

No reports from:
Academics
Athletics
Operations
Student Life
Student Government

Administrative Services

Presented by Hannah Litwiller

SOCIAL COMMITTEE/MORALE BOOSTERS

Upcoming events:

- April 21 - 10 minute massages on campus with alum massage therapist
- President's Recognition Reception
 - 9am Brunch on May 8, 2023
- May Day Event
 - Following parade on May 12, 2023; invitation going out to families this week.

VECTOR SOLUTIONS

54 outstanding trainings – including adjunct faculty.

Would love feedback on how to get your staff to complete their trainings through Vector Solutions.

It's being announced in various meetings, but Directors are also not getting their trainings completed.

BOARD PREP

In the thick of it now.

Business Office

Prepared by LeAnn Moore, CFO

Business Affairs

Met March 3, 2023 to discuss Tuition & Aid Proposal by President Favara and Alex Wuest. Also met on April 5, 2023 to approve 2023-24 budget proposal and discuss a proposal to suspend the Graduate Assistant Program. The Committee will meet again on April 17, 2023 to discuss scholarship policies and SGS discount/scholarship possibilities. Please let LeAnn Moore, Chair, know if you have any topics you need BAC to discuss.

Benefits Committee

Did not meet in March, but is still working through deciding on a recommendation for a third party administrator to oversee the College's retirement plan.

Business Office

February 2023 financials will be completed and posted on College Council website by end of the month. Updated expense and restricted reports will be distributed the week of April 10th.

March 31, 2023 Accounts Payable (open invoices) ended at \$148,325. For cash flow purposes, as we finish up the last 3 months of the fiscal year, it is extremely important for people to be turning in invoices in a timely manner so payments can be budgeted for accordingly. March 31, 2023 Accounts Receivable (student accounts) ended at \$3,899,209. Of this balance, the total SAS (on-ground) remaining balances for FA-22 and SP-23 enrolled students was \$658,005 (made up of 174 students). Students were allowed to carry over up to \$3,000 into the SP-23 semester. Of this balance, the total SPE & SGS (on-line) remaining balance for FA-22 (C & D term) and SP-23 (A & B term) enrolled students was \$129,473 (made up of 66 students). Students in online programs are not allowed to carry over any balance into their next term. March ended with a net deficit of \$500,960 (March operating revenue minus operating expenses).

The following deadlines for the Business Office are coming up or just wrapped up:

- Annual HEERF Report (March 24, 2023) – Completed
- Annual EZ Audit (March 31, 2023) – Completed
- Annual Financial IPEDS Report (April 5, 2023) – Completed
- Annual RAN Loan Application (April 2023) – Application not open yet
- Annual 990 Tax Returns (May 15, 2023) - Started



Enrique N. Barreiro, Ph.D., MBA, MPM
Faculty Senate President
Central Christian College of Kansas

To: College Council

3.31.2023

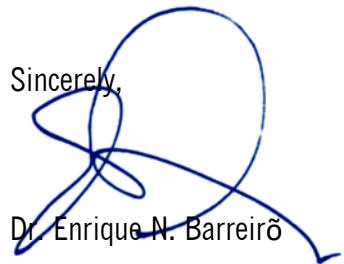
Re: Report

Thanks for the opportunity. Here is the Faculty Senate report:

- Thriving Campus Faculty Survey
 - The faculty completed this survey.
- Faculty/Athletics Collaboration Update
 - Athletics will still be looking into practicing hours, and will follow up with Academics.
Athletics suggested Faculty (1) are more intentional in grading (within 2 weeks), (2) Alerts – we try to keep alerts every two weeks – to help with persistence of students, (3) adhere to the travel lists, (4) involvement and engagement outside of the classroom (ex. Trying to attend athletic events).
 - Feedback from faculty: Students aren't showing up to class/turning work in. To look into – how can we help with persistence? Teachers can look at students grades in canvas and contact them or talk with them after class.
 - Feedback from Jacob Rudolph – He sends out alerts to students when faculty submit them. He will go as far as to try to catch students going in and out of classrooms to talk to them and encouraging them.
 - Feedback from Dr. Vanderhoof – we are trying various strategies to get every student on board.
- Student SGA Representative in Faculty Senate
 - SPOC has been empowered on this matter. Will be addressed next month.
- Civic Engagement Paper: From Dr. Anderson
 - Will wait until next month.
- ChatGPT – Tanner L.
 - We can look at this to be used for good. Tanner gave a speech that was written in about 10 seconds using ChatGPT. It is a great place for ideas and it can save a lot of time. It can detect plagiarism (but not plagiarism by itself). It doesn't always give the same sources for plagiarism. Turnitin has updated its system to catch Chatgpt papers. APA /MLA have not come out with how to cite a ChatGPT paper as a reference. Online faculty are currently having issues with this. Tanner counters it by collecting writing samples

- (pen and paper) from students at the beginning of class so he can compare their writing style to what they turn in.
- From Dr. Vandeerhoof - In Microsoft, it is an add-on that costs money. Doug will be looking into this more, too. What language should we develop for our syllabus for Fall 23?
 - Petition to walk
 - Some students were approved to walk and others were not.

Thank you for the opportunity. Please reach out if you have any questions.

Sincerely,

Dr. Enrique N. Barreiro

Foundation/Advancement Report to the College Council
Central Christian College of KS
April 2023

Prepared by Dr. David Ferrell

1. **Capital Campaign Update** – We are in the silent phase of the capital campaign. The different “buckets” are a) dining hall renovation, b) residence hall expansion, c) rehabilitative & mental health program expansion, d) outdoor fitness park, e) annual fund and scholarships. Handout material is being finalized. The first “asks” as part of the silent phase are being made. President Favara, Joe Johnston and David Ferrell have made contact with the potential donors.
2. **Don Anderson gift** – The transition of bringing the CRUT to Central is progressing nicely. We are nearly ready to list the properties in WA and AZ. The successor trustee is in the process being transferred from Don’s son, David Anderson, to Central Christian College with David Ferrell as the agent for the College. Tim Burkhart with the Free Methodist Foundation, has been very helpful in assisting in the transition. His expertise has been invaluable.
3. **Estate gift** – We learned of another estate gift, but do not know the amount or whether or not it is unrestricted or restricted. A letter is coming our way probably this week.
4. **Becker Family** – We are expecting a small final distribution this spring from the Becker Family estate, unrestricted.
5. **Delores Dickerson Fitzgerald** –Delores’ daughter, Melanie Darniele, has indicated that a final distribution will be coming later this spring. Again, we are so thankful for an alumnus who remembered Central in their estate planning. Some minor mineral rights are also included.
6. **FY 2023 Unrestricted giving** – We are significantly running ahead through December on total unrestricted giving. February 2023 shows \$457,846 has been received as compared to \$359,256 in February 2022. Of course the two major unrestricted estate gifts is the reason for the significant increase.
7. **Overall Giving** - Overall giving in FY 2023 is running slightly behind last year same time by about \$50,000, namely February 2023, \$646,580 compared to February 2022, \$696,580.
8. **Business Drive** – we are wrapping up another successful business drive. For a goal of \$45,000, we have cash and pledges of over \$42,000 with more businesses to visit to ask for a gift. The students who accompany the volunteer business professional are the key, according to the business men and women.

HR Report
Prepared by Katy Potter.

Payroll

Will send out updated vacation and PTO balances to supervisors this month

Human Resources

I am currently working on the following:

- Independent retirement audit for 2017 and older years
- Starting to prepare for 2022 form 5500 filing this month
- Non-discrimination testing for retirement plan for years 2021-2022 in progress
- Annual evaluations are still being worked through
 - Reminders will be sent out again soon
 - Refer to the organizational chart to know who will be performing

College Council Constituent Report

Office of Institutional Effectiveness

Current External Reports

- IPEDS Winter Collection - COMPLETE
 - o Fall Enrollment, Human Resources, Finance, and Academic Libraries
- College Board Big Future – COMPLETE
- National Postsecondary Student Aid Study - COMPLETE

Council for Christian Colleges & Universities Collaborative Assessment Project Emphasis 2022/23 – Thriving Campus Assessment

- Faculty & Staff Surveys Completed, reports expected in the next month
- Student reports attached below, in depth analysis and response ongoing

Quadrennial Reports

- Natural Science
- Athletics: pending confirmation & corrections of OIE review from athletics

Assurance Argument

- Focused group sessions are underway, beginning with faculty on 4/10/23

COUNCIL FOR CHRISTIAN COLLEGES & UNIVERSITIES

ADULT STUDENT THRIVING QUOTIENT - FALL 2022

Adult Student Institutional Report – Central Christian College

ALL ITEMS ARE SCORED ON A 6-POINT SCALE. *INDICATES A STATISTICALLY SIGNIFICANT DIFFERENCE FROM THE NORMS.

Please rate your level of agreement with each of the following: (1=Strongly disagree, 6=Strongly agree)		CCCU Norms (N=1,755)		Your Institution (N=44)	
ITEM		MEAN	SD	MEAN	SD
<i>Thriving Quotient</i>					
Engaged Learning Scale		5.09	0.94	5.31	0.96
1. I feel as though I am learning things in my classes that are worthwhile to me as a person.		5.26	1.08	5.52	0.94
2. I can usually find ways of applying what I'm learning in class to something else in my life.		5.20	1.02	5.35	0.97
3. I find myself thinking about what I'm learning in class even when I'm not in class.		5.00	1.13	5.24	1.10
4. I feel energized by the ideas I'm learning in most of my classes.		4.91	1.10	5.11	1.07
Academic Determination Scale*		5.13	0.77	5.35	0.71
5. I am confident I will reach my educational goals.*		5.37	1.01	5.70	0.84
6. Even if assignments are not interesting to me, I find a way to keep working at them until they are done well.		5.13	1.02	5.29	1.04
7. I know how to apply my strengths to achieve academic success.		5.19	0.97	5.40	0.91
8. I am good at juggling all the demands of life.		4.70	1.15	4.82	1.05
9. Other people would say I'm a hard worker.		5.37	0.88	5.51	0.92
10. When I'm faced with a problem in my life, I can usually think of several ways to solve it.		5.06	0.96	5.29	0.74

Please rate your level of agreement with each of the following: (1=Strongly disagree, 6=Strongly agree)		CCCU Norms (N=1,755)		Your Institution (N=44)	
ITEM		MEAN	SD	MEAN	SD
Social Connectedness Scale (<i>note: items are reverse scored as indicated so that higher scores indicate higher levels of social connectedness</i>)		4.14	1.03	3.97	1.23
11. Other people seem to make friends more easily than I do. (R)		3.69	1.58	4.00	1.52
12. I feel like my friends really care about me.*		5.03	1.05	5.32	0.71
13. I don't have as many close friends as I wish I had. (R)		3.53	1.66	3.70	1.66
14. I feel content with the kinds of friendships I currently have.*		4.92	1.13	5.26	0.83
15. I often feel lonely because I have few close friends with whom to share my concerns. (R)		3.90	1.70	4.21	1.69
16. It's hard to make friends in this program. (R)		3.79	1.53	3.93	1.40
Diverse Citizenship Scale		5.08	0.77	5.17	0.61
17. I spend time making a difference in other people's lives.		4.86	1.14	4.86	1.00
18. I know I can make a difference in my community.		5.19	0.94	5.25	0.89
19. I value interacting with people whose viewpoints are different from my own.		4.92	1.01	5.14	0.88
20. It's important for me to make a contribution to my community.		5.10	1.00	5.07	0.95
21. It is important to become aware of the perspectives of individuals from different backgrounds.		5.43	0.85	5.57	0.62
22. My knowledge or opinions have been influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds.		4.99	1.04	5.02	0.87
Positive Perspective Scale		4.94	0.95	4.86	0.96
23. My perspective on life is that I tend to see the glass as "half full" rather than "half empty."		4.84	1.14	4.67	1.30
24. I look for the best in situations, even when things seem hopeless.		5.04	1.00	5.05	0.85
Thriving Quotient Mean Score*		4.85	0.66	5.03	0.58

ITEM		MEAN	SD	MEAN	SD
<i>Psychological Sense of Community Scale</i>		4.92	0.93	4.99	0.84
25. I feel like I belong in this program.		5.15	1.08	5.42	1.03
26. Being a student in this program fills an important need in my life.		4.85	1.16	4.93	1.07
27. I feel proud of the college or university I have chosen to attend.		5.24	1.07	5.36	1.01
28. There is a strong sense of community among the students in this program.		4.42	1.24	4.25	1.26
<i>Spirituality Scale</i>		5.16	1.09	5.30	0.91
29. My spiritual or religious beliefs provide me with a sense of strength when life is difficult.		5.23	1.14	5.40	0.83
30. My spiritual or religious beliefs give meaning and purpose to my life.		5.23	1.12	5.31	0.92
31. My spiritual or religious beliefs are the foundation of my approach to life.		5.02	1.28	5.19	1.10
<i>Institutional Integrity Scale</i>		5.11	1.02	5.18	0.90
32. My experiences on campus so far have met my expectations.		5.08	1.14	5.19	0.97
33. The institution was accurately portrayed during the admissions process.		5.08	1.15	5.16	1.07
34. Overall, the actions of faculty, staff, and administrators on this campus are consistent with the mission of the institution.		5.18	1.06	5.19	0.94
<i>Friend and Family Support</i>					
35. My close friends encourage me to continue attending this school.		4.99	1.17	5.14	1.08
36. My family encourages me to complete my degree.		5.28	1.08	5.41	0.76
<i>Outcome Measures:</i>					
37. I am confident that the amount of money I'm paying for school is worth it in the long run.		4.68	1.30	4.62	1.11
38. I intend to complete my degree from this institution.*		5.49	0.94	5.70	0.62
39. Given my current goals, this program is a good fit for me.		5.32	1.02	5.43	0.83
40. If I had to do it over again, I would choose a different institution.		4.57	1.62	4.78	1.62
41. I really enjoy being a student here.		5.21	1.02	5.35	0.75

CCCU SPIRITUAL FORMATION ITEMS

To what extent has each of the following changed during your time on this campus? (1=significantly decreased to 6=significantly increased)	CCCU		Your Institution	
	MEAN	SD	MEAN	SD
1. My ability to discern God's leading in my life.	4.73	1.22	4.94	1.09
2. My participation in personal times of Bible study.	4.40	1.33	4.42	1.20
3. My repentance in response to my own sin.	4.54	1.27	4.61	1.13
4. My commitment to serve others.	4.88	1.12	5.00	0.83
5. My ability to integrate my faith into daily life decisions.	4.86	1.18	5.00	1.07
6. My commitment to involvement in Christian community, such as the local church.	4.51	1.31	4.34	1.28
7. My quality of relationships with others.	4.74	1.15	5.03	0.91
8. My participation in personal times of prayer.	4.62	1.27	4.83	1.11
9. My commitment to a biblical worldview.	4.73	1.22	4.92	1.11
10. My ability to share my faith with others.	4.69	1.23	4.72	1.06
11. My compassion for people in need.	5.04	1.06	5.03	0.91
12. My ability to live out Christian faith in a pluralistic world.	4.73	1.24	4.86	1.05
13. My ability to relate to those who are different from me.	5.00	1.05	5.11	0.85

LEVELS OF SATISFACTION

Please rate your satisfaction with each of the following: (1 = very dissatisfied to 6 = very satisfied)	CCCU		Your Institution	
	MEAN	SD	MEAN	SD
14. The amount you are learning in your classes.*	5.09	1.06	5.46	0.99
15. The amount of contact you have had with professors this year.	4.83	1.17	4.89	1.10
16. The interaction you have had with your academic advisor this year.*	4.68	1.29	5.35	0.92
17. The quality of the interaction you have with faculty on this campus so far this year.	4.94	1.11	5.22	0.93
18. Professors' sensitivity to the needs of diverse students.	4.95	1.10	5.17	1.06
19. The degree to which your instructors include diverse perspectives in the curriculum.	4.99	1.03	5.25	0.97
20. Professors' encouragement for students to contribute different perspectives in class discussions.	5.04	1.05	5.29	0.91
21. The level of compassion your instructors have shown this year as you have faced challenges.	5.07	1.09	5.25	1.11
22. The level of service provided by university staff.	4.90	1.18	5.08	1.16
23. The kinds of interaction you have with other students on this campus this year.	4.83	1.13	4.91	1.15
24. The interactions you have had this year with students of different ethnic backgrounds.	4.92	1.08	4.97	1.30
25. Your current living situation.	5.04	1.20	5.19	1.17
26. Your current physical health.	4.69	1.24	4.75	1.34
27. Your current mental health.	4.69	1.26	4.86	1.40
28. The amount of money you personally have to pay to attend graduate school here.	4.21	1.49	3.94	1.55
29. Your overall experiences at this university.	5.13	1.09	5.43	0.96

LEVELS OF PARTICIPATION

FOR EACH OF THE ITEMS BELOW, THE "NAT" INDICATES THE NATIONAL CCCU PERCENTAGE AND THE "INST" INDICATES YOUR INSTITUTIONAL RESPONSES.

How often this year have you:	Never		Very Rarely		Rarely		Occasionally		Frequently		Very Frequently	
	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst
Attended campus events or activities	65.8	91.7	6.2	2.8	6.2	-	7.9	-	7.3	2.8	6.6	2.8
Connected with your academic advisor	8.7	2.8	13.6	-	14.6	13.9	34.6	25.0	17.8	19.4	10.8	38.9
Discussed career or grad school plans with a professor	32.6	50.0	12.6	13.9	17.3	11.1	19.3	16.7	11.0	2.8	7.2	5.6
Discussed academic issues with a professor	17.4	13.9	12.3	16.7	16.6	25.0	28.5	11.1	16.5	19.4	8.7	13.9
Connected with your instructors outside of class	41.2	61.1	10.7	8.3	11.8	11.1	18.0	8.3	11.3	5.6	7.1	5.6
Done research with a professor	49.6	69.4	9.4	5.6	13.8	11.1	12.8	11.1	8.9	2.8	5.5	-

IMPACT OF GRADUATE SCHOOL ON RELATIONSHIPS															
	Not Applicable		Significantly Negative		Moderately Negative		Somewhat Negative		Somewhat Positive		Moderately Positive		Significantly Positive		
Impact on:	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	
Spouse/partner	5.7	33.3	4.6	-	3.6	-	17.5	13.9	21.8	16.7	19.6	19.4	27.2	16.7	
Relationship with children	6.1	27.8	4.3	2.8	4.3	2.8	14.9	11.1	20.4	16.7	21.1	19.4	28.9	19.4	
Relationship with other family members	1.7	19.4	3.6	2.8	2.9	5.6	15.1	16.7	25.3	19.4	22.8	16.7	28.5	19.4	
Relationship with friends	2.2	27.8	3.3	2.8	4.8	2.8	13.2	13.9	25.9	16.7	23.5	16.7	27.1	19.4	
Co-workers	4.2	50.0	3.5	5.6	3.0	-	12.6	8.3	26.7	13.9	22.9	13.9	27.1	8.3	
Relationship with boss or supervisor	4.6	50.0	3.4	2.8	3.8	-	10.8	8.3	25.3	8.3	22.7	16.7	29.5	13.9	

DEMOGRAPHIC ITEMS

Item	Percent		Item	Percent	
Gender	CCCU	Inst	Number of Children	CCCU	Inst
Female/Woman	72.7	75.0	None	30.2	-
Male/Man	25.1	25.0	1-2	37.3	-
Other (if institution included that option)	0.4	-	3-4	27.7	-
Prefer not to respond	1.9	-	Five or more	4.8	-
Sexual Orientation (if institution included the item)			Race/Ethnicity		
Straight (heterosexual)	92.0	-	African American/Black	17.5	8.3
Bisexual/Gay/Lesbian	4.6	-	Native American/Alaska Native	2.2	5.6
Another sexual orientation	2.3	-	Asian/Asian American/Pacific Islander/ Hawaiian Native	4.1	-
Prefer not to respond	1.1	-	White/European	58.9	55.6
Marital Status			Latino/a or Hispanic	9.7	16.7
Never married	36.7	18.9	Multiethnic	2.8	2.8
Married	48.1	51.4	Other	2.1	2.8
Separated	2.2	-	Prefer Not to Respond	2.6	8.3
Divorced	11.7	27.0	Household Income		
Widowed	1.3	2.7	Less than \$30,000 per year	26.3	25.0
Age:			\$30,000 - \$59,999 per year	32.6	14.7
18-20	4.6	8.1	\$60,000 - \$89,999 per year	21.2	19.4
21-23	11.0	5.4	\$90,000 - \$119,999 per year	12.2	8.3
24-26	10.7	5.4	\$120,000 and over	7.7	5.6
27-30	14.7	10.8	Type of Program:		
31-34	12.3	8.1	Cohort program	15.1	5.4
35-38	12.2	13.5	Traditional undergraduate program	67.5	67.6
39-42	11.0	13.5	Other	17.5	27.0
43-46	8.0	10.8	Percent at First-Choice Institution	76.0	69.4
47-50	5.7	10.8	Percent who are Veterans	13.4	16.2
Over 50	9.9	13.5	Percent who are First-Generation Students	50.0	62.2

PROGRAM DELIVERY									
Face to face in the classroom on the main campus of my university		Face to face in the classroom at a regional center or off-campus site		Combination online and face to face on the main campus		Combination online and face to face offsite or on a regional campus		Online	
Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst
8.3	5.4	5.8	-	7.0	-	3.6	-	75.2	94.6

NUMBER OF UNITS THIS TERM									
1-4		5-8		9-12		More than 12			
Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst
23.7	21.6	26.0	8.1	26.9	32.4	23.4	37.8		

HIGH SCHOOL GRADES											
Mostly A's		Mostly A's and B's		Mostly B's		Mostly B's and C's		Mostly C's		Below a C Average	
Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst
24.3	19.4	36.4	30.6	11.0	13.9	17.5	19.4	7.0	13.9	3.8	2.8

UNDERGRADUATE GRADES											
Mostly A's		Mostly A's and B's		Mostly B's		Mostly B's and C's		Mostly C's		Below a C Average	
Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst
46.2	61.1	33.7	25.0	9.0	2.8	7.6	5.6	2.0	5.6	1.6	-

Hours Worked Each Week							
None		Less than 20 hours per week		21-40 hours per week		More than 40 hours per week	
Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst
13.9	19.4	15.1	8.4	42.6	44.5	28.4	36.1

Considering the financial aid you've received and the money you and your family have, how much difficulty have you had so far in paying for your school expenses?

No Difficulty		A Little Difficulty		Some Difficulty		A Fair Amount of Difficulty		Great Difficulty		
Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	
31.5	27.8	24.4	22.2	21.3	22.2	13.4	16.7	9.5	11.1	

To what extent do you think you are thriving as a college student this semester? (Thriving is defined as getting the most out of your college experience, so that you are intellectually, socially, and psychologically engaged and enjoying the experience.)

Not even surviving		Barely surviving		Surviving		Somewhat thriving		Thriving most of the time		Consistently thriving	
Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst
1.7	-	6.9	5.6	16.0	2.8	21.2	16.7	31.9	38.9	22.3	36.1

PREDICTIVE MODEL

Due to a sample size less than 300, we could not create a predictive model of thriving for your students. We recommend that you begin to address your findings by examining the areas where your students scored significantly higher than the CCCU norms, as these are areas of institutional strength you can capitalize on to address areas of concern. Then focus on the areas where your students scored significantly lower than the CCCU norms, where there were significant racial differences, and where student comments indicate areas that warrant attention.

In the total CCCU sample, the major predictors of the variation in **adult professional student** thriving were as follows:

1. **Sense of community in their program/department**—In adult professional programs, sense of community happens within students' program or department, not as much within the institution as a whole. Sense of community has four components: (1) **membership** – a sense of belonging (which is strongly tied to engaged learning in the classroom, as well); (2) **ownership** – having a voice, feeling that one matters and has a contribution to make; (3) **relationship** – positive emotional connections with others, opportunities to celebrate with one another, and frequently cross paths with one another; and (4) **partnership** – synergy, and working together on issues bigger than any single person could accomplish. Enhancing a sense of community within an adult professional program begins with orienting students to the academic and social environment of the program, so that they feel connected to their peers and to faculty within the program and are confident they can meet the demands of the program. Other ways of enhancing a sense of community within a program include using a cohort model, implementing a student advisory board, and examining the physical structure of the classrooms and areas where students interact to determine whether there are attractive gathering places for students and faculty to interact, as well as places for students from particular cultural backgrounds to feel at home. Because many adult programs are fully online, equipping instructors to build a sense of community in the virtual environment, through synchronous opportunities to engage as a cohort or class, as well as opportunities to meet faculty synchronously online, can be effective.

One of the major contributors to a sense of community is students' perceptions of institutional integrity: meeting students' expectations, portraying the degree program accurately during the admissions process (especially important for students of color and low-income students), and ensuring the daily actions of faculty, staff, and administrators are congruent with the mission of the institution. When students feel the institution (as represented by their degree program) is delivering on its promises, they are significantly more likely to feel they belong there. If they have negative perceptions of institutional integrity, they are not only less likely to thrive, but are also less likely to feel that the program is a good fit for them or to enjoy being a student there, and they are not as likely to say they would choose the institution again if they had it to do

over.

2. **Spirituality** – defined as students' sense of meaning and purpose and the extent to which their spiritual or religious beliefs are a source of strength during difficult times and a lens through which they see the world and make decisions. Among adult students, faith-learning integration in the classroom that clearly communicates respect for different faith traditions can enhance thriving, as can providing sacred spaces and opportunities physically and virtually for reflection and meditation. Additionally, sensitivity to differing faith traditions in course syllabi and messaging from the department can be helpful.
3. **Peer satisfaction** – students' satisfaction with the quality of their interaction with their peers, and particularly with their peers of a different race or ethnicity is a significant predictor of adult student thriving. For adult returning learners, this peer interaction is happening almost exclusively in class, so equipping faculty (especially adjunct faculty) to build a sense of community in the classroom and find ways of encouraging students to get to know one another better in their classes can be a helpful strategy. When classes are held fully online, creating strategies for peer interaction as part of class assignments can be helpful.
4. **Encouragement of friends to continue attending this institution** – for adult students, the support of their friends often “keeps them going” when they encounter challenges of going back to school. Although this predictor is not under the control of the institution, talking candidly about the importance of social support in thriving can be a helpful reminder to students that they are not alone in this endeavor.
5. **Satisfaction with learning** – Adult students are often very pragmatic: they want to see the connection between what they are learning in class and what they need to know to be successful in their work or future career. The more faculty can actively engage students in the learning process and use authentic assessment that mirrors the demands of the profession, the more students will learn. We recommend providing faculty development opportunities that focus on engaging today's learners through culturally-relevant and inclusive pedagogy, and particularly to intentionally include adjunct instructors in this professional development opportunity. Equipping faculty with the specific strategies for creating a successful virtual learning environment may be particularly important.

STUDENT COMMENTS

What has happened this semester that has led to your perception of whether you are thriving or not? (Student comments are copied verbatim, with no editing)

Getting mostly A's, but working very hard to do so.
Going to college and getting my degree means a lot to me something I always wanted to do and put off for so long.
Good grades
Good grades, physical health
I am continuing to get a 4.0 despite personal challenges.
I am continuing to stay on track with prioritizing my time effectively between work, family, and school.
I am enjoying the time I have left at my college and taking everything I can in.
I am learning and building my spirit and intellect.
I am maintaining school grades and assignments, mostly keeping up with work assignments, and having some occasional time for family.
I am not very socially active anyways even before school. Due to this being an online experience for me the only social events I have been on discussion boards with my classmates. I am thriving psychologically and intellectually though!
I am talking with other people about the positive effect of college life. I have also stepped out of my comfort zone to help those in need by using skills learned from several of my classes,
I am thriving academically. I am having an issue with the institution not challenging its students enough. There is too much compassion from what I see on discussion posts which does not do justice for me or any of the students. There are times that prompts are not necessarily answered or are answered incorrectly, yet they are praised that they are doing an excellent job. It is because of this that makes me doubt the value of this institution.
I have been dealing with a lot of health issues this semesters and so have my parents. So for the most part school has helped to keep my mind off of things.
I have faced some financial difficulties and some personal difficulties. It's nothing to do with the college. It's just life in general.
I have learned skills that I have found to be useful in my workplace and have found that some skills and ideas that I have learned from work, have been applied to my studies in classes. Given that, I have found that both work and studies have crossed over in many areas which I find helpful and beneficial in my career and professional development.
I just felt the level of intensity of the last class increased. I was also just ready to be done. I was tired. I made it though.
I lost my mother during my time as a college student. This is a daily struggle.
I see God leading me to new places I could have only imagined before.
I stay positive. All things could be worse. God is my shepherd.

Issues with administrative support specifically financial aid not correct for the third semester in a row. Too much anxiety about paying for college without making a lump sum payment, receiving due in full notices, and mostly disappointed in my school choice given the basic issues I have experienced. I wish I would have chosen a big school with an experienced staff who processes enough students to have proven systems in place. Also, the rote emails that come on a timed schedule, nearly word for word come across as just being another number or box to check off. Also, the wording is sometimes offensive or even passive aggressive and fails to consider the student's individual efforts to date. Reduces communication and places two-way communication Roadblocks.

Mental health is a huge part of my college life and also my personal life. When my mental health is not in a good place, everything in my life gets extremely impacted in a negative way. My relationship with Christ is also affected if my mental health is not in a good place.

Most recently it is the lack of internet at my home making me late on being able to turn in my apply assignments. My saving grace is my professor for understanding and giving me time to do the assignments late. Most recently I was in the hospital over a weekend and was finding it hard to even think to finish my discussion questions. So she gave me extra time for the apply assignments then as well my high scores in my class.

My overall grade in a course is what gives me measure of how I am thriving.

This semester I got married, changed jobs and moved 100 miles away, meaning that I had a lot going on outside of school that distracted me.

Time management

Time spent on studies and GPA

With being sick and having a lot of issues where I live, with the instructors help I was able to do what I needed to. I have only one B during my time throughout my time and I am extremely proud of myself. I also had a baby during the time of attending this institution, which he is know one - years - old. I am greatly appreciate all of the warming help from the institution.

COUNCIL FOR CHRISTIAN COLLEGES & UNIVERSITIES

COLLEGE STUDENT THRIVING QUOTIENT- FALL 2022

Traditional Undergraduate Institutional Report – Central Christian College

* INDICATES STATISTICALLY SIGNIFICANT DIFFERENCE FROM NATIONAL NORMS

Please rate your level of agreement with each of the following: (1 = strongly disagree to 6 = strongly agree)		CCCU Norms (N=10,087)		Your Institution (N=150)	
ITEM		MEAN	SD	MEAN	SD
<i>Thriving Quotient</i>					
Engaged Learning Scale*					
1. I feel as though I am learning things in my classes that are worthwhile to me as a person.*	4.71	0.90	4.18	0.93	
2. I can usually find ways of applying what I'm learning in class to something else in my life.*	5.02	1.01	4.47	1.13	
3. I find myself thinking about what I'm learning in class even when I'm not in class.*	4.86	1.01	4.35	1.10	
4. I feel energized by the ideas I'm learning in most of my classes.*	4.62	1.16	3.97	1.19	
5. I feel as though I am learning things in my classes that are worthwhile to me as a person.*	4.36	1.14	3.91	1.14	
Academic Determination Scale					
6. I can usually find ways of applying what I'm learning in class to something else in my life.*	4.81	0.77	4.73	0.72	
7. I feel energized by the ideas I'm learning in most of my classes.*	5.05	1.01	4.91	0.90	
8. I feel as though I am learning things in my classes that are worthwhile to me as a person.*	4.67	1.11	4.63	1.06	
9. I know how to apply my strengths to achieve academic success.	4.40	1.03	4.72	0.88	
10. When I'm faced with a problem in my life, I can usually think of several ways to solve it.	5.12	0.93	4.94	1.03	
11. I feel as though I am learning things in my classes that are worthwhile to me as a person.*	4.81	0.96	4.80	0.94	

Please rate your level of agreement with each of the following: (1 = strongly disagree to 6 = strongly agree)		CCCU Norms (N=10,087)		Your Institution (N=150)	
ITEM		MEAN	SD	MEAN	SD
Social Connectedness Scale (<i>note: some items are reverse scored as indicated so that higher scores indicate higher levels of social connectedness</i>)		4.03	1.02	4.04	0.89
11. Other people seem to make friends more easily than I do. (reverse-scored)*		3.17	1.45	3.48	1.29
12. I feel like my friends really care about me.*		5.02	0.98	4.75	1.04
13. I don't have as many close friends as I wish I had. (reverse-scored)*		3.50	1.60	3.78	1.40
14. I feel content with the kinds of friendships I currently have.		4.75	1.10	4.69	0.99
15. I often feel lonely because I have few close friends with whom to share my concerns. (reverse-scored)		3.78	1.58	3.74	1.52
16. It's hard to make friends on this campus. (reverse-scored)		3.99	1.40	3.91	1.33
Diverse Citizenship Scale*		4.81	0.67	4.48	0.73
17. I spend time making a difference in other people's lives.*		4.50	1.01	4.14	1.03
18. I know I can make a difference in my community.*		4.79	1.00	4.50	1.06
19. I value interacting with people whose viewpoints are different from my own.*		4.70	0.96	4.45	0.89
20. It's important for me to make a contribution to my community.*		4.79	0.97	4.40	1.04
21. It is important to become aware of the perspectives of individuals from different backgrounds.*		5.35	0.80	5.07	0.87
22. My knowledge or opinions have been influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds.*		4.72	1.09	4.29	1.06
Positive Perspective Scale		4.50	1.02	4.43	0.98
23. My perspective on life is that I tend to see the glass as "half full" rather than "half empty."		4.41	1.21	4.28	1.24
24. I look for the best in situations, even when things seem hopeless.		4.58	1.05	4.58	0.96
Total Thriving Quotient Score (Mean of All TQ Items)*		4.58	0.62	4.40	0.60

Please rate your level of agreement with each of the following: (1 = strongly disagree to 6 = strongly agree)		CCCU Norms (N=10,087)		Your Institution (N=150)	
ITEM		MEAN	SD	MEAN	SD
	Psychological Sense of Community Scale*	4.63	1.03	4.24	1.05
25.	I feel like I belong here.*	4.68	1.31	4.36	1.33
26.	Being a student here fills an important need in my life.*	4.44	1.15	3.85	1.28
27.	I feel proud of the college or university I have chosen to attend.*	4.72	1.25	4.19	1.38
28.	There is a strong sense of community on this campus.*	4.70	1.15	4.48	1.05
	Spirituality Scale*	5.12	1.04	4.38	1.18
29.	My spiritual or religious beliefs provide me with a sense of strength when life is difficult.*	5.10	1.09	4.47	1.20
30.	My spiritual or religious beliefs give meaning and purpose to my life.*	5.20	1.08	4.45	1.29
31.	My spiritual or religious beliefs are the foundation of my approach to life.*	5.07	1.17	4.21	1.30
	Institutional Integrity Scale*	4.60	1.03	4.21	1.03
32.	My experiences on campus so far have met my expectations.*	4.52	1.23	4.01	1.20
33.	The institution was accurately portrayed during the admissions process.*	4.40	1.28	4.09	1.25
34.	Overall, the actions of faculty, staff, and administrators on this campus are consistent with the mission of the institution.*	4.88	1.10	4.52	1.10
	Outcome Measures:				
35.	I am confident that the amount of money I'm paying for college is worth it in the long run.*	4.10	1.42	3.87	1.32
36.	I intend to graduate from this institution*	5.43	0.98	4.38	1.24
37.	Given my current goals, this institution is a good fit for me*	4.97	1.13	4.29	1.19
38.	If I had to do it over again, I would choose a different institution*	4.30	1.53	3.39	1.44
39.	I really enjoy being a student here.	4.90	1.07	4.46	1.05

CCCU SPIRITUAL FORMATION ITEMS

	CCCU		Your Institution	
	MEAN	SD	MEAN	SD
To what extent has each of the following changed during your time on this campus? (1=significantly decreased to 6=significantly increased)				
1. My ability to discern God's leading in my life.*	4.51	1.09	4.09	1.26
2. My participation in personal times of Bible study.*	4.15	1.28	3.81	1.32
3. My repentance in response to my own sin.*	4.42	1.13	3.85	1.26
4. My commitment to serve others.*	4.68	0.99	4.24	1.10
5. My ability to integrate my faith into daily life decisions.*	4.66	1.11	4.11	1.25
6. My commitment to involvement in Christian community, such as the local church.*	4.24	1.36	3.77	1.44
7. My quality of relationships with others.*	4.73	1.04	4.37	1.05
8. My participation in personal times of prayer.*	4.39	1.23	3.81	1.35
9. My commitment to a biblical worldview.*	4.61	1.15	3.93	1.32
10. My ability to share my faith with others.*	4.45	1.14	4.04	1.27
11. My compassion for people in need.*	4.90	0.90	4.55	0.95
12. My ability to live out Christian faith in a pluralistic world.	4.64	1.07	4.63	0.92
13. My ability to relate to those who are different from me.*	4.81	0.95	3.99	1.28

FAMILY SUPPORT

Items are measured on a 6 point scale, with 1 = strongly disagree and 6 = strongly agree	CCCU		Your Institution	
	MEAN	SD	MEAN	SD
1. My family encourages me to complete my degree.	5.46	0.96	5.41	0.86
2. I regularly talk to my family about what I'm learning.*	4.18	1.37	3.93	1.47
3. My family approves of me attending this institution.*	5.44	0.96	4.87	1.02

LEVELS OF SATISFACTION

Please rate your satisfaction with each of the following: (1 = very dissatisfied to 6 = very satisfied)	CCCU		Your Institution	
	MEAN	SD	MEAN	SD
The amount you are learning in your classes.*	4.80	0.96	4.18	1.11
The amount of contact you have had with faculty this year.*	4.79	0.96	4.43	1.02
The academic advising you have received this year.*	4.60	1.22	4.33	1.14
The quality of the interaction you have with faculty on this campus so far this year.*	4.90	0.93	4.54	1.03
Faculty sensitivity to the needs of diverse students.*	4.74	1.03	4.45	1.05
The degree to which your instructors include diverse perspectives in the curriculum.*	4.70	1.04	4.43	1.01
Professors' encouragement for students to contribute different perspectives in class discussions.*	4.80	1.02	4.42	1.10
The level of compassion your instructors have shown this year as you have faced challenges.*	4.86	1.08	4.33	1.17
The kinds of interaction you have with other students on this campus this year.*	4.74	1.07	4.35	1.15
The interactions you have had this year with students of different ethnic backgrounds.	4.80	1.00	4.68	1.01
Your current living situation.*	4.70	1.26	4.14	1.47
Your current physical health.	4.51	1.22	4.39	1.37
Your current mental health.	4.04	1.38	3.99	1.42
Your overall experiences at this university.*	4.75	1.09	4.13	1.25

LEVELS OF PARTICIPATION

FOR EACH OF THE ITEMS BELOW, "NAT" INDICATES THE NATIONAL PERCENTAGE AND "INST" INDICATES YOUR INSTITUTIONAL PERCENTAGE.

How often do you participate in the following:	Never		Very Rarely		Rarely		Occasionally		Frequently		Very Frequently	
	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst
Campus events or activities	5.8	5.1	8.3	8.7	13.2	31.2	30.2	23.9	28.7	23.9	13.9	7.2
Campus organizations	9.7	8.7	10.7	13.8	16.9	35.5	29.2	18.1	21.1	19.6	12.5	4.3
Community service	9.1	16.7	13.8	22.5	21.8	37.0	31.0	14.5	16.4	6.5	7.8	2.9
Campus ethnic organizations	46.0	44.2	18.4	26.1	17.2	16.7	11.1	4.3	4.2	6.5	3.0	2.2
How often this year have you:												
Met with your academic advisor	5.9	9.4	11.7	24.5	18.1	29.5	33.2	13.7	20.9	13.7	10.2	9.4
Discussed career or grad school plans with faculty	14.5	24.1	12.7	24.1	19.4	25.5	26.5	9.5	17.4	11.7	9.5	5.1
Discussed academic issues with faculty	16.0	21.0	14.3	21.7	21.3	26.1	25.5	12.3	15.4	14.5	7.5	4.3
Connected with your instructors outside of class	10.6	15.2	13.4	23.9	19.6	29.-	29.2	13.0	17.5	15.9	9.6	2.9
Conducted research with a professor	61.0	42.0	11.4	23.9	11.4	15.9	7.9	5.8	4.7	8.7	3.6	3.6
Interacted socially with faculty outside of class	27.5	29.9	17.0	24.1	17.5	26.3	22.0	6.6	10.1	10.2	5.9	2.9

DEMOGRAPHIC ITEMS					
Item	Percent		Item	Percent	
Gender	CCCU	Institutionally		CCCU	Institutionally
Female/Woman	68.1	62.8	Transfer Students	16.2	25.0
Male/Man	29.3	36.5	Athletes	19.9	88.2
Self-identified label (if institution included that option)	0.9	-	Class Level: First-year	27.8	64.0
Prefer not to respond	1.5	0.7	Sophomore	23.0	14.0
Sexual Orientation (if institution included the item)			Junior	22.9	9.6
Straight (heterosexual)	88.6	-	Senior	23.8	11.0
Bisexual	1.1	-	Other	2.5	1.5
Gay	3.4	-	Age: 18-20	65.4	77.2
Other self-identification	2.3	-	21-23	29.6	20.6
Prefer not to respond	4.7	-	24-26	2.2	-
Race/Ethnicity			27-30	0.9	0.7
African American/Black	4.1	13.9	31-34	0.3	0.7
Native American/Indigenous Peoples/Alaska Native	0.8	4.4	35-38	0.2	-
Asian/Asian American/Pacific Islander/Native Hawaiian	4.4	2.2	39-42	0.4	0.7
White/European	74.0	44.5	43-46	0.4	-
Latino/a or Hispanic	8.9	31.4	47-50	0.2	-
Multiethnic	3.1	1.5	Over 50	0.5	-
Other	1.6	0.7	Household Income		
Prefer Not to Respond	3.1	1.5	Less than \$30,000 per year	15.9	18.4
First-Generation Student	23.5	31.4	\$30,000 - \$59,999 per year	23.2	25.7
Living on campus	72.5	10.2	\$60,000 - \$89,999 per year	26.3	25.0
International Student	4.3	8.0	\$90,000 - \$119,999 per year	18.6	15.4
At first-choice institution	66.4	31.4	\$120,000 and over	16.0	15.4

HIGH SCHOOL GRADES											
Mostly A's		Mostly A's and B's		Mostly B's		Mostly B's and C's		Mostly C's		Below a C Average	
Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst
52.5	16.8	34.0	49.6	6.2	10.9	5.4	13.9	1.3	4.4	0.6	4.4

COLLEGE GRADES											
Mostly A's		Mostly A's and B's		Mostly B's		Mostly B's and C's		Mostly C's		Below a C Average	
Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst
33.5	12.4	40.4	26.5	11.0	16.8	11.3	22.6	2.6	8.0	1.2	3.6

DEGREE ASPIRATIONS													
None		Bachelor's Degree		Teaching Credential		Master's Degree		Doctorate		Medical or Law Degree		Other Graduate Degree	
Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst
1.1	5.1	34.7	45.3	2.5	2.2	41.1	33.6	13.3	5.1	5.9	8.0	1.4	0.7

PERCENTAGE WHO WORK FOR PAY											
No			On Campus			Off Campus			Both On and Off Campus		
Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst
32.0	65.0	27.1	9.5	29.9	19.7	10.9	5.8				

HOW SURE ARE YOU OF YOUR MAJOR?											
Very Unsure		Unsure		Somewhat Unsure		Somewhat Sure		Sure		Very Sure	
Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst
2.6	3.6	2.5	5.8	3.7	3.6	12.0	22.6	28.6	37.2	50.6	27.0

CONSIDERING THE FINANCIAL AID YOU'VE RECEIVED AND THE MONEY YOU AND YOUR FAMILY HAVE, HOW MUCH DIFFICULTY HAVE YOU HAD SO FAR IN PAYING FOR YOUR SCHOOL EXPENSES?

No Difficulty		A Little Difficulty		Some Difficulty		A Fair Amount of Difficulty		Great Difficulty		
Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	
19.6	17.0	27.3	21.5	25.6	31.1	18.0	21.5	9.4	8.9	

TO WHAT EXTENT DO YOU THINK YOU ARE THRIVING AS A COLLEGE STUDENT THIS SEMESTER?

(THRIVING IS DEFINED AS GETTING THE MOST OUT OF YOUR COLLEGE EXPERIENCE, SO THAT YOU ARE INTELLECTUALLY, SOCIALY, AND PSYCHOLOGICALLY ENGAGED AND ENJOYING THE COLLEGE EXPERIENCE.)

Not even surviving		Barely surviving		Surviving		Somewhat thriving		Thriving most of the time		Consistently thriving	
Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst	Nat	Inst
1.7	4.4	9.0	11.0	21.3	29.4	29.7	28.7	32.5	21.3	5.8	4.7

STATISTICALLY SIGNIFICANT RACIAL/ETHNIC DIFFERENCES

Please rate your level of agreement with each of the following: (1 = strongly disagree to 6 = strongly agree)				Your Students of Color (N = 74)		Your White Students (N= 61)	
ITEM				MEAN	SD	MEAN	SD
Thriving Quotient							
Engaged Learning Scale							
I feel energized by the ideas I'm learning in most of my classes.				4.09	1.09	3.68	1.20

PREDICTIVE MODEL

Due to a sample size less than 300, we could not create a predictive model of thriving for your students. We recommend that you begin to address your findings by examining the areas where your students scored significantly higher than the CCCU norms, as these are areas of institutional strength you can capitalize on to address areas of concern. Then focus on the areas where your students scored significantly lower than the CCCU norms, where there were significant racial differences, and where student comments indicate areas that warrant attention.

In the total CCCU sample, the major predictors of the variation in **undergraduate student** thriving were as follows:

1. **Sense of community on campus**—whether students feel like they belong and matter to the institution. Sense of community has four components: (1) **membership** – a sense of belonging (which is strongly tied to engaged learning in the classroom, as well); (2) **ownership** – having a voice, feeling that one matters and has a contribution to make; (3) **relationship** – positive emotional connections with others, opportunities to celebrate with one another, and frequently cross paths with one another; and (4) **partnership** – synergy, and working together on issues bigger than any single person could accomplish. Ways of enhancing a sense of community on campus include town halls and other opportunities for students to speak into campus issues and hear the results of surveys such as this one and how the institution plans to respond; examining the physical structure of the campus and whether there are attractive gathering places for students and faculty to interact, as well as places for commuters and students from particular cultural backgrounds to feel at home; and creating student-faculty research partnerships, large-scale events that bring the community together, and meaningful extended service-learning connections with the local community.
2. **Relationships with faculty** – specifically, whether those interactions are sufficient and rewarding, whether faculty respond compassionately to students, and whether faculty are sensitive to the needs of diverse learners and include diverse perspectives in their curriculum and class discussions. We recommend providing faculty development opportunities that focus on engaging today's learners through culturally-relevant and inclusive pedagogy, as well as encouraging faculty to interact with students through mentoring, research partnerships, and informal social activities.
3. **Spirituality** – defined as students' sense of meaning and purpose and the extent to which their spiritual or religious beliefs are a source of strength during difficult times and a lens through which they see the world and make decisions. Spirituality can deepen a sense of belonging and enhance thriving when the spiritual expressions are ones that connect emotionally and are culturally familiar; thus, an examination of chapel experiences and spiritual formation opportunities could highlight pathways for students to feel a greater sense of belonging and be more likely to thrive.

4. **Peer satisfaction** – students' satisfaction with the quality of their interaction with their peers, and particularly with their peers of a different race or ethnicity. Addressing peer interactions through residence life programming, first-year seminar topics, or outreach programs on conflict management and developing social skills could be helpful. Many students' social skills have been negatively affected by COVID, so the basics of how to make friends may need to be addressed in orientation and first-year experiences, in particular. Helping student navigate relationships with others of a different race/ethnicity is also a vital skill to address.
5. Students' satisfaction with their current **mental health**-- those who are experiencing mental health struggles find it challenging to thrive. Proactively equipping students with appropriate coping skills during the first-year seminar or through co-curricular programming could be helpful, as could advisors who are attentive to mental health issues and can make appropriate referrals.
6. Students' **certainty of their major** – when students feel they have selected a major that is a good fit for them, they are more likely to thrive. Focusing on major selection in the second semester of the first year or the first semester of the sophomore year is crucial if students are to graduate on time. Advisors need to be equipped to have these conversations with students in a timely manner.

Because only 31% of the sample said that your institution was their first choice at enrollment, this is also a concern. There is a strong correlation between the first-choice percentage and institutional graduation rates. When students are not at their first-choice institution, they tend to be less engaged. The challenge for the institution is to help these students feel that even though this institution was not their “first choice,” they made the “right choice.”

As advising is such a powerful experience, equipping advisors to provide “success coaching” for all students and to provide mechanisms for all students to interact with their advisors more frequently would be beneficial for student thriving. Strengths-based or appreciative advising approaches are likely to be more beneficial to students, and research demonstrates that advisors play a critical role not only in major fit, but in students' perceptions of institutional integrity and feeling that the institution is the right fit for them.

STUDENT COMMENTS

What has happened this semester that has led to your perception of whether you are thriving or not? (Student comments are copied verbatim, with no editing)

What happened is that I notice there is a difference between high school and college. College makes me thrive more and do a lot to take care my own responsibilities.
My sport weight cutting
A lot
I can't sleep at night my health is failing me and one of my professors shouldn't even be teaching and it's screwing all of us
Adversity
I'm struggling with grades
Concussion, not focused in class, I don't want to be here
I coundt even tell you im just here so I dont get fined
Not sure
sports
The early work load
Bad food, no sleep, no privacy,
Just dont like the atmosphere of people here.
How I am able to live my daily life and how I am acting around others.
living standards. Parsons trash
Personal
Some people just aren't nice and people will just stare at you without saying anything and it's weird but that's life I don't like that we have a curfew as freshman I am 18 years old I am an adult and I should be able to get away when I want and need too without getting a "violation" other then that I appreciate this school and everything it does for me.
Classes, and being an athlete and balancing my schedule with classes.
the friends I have made and the way my relationship with God has improved
N/A
I hate it here
Personal situations that had to include advisors and my teammates

I was hoping the internet would be better than it is so I could enjoy my downtime with video games and spending time with my friends and family online.

Grades

Classes can be hard, don't understand the professors at times. Think I just feel done at times and aimless with what exactly I am doing with my life and feel like I've sunk too much time and money in to quit. Also don't know any other options to pursue what exactly I feel that I want to do at the moment.

Balancing my time as a student-athlete and the strictness of the authority that's imposed in this school. Also, the teachers don't go out of their way to assist one when they need help, tutoring wise.

nothing

Interactions with people

just a lot

School work

Difficulty of making class time and getting everything together

My grades are imprisoned last year.

Curfew, The rooms and bathroom are not clean, and the food isn't what everyone expected

Basketball

Having a sport team to be able to participate on

Mental health, depression, and anxiety.

Just not going to class every thing else is fine, but if I went to class more often it would be better.

Trash dorms

poor mental health, personal issues

I'm falling behind in one of classes due juggling three jobs and classes, but my professor is working with me on it. I'm also an RA and it's been a lot more challenging than I'd expected mainly because of the surprising amount of mental health crisis' we've had to deal with. As someone who personally struggles with mental health, it's hard not to let it get to me.

mindset and setbacks

some of the staff here are terrible when it comes to mental health and the wellbeing of their students

N/A

The amount of negative people on campus

I have met so many friends that have helped me through so far. My relationship with God has significantly increased as well, which has filled a hole in my heart

Just haven't gotten into the full flow of college yet
A lot to do with my wrestling team.
Just food the cafe is not the greatest and we get small amounts of food and i can't just go and pay for my own food
I fell behind because of a concussion injury. So I just had to catch up and live every day on survival mode.
Maintaining a good routine to keep myself healthy and organized.
I have gotten sick multiple times and it can be really hard to deal with the other students on this campus. However, I have found a great church that supports me, some great friends and my teachers are all pretty good and seem to care about me.
Lots of mental health barriers and anxiety of what's to come
stress and the amount of things to do
Roomate situations and just being busy and not having time for rest
Everything has come easy, and people have been very helpful.
Events
Problems with roommate- not thriving good grades good friends- thriving
Really not much
Getting my work done
Keeping my grades up
My roommate is not very friendly and I had a hard time finding people I can actually talk to.
There has been money problems
Only the thing that happened in September is what turned my thriving around
Nothing crazy has happened, I just have not been in a great mindset.
Just a lot of stress with school work , grades and studying time.
I have made so many friends out side of the softball team, and I can proudly say I get along very well with everyone on the team.
Go trough difficulty and go forward
I went trough some difficulties , but know i feel good.
Everything is good
Im just chillin
not thriving: teammate issue, coach issue, cafe food, getting used because of my niceness, being tired 24/7, becoming nocturnal at this point, always hungry, thriving: made life-long friends, volleyball went well, classes arent too too hard, feeling more free
Sports falling behind at the beginning of the year
I'm very sure that I'm good in my classes.also I made a lot of friends.

That since I arrived, all staff members (admission, counselors, coaches) have been really nice to me, they make me feel like part of the family, I was really homesick when I arrived, but at the next day it disappeared, because I felt part of the family immediately.

The dorm situations have been not the best and I have not had an easy time talking to people and have been kind of a loner. My anxiety and depression has been through the roof as well. But my professors Mr Smith and Professor B have been super helpful and have really helped me in every way they can

Good grades, health, and mental health

Hate it here

financial standings.

Being able to play basketball so it's thriving because I have to get my grades up to pet to be eligible.

Family Reasons

My grades and my mental health have led to my thriving

I am thriving

Study hall

The way classes are, make me feel comfortable.

Baseball

Could use some assistance academically. Being a student athlete who works and plays an instrument at the school, i feel beat up and like i don't have time to "thrive" in various aspects.

Just grades and sports

I am doing what I can to enjoy my time here.

Grades

Im working hard to make all my classes and grades up and still understand the teachers and is really work for me learning english

A certain grade in a class

Essays. Online assignments.

You can tell who is on fire for Jesus and who isn't. The difference between the wheat and the tares is very clear. I appreciate the clarity of who my friends are.

Just keep my mind set up towards my goals Which is graduate

Loads of school work and life responsibilities