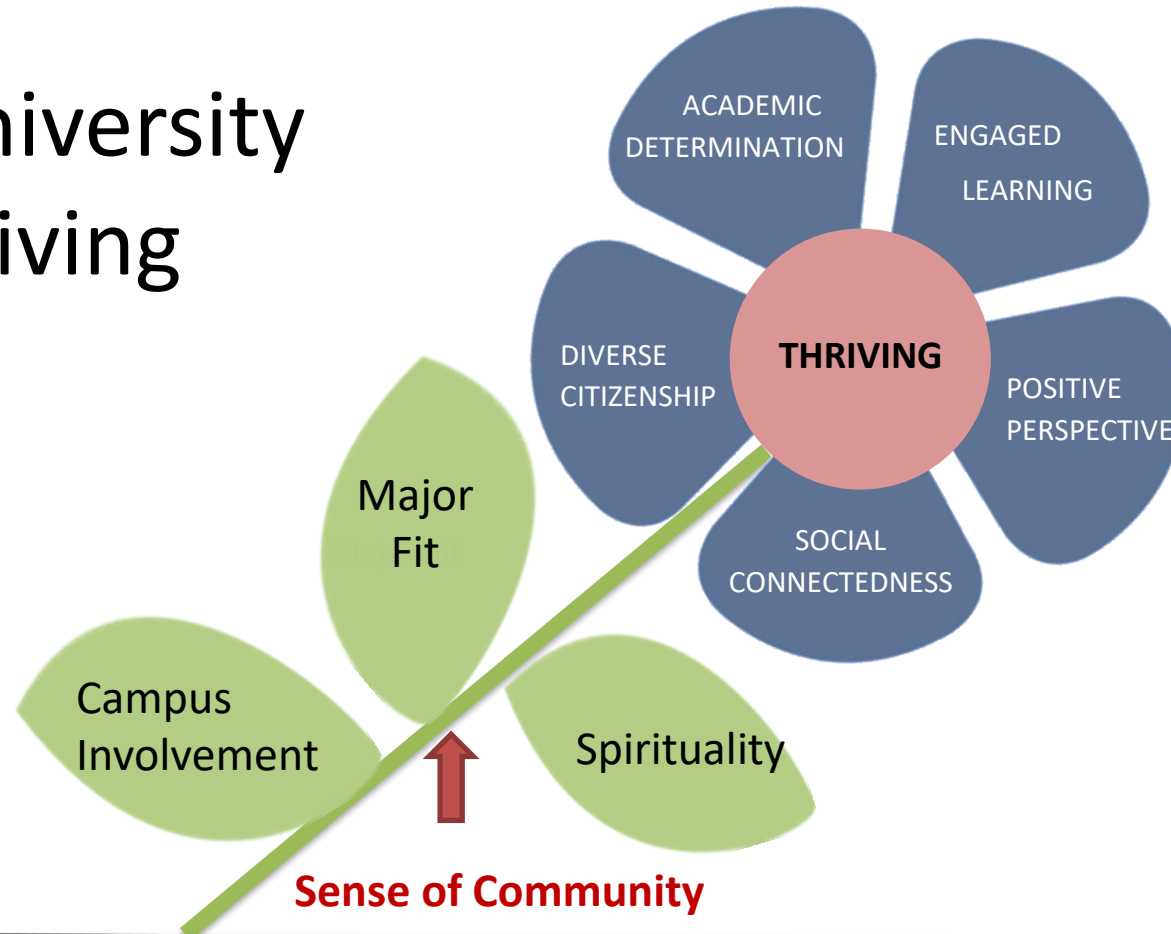
Realistic Optimism: Long view of future success

**Thriving is
malleable!**



We can intervene to make a difference in students' thriving levels -- and in their ultimate success.

Pathways to University Student Thriving

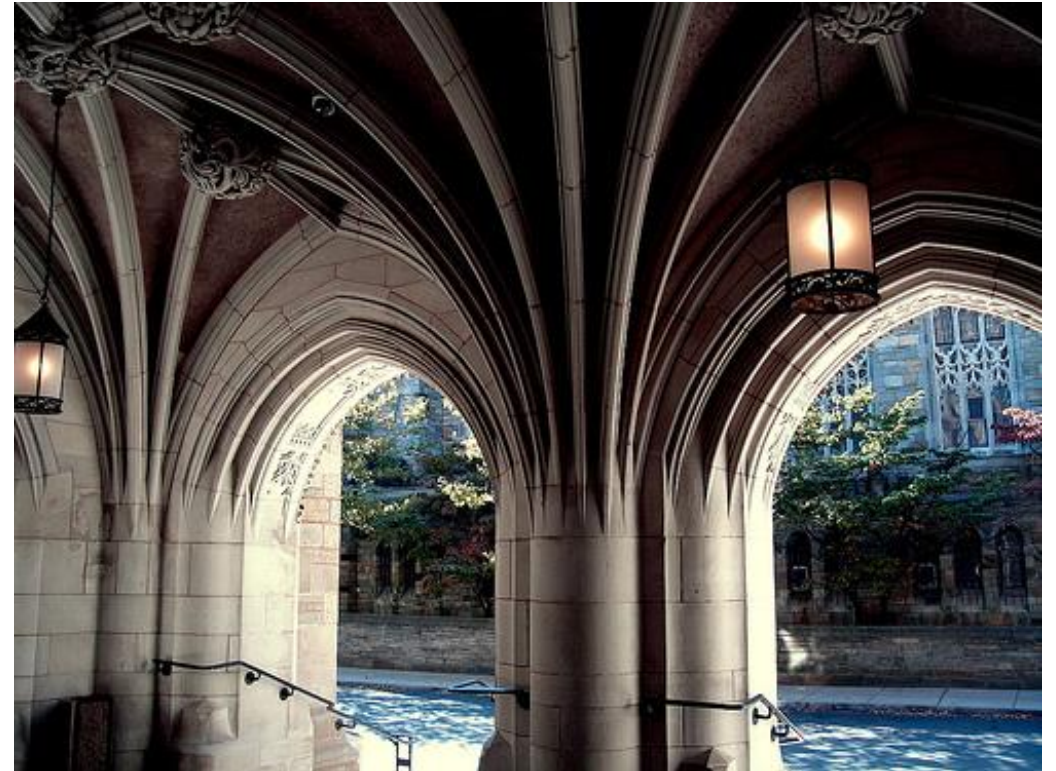


A Shift in the Primary Burden of Responsibility

FROM:



TO:



Age

BIPOC

Female

HS Grades

Degree Goals

First Choice

First Gen

Income

Major
Certainty

Faculty

Institutional
Integrity

Thriving

Spirituality

Sense of
Community

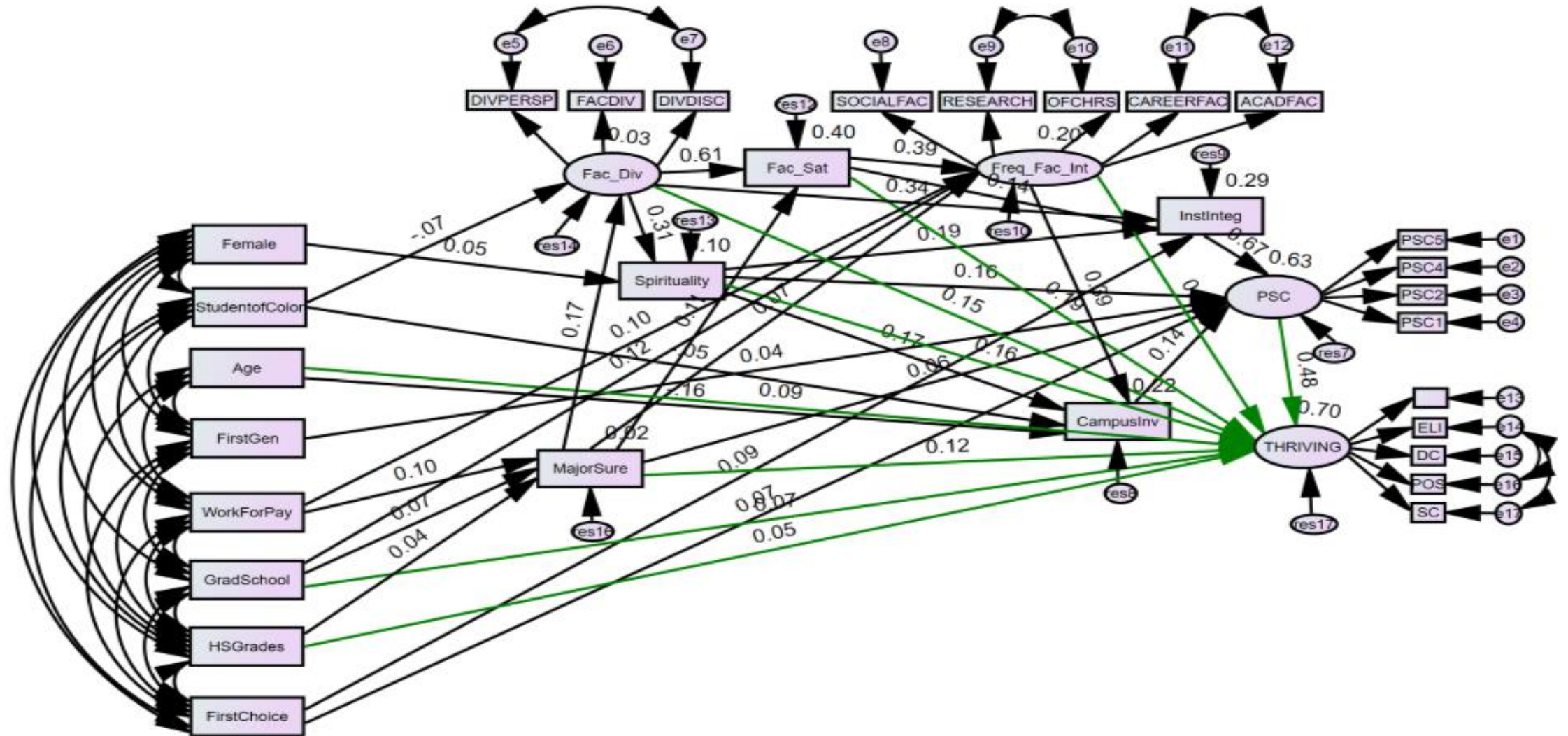
Campus
Involvement

Living on
Campus

Works for
Pay

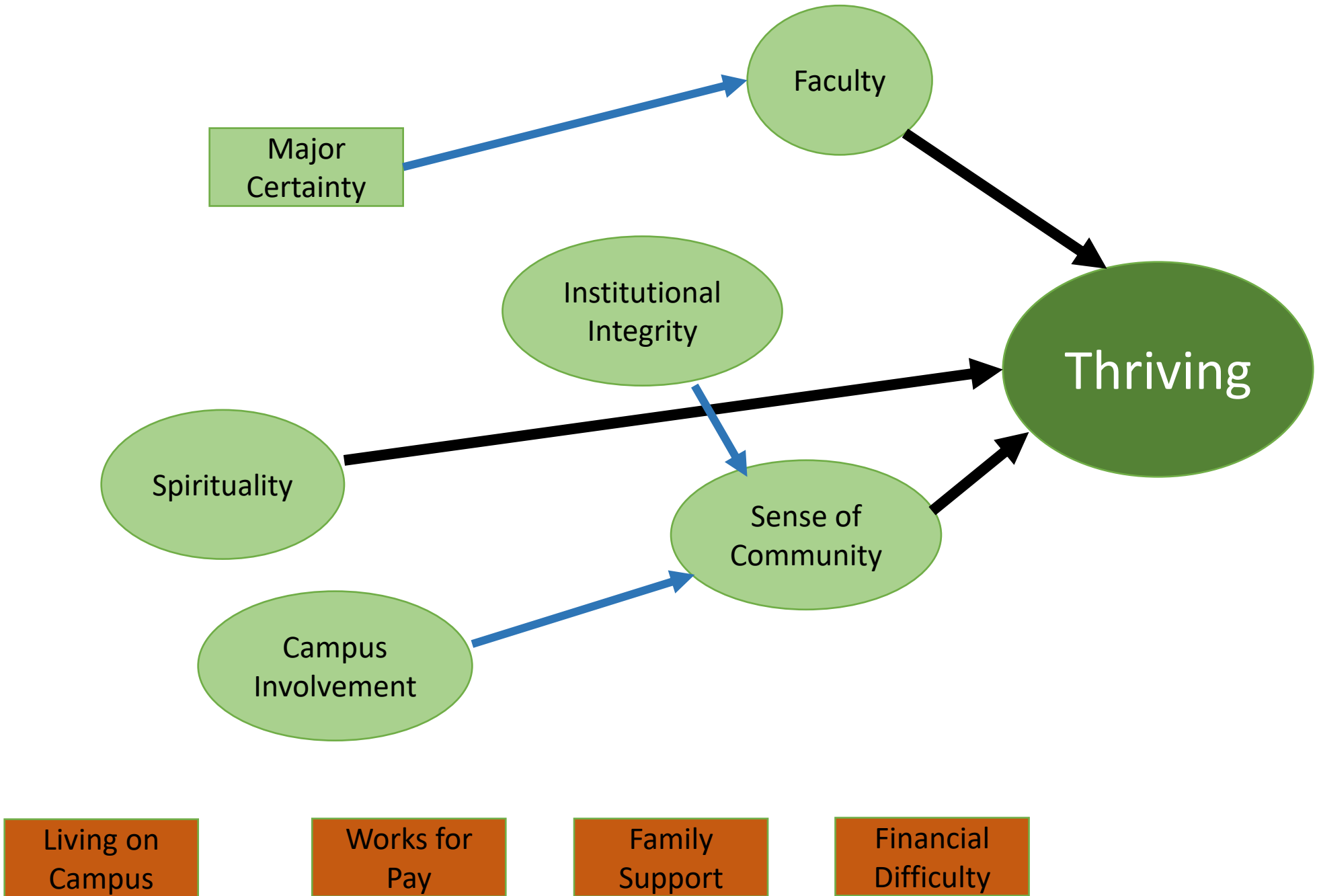
Family
Support

Financial
Difficulty



$\chi^2_{(375)} = 4740.20$ ($p=.000$); CFI = .924; RMSEA = .044;
 $R^2 = .70$

- Age
- BIPOC
- Female
- HS Grades
- Degree Goals
- First Choice
- First Gen
- Income



Living on Campus

Works for Pay

Family Support

Financial Difficulty

Direct Pathway to Thriving: Spirituality

- Advising that focuses on meaning and purpose
- Faculty and staff willing to engage in dialogue
- Contemplative practices
- Partnerships with faith-based organizations
- Sacred space on campus
- Weaving interfaith observances into diversity celebrations and training



Direct Pathway to Thriving: Student-Faculty Interaction

Frequency

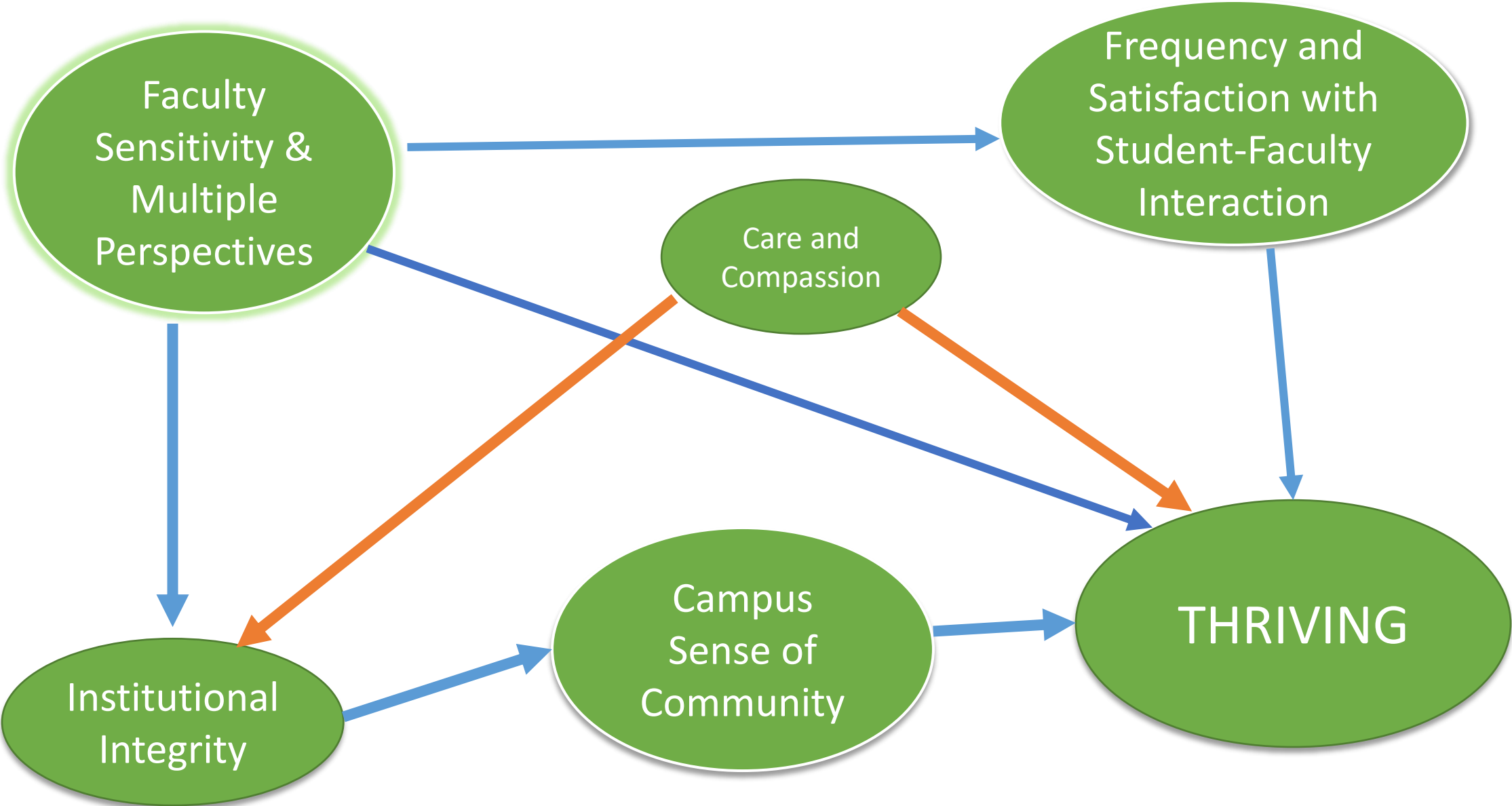


Satisfaction



Sensitivity to Diverse Learners and Multiple Perspectives





Rewarding Student-Faculty Interaction

In the classroom: active learning, inclusive pedagogy, and accessibility cues

Conversations about careers; “painting a picture of the future”

Engaging dialogue around academic issues

Research partnerships

Validation – “you deserve to be here”

“She believed in me before I believed in myself”



Psychological sense of community is the strongest contributor to thriving.



Sense of Community

Membership

Symbols, signs, rituals

Not just “welcome” but a full member of the community → sense of belonging and validation

Relationship

Opportunities for positive interactions

Celebrations

Shared emotional connection

Ownership

Student voice

Contribution

Mattering to the institution

Partnership

Interdependence

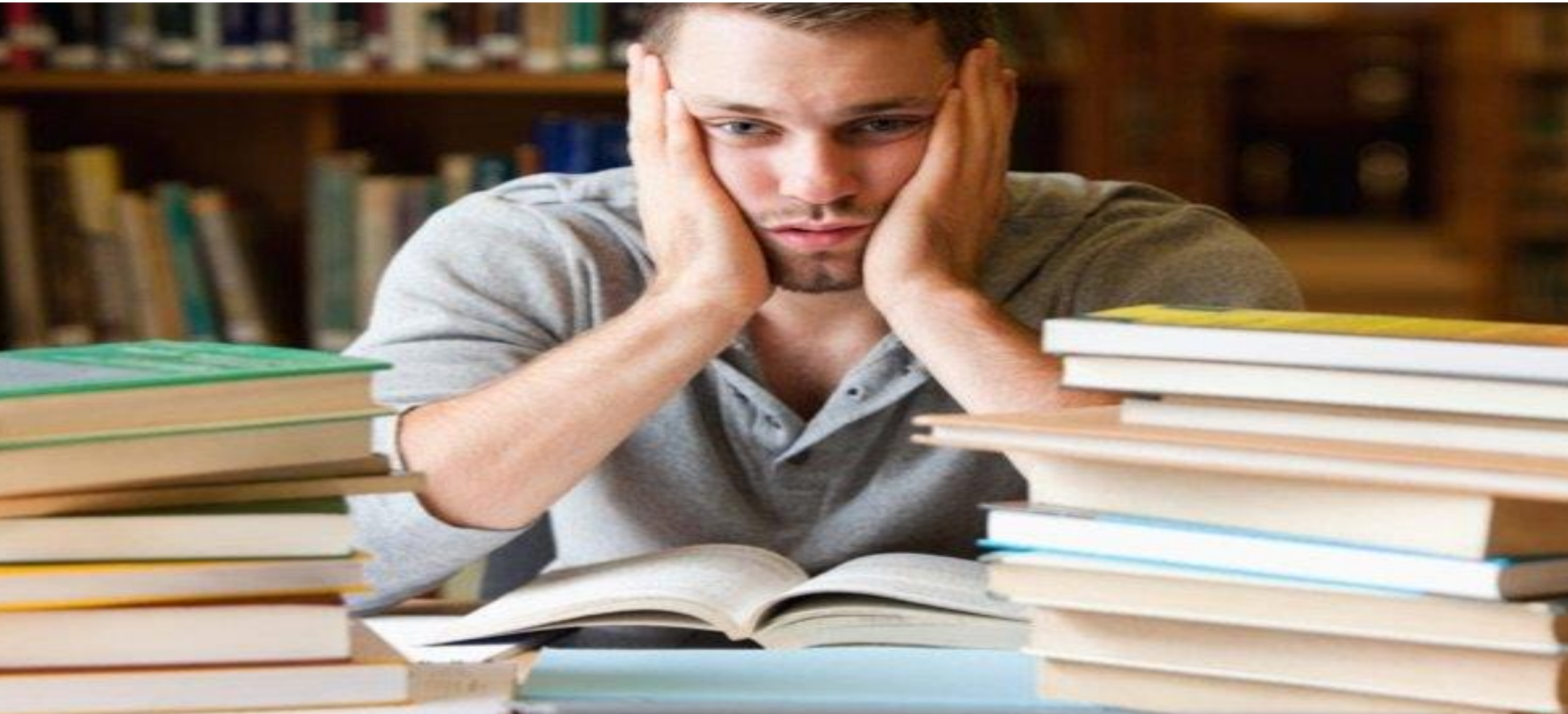
Shared goals

Reciprocity



Struggle of any kind can be internalized by students as evidence that they do not belong.

(Walton & Cohen, 2007)



Fostering a Sense of Belonging on Campus



Faculty and staff
“go the extra
mile”

Students have at least one faculty or staff member they trust

- to provide info and support
- to connect them to resources

Museus, Yi, & Saeula, 2017

Institutional Integrity: Delivering On Your Promises



#1 predictor of sense of community
in students of color in PWIs

Institutional Integrity: Delivering On Your Promises



-- faculty and staff actions are congruent with the mission



-- expectations are met



-- campus is accurately portrayed during admissions

Thriving in Transitions

- Positive Appraisal – “I can handle this”
- Providing Support – “I’m not in this alone”
- Using Effective Strategies – “I know what to do”



