



2022-2023 Thriving Quotient Report



Student Success
UNIVERSITY OF DENVER

Survey Background: This report presents the results of the [Thriving Quotient survey](#), which was administered for the first time at DU to all undergraduates during the winter 2023 quarter. As defined by Schreiner (2020), thriving encompasses various aspects of student success, such as effective time management, optimistic outlook, and commitment to community enrichment. The survey included three sections including Thriving Quotient metrics, institutional fit, and student engagement. The first, Thriving Quotient metrics, measures five dimensions of thriving to assess academic, interpersonal, and psychological well-being. The dimensions are:

1. Engaged Learning: A measure of the degree to which students are meaningfully processing what happens in class, energized by what they are learning, and continuing to think about it outside of class.
2. Academic Determination: A measure of students' goal-directedness, investment of effort, and regulation of their own learning and use of time.
3. Positive Perspective: A measure of students' optimism and explanatory style.
4. Social Connectedness: A measure of students' involvement in healthy relationships, whether on or off campus.
5. Diverse Citizenship: A measure of students' desire to make a difference in the community around them, as well as their openness to differences in others.

Summary of Results:

The results of the Thriving Quotient Survey may be used to evaluate indicators that are tied to outcomes of thriving, such as likelihood of retention or graduation from an institution. They may also be used as benchmarks to contribute to evaluation of various aspects of students' experiences, such as curricular and co-curricular experiences, support services and programming, and overall student satisfaction and summative evaluation of their experiences. The survey results also complement other university-wide indicators of student thriving, including persistence reports, graduation and completion data, and other national and DU-specific surveys of students including the New Student Survey, the National College Health Assessment, the National Survey of Student Engagement, for example.

A total of 202 students responded to the survey, resulting in a response rate of 3.59%. Partial responses are included in the report to acknowledge their time and effort spent taking the survey. The survey response rate is low overall, and the findings presented in this report should be interpreted with care. However, we do have a relatively representative sample of the undergraduate student population and 202 responses that provide useful information about students' perceptions of thriving at DU. Therefore, the survey results can be used as one data set among many others that aids in a more comprehensive understanding of the student experience.

The survey results may be of use to many stakeholders across campus who contribute to student thriving in various capacities. For example, the sub-questions about Academic Determination and Engaged Learning (starting on page 15) may be useful to anyone interested in academic assessment and student learning to complement other measures of student learning and indicators of the university's [student learning outcomes](#). Sub-questions under Positive Perspective and Social Connectedness (beginning on page 17) may inform areas working on co-curricular/extra-curricular student engagement. Questions in the Diverse Citizenship section (beginning on page 13) may be of use for both academic and co-curricular

areas of campus, given the university's public good mission and commitment to principles of diversity, equity, and inclusion. These elements of students' lives at DU are infused through coursework, opportunities for community engagement, and both curricular and co-curricular opportunities for reflection and learning. After the thriving indicator sections, the Institutional Fit section and Student Engagement section may be of use for campus partners in areas such as enrollment management, student success, academic affairs and academic units, student affairs, career and professional development, and many others.

Thriving Quotient Takeaways:

- 64.1% of students reported they are *consistently thriving*, *thriving most of the time*, and *somewhat thriving*, while 36.0% of students reported they are *surviving*, *barely surviving*, and *not even surviving* (Figure 3).
- Survey respondents ranked Diverse Citizenship as the highest measure of their thriving at DU, with Academic Determination and Engaged Learning closely following as the second and third highest ranked elements. (Figure 7).
- There is a 16.5 percentage point difference between females and males in their self-reported thriving, with females reporting *consistently thriving*, *thriving most of the time*, and *somewhat thriving* 58.5% of the time and males reporting the same 75.0% of the time (Figure 6).
- Despite the low response rate, the profile of survey respondents is roughly representative of the undergraduate student population in terms of race/ethnicity, international student representation, and class level, with a difference of no greater than 2 percentage points in any of these listed categories.
- The profile of survey respondents differs from the general student population in terms of gender and first college. Differences in these populations of respondents are illustrated in Figure 1 and Figure 2 of the report.

Institutional Fit and Student Engagement Takeaways:

- 84.5% of respondents selected they *strongly agree*, *agree*, or *somewhat agree* that DU is a good fit for them (Figure 33).
- White students are more likely to view DU as a good fit compared to students of color. Specifically, 87.7% of white students reporting that they at least somewhat agree that DU is a good fit, compared to 76.7% of students of color (Figure 34).
- 94.8% of respondents selected they *strongly agree*, *agree*, or *somewhat agree* that they intend to graduate from DU (Figure 37).
- 81.8% of respondents express they *strongly agree*, *agree*, or *somewhat agree* that they enjoy being a student at DU (Figure 38).
- Despite overall positive responses regarding intent to graduate and enjoyment of being a student at DU, most respondents do not believe DU's cost of tuition is worth it in the long run (Figure 36).
- 51.3% of all respondents stated that DU was their first-choice institution. DU does not currently collect this information from all students, so it is not possible to know whether this percentage is representative of the general student population (Figure 40).

This report was produced by the Office of Student Success with assistance from the Office of Institutional Research. To protect student privacy, we have omitted any identifiable student-level information from this report.

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Notable Differences between Survey Respondents and the DU Undergraduate Population

Figure 1

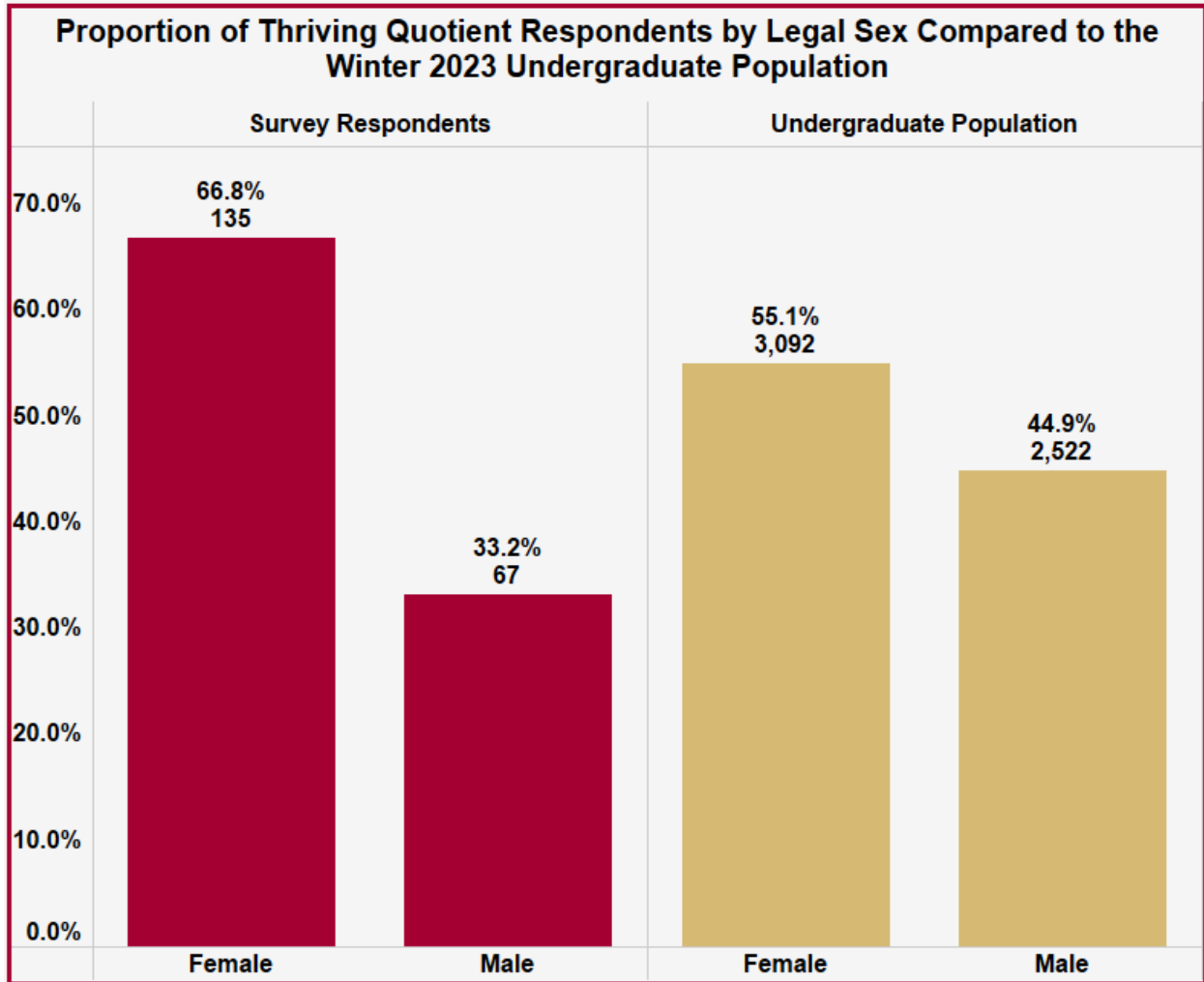


Figure 1 illustrates a comparison of the composition of survey respondents (in red) and the undergraduate student population in winter 2023 quarter (in gold) of female and male students. Female students are overrepresented by 11.7 percentage points when compared to the undergraduate student population.

Figure 2

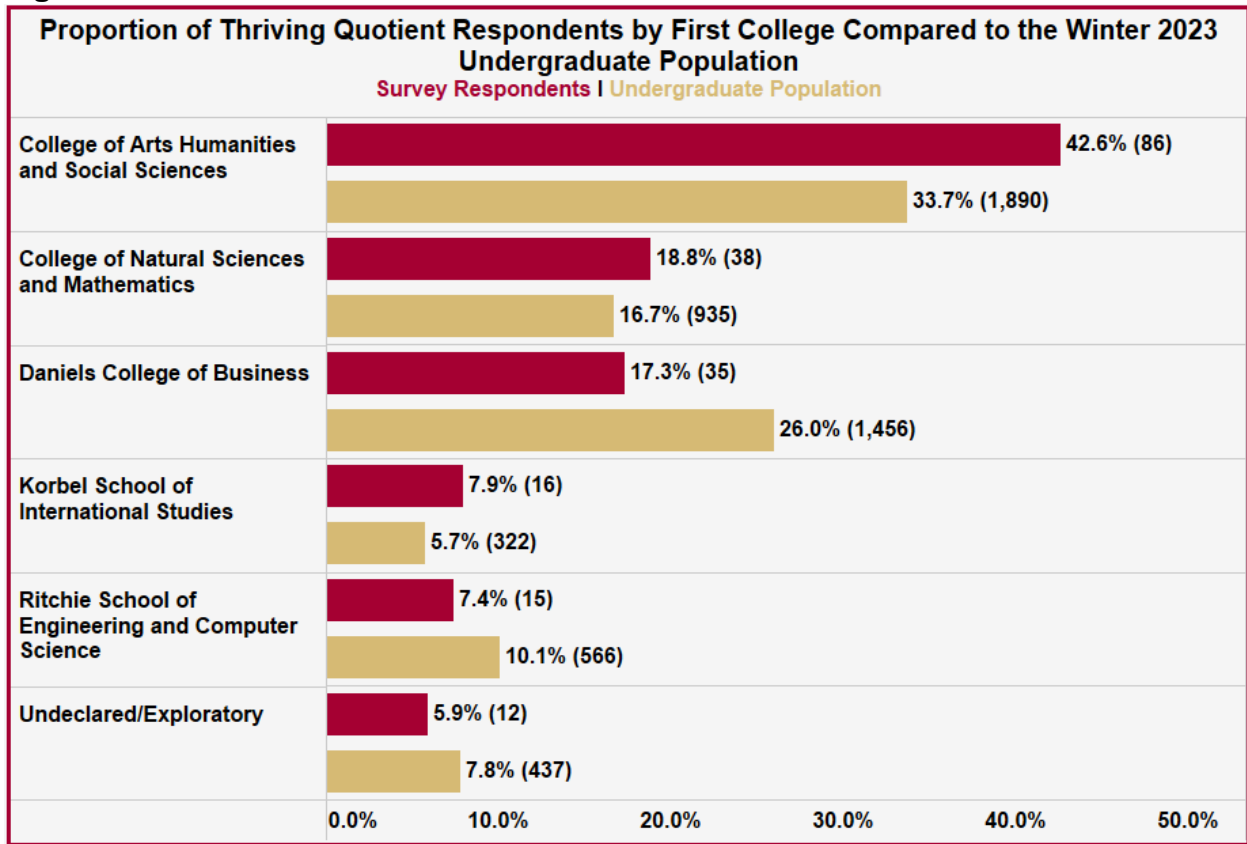
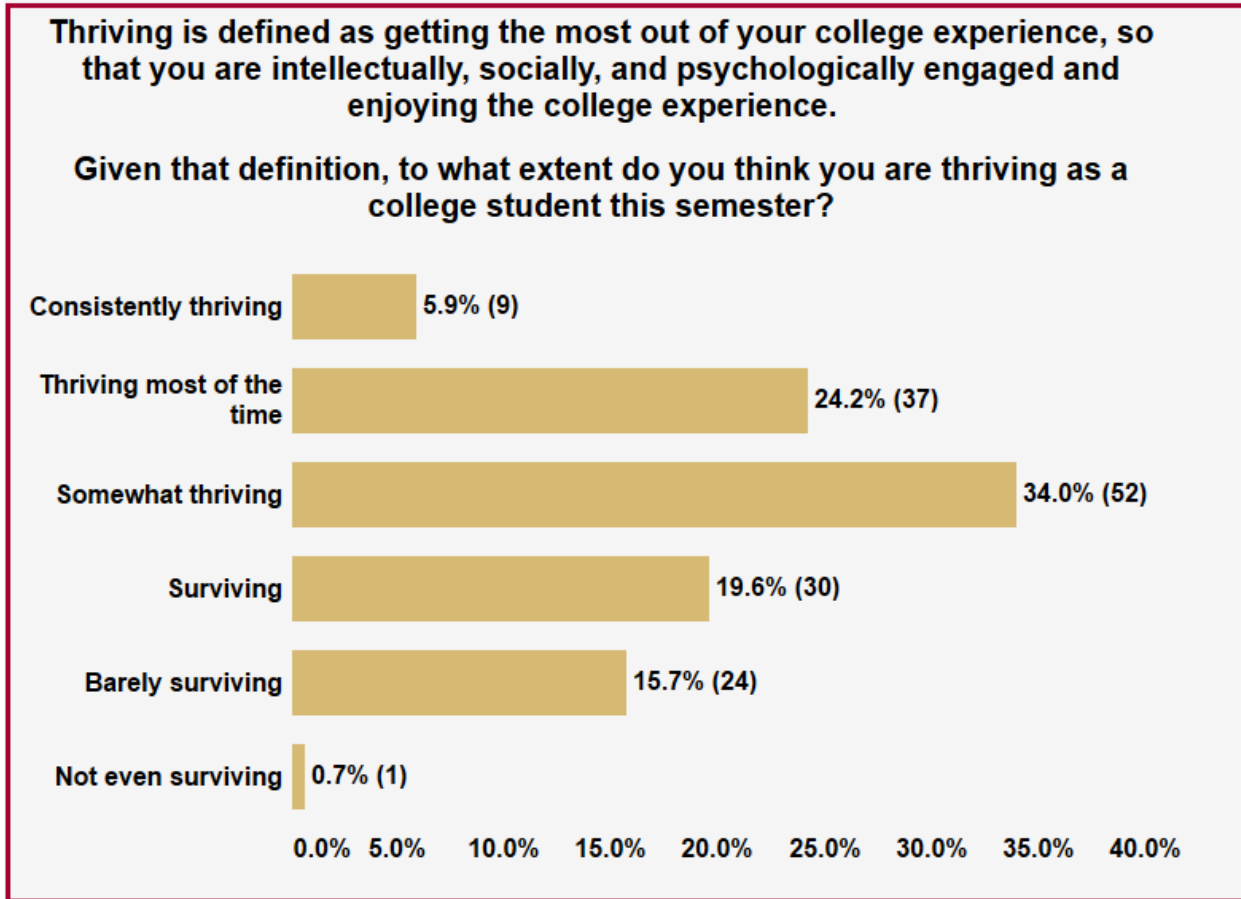


Figure 2 presents a comparison of survey respondents (shown in red) and the undergraduate student population in the winter 2023 quarter (shown in gold) across different colleges. The data reveals notable gaps in representation, particularly in the College of Arts Humanities and Social Sciences and the Daniels College of Business. The former shows an overrepresentation of 8.9 percentage points, while the latter is underrepresented by 8.7 percentage points. It is important to note that the visual only accounts for students' first colleges, and not students that are part of second or third colleges.

Overall Thriving at DU

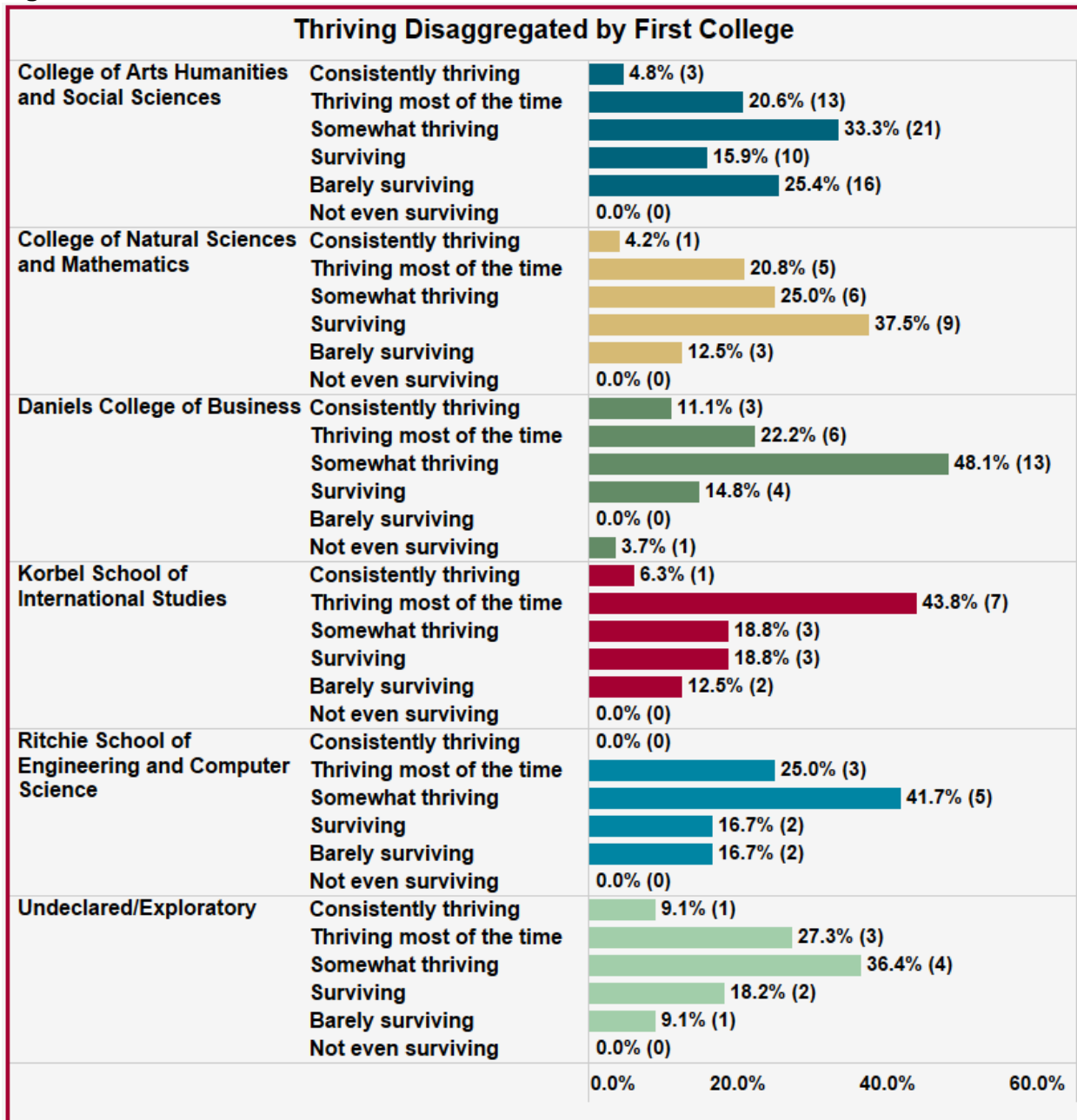
Figures 3-6 illustrate the thriving categories selected by survey respondents.

Figure 3



In Figure 3 *somewhat thriving* is the most common thriving category (34.0%) followed by *thriving most of the time* (24.2%).

Figure 4



In Figure 4, we break down the self-reported thriving data by first college. However, it's worth noting that this only includes students in their first college, and not those who may have a second or third major in a different college.

Figure 5

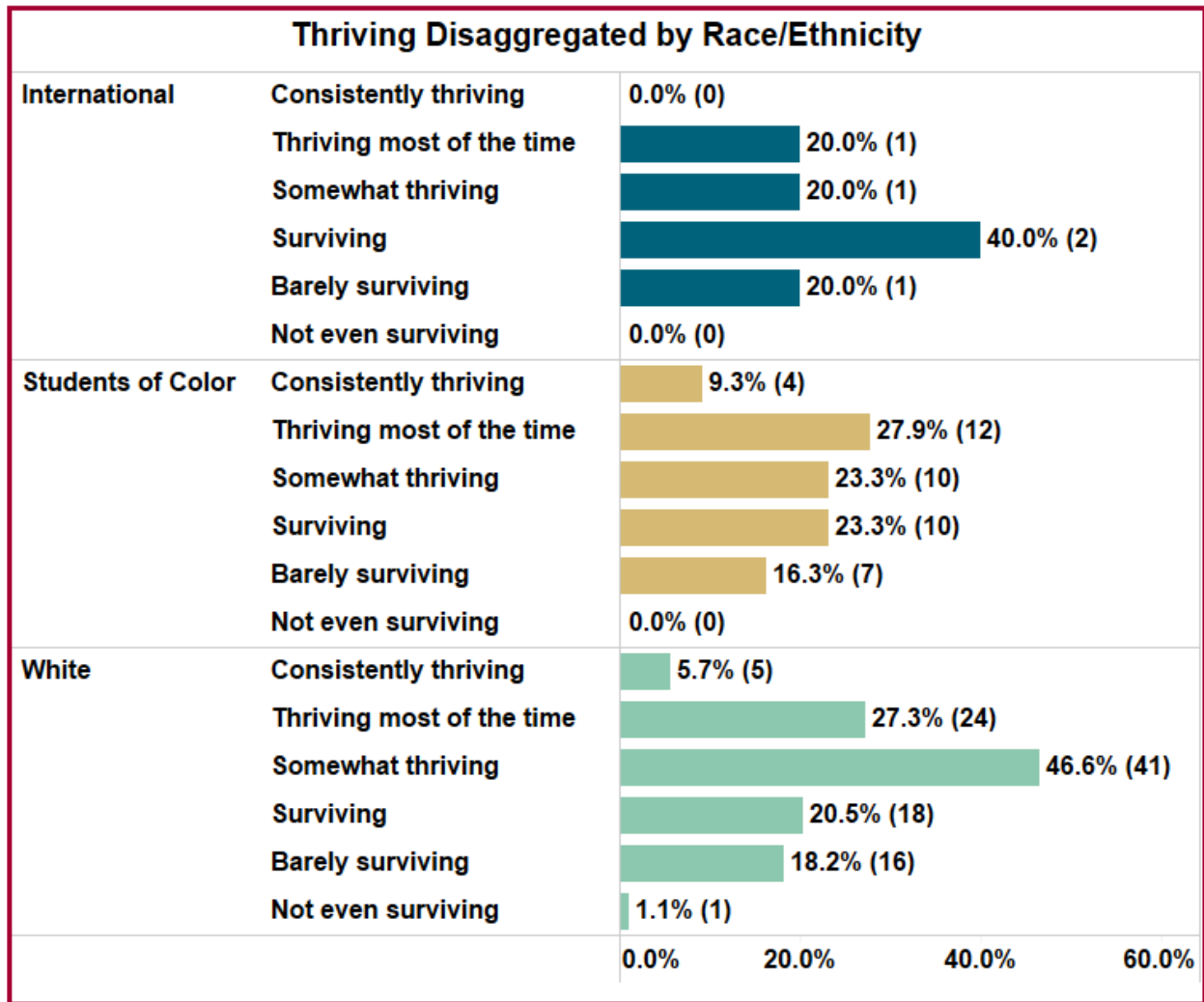
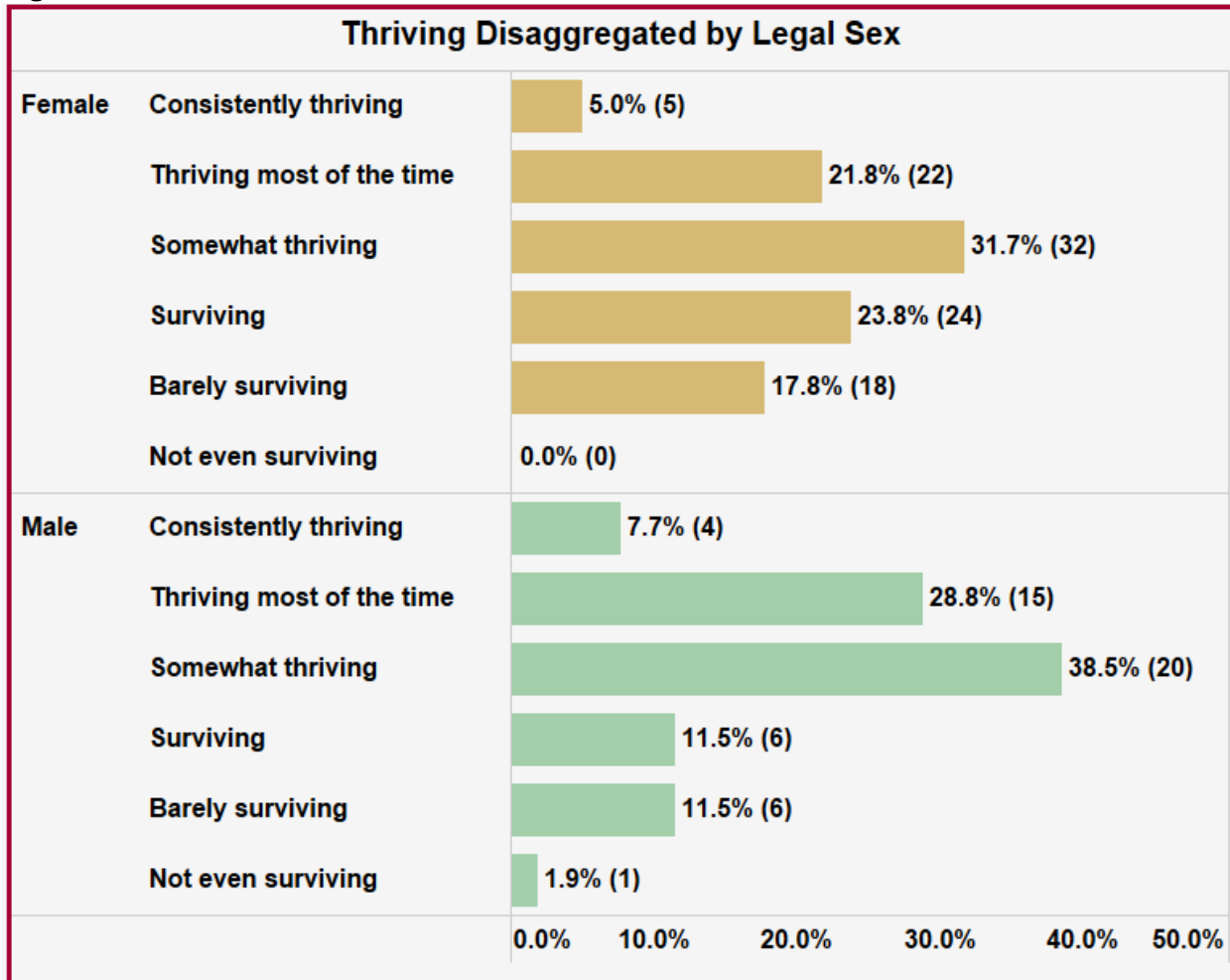


Figure 5 displays the disaggregation of self-reported thriving by international students, domestic students of color, and domestic white students, in accordance with DU reporting standards for categorizing race and ethnicity.

International students state that they are *surviving* and *barely surviving* 60% of the time. It is important to note that this group is small (n = 5), so this difference should not be overstated.

Students of color state they are *consistently thriving*, *thriving most of the time*, or *somewhat thriving* 60.5% of the time. This is a 6.2 percentage point difference from white students who state they are *consistently thriving*, *thriving most of the time*, or *somewhat thriving* 66.7% of the time.

Figure 6



In Figure 6, females state they are *consistently thriving*, *thriving most of the time*, and *somewhat thriving* 58.5% of the time. Males state they are *consistently thriving*, *thriving most of the time*, and *somewhat thriving* 75.0% of the time, a 16.5 percentage point difference.

Thriving Quotient Dimensions

Figure 7 and Figure 8 aggregate responses from each of the five thriving quotient dimensions. All questions that relate to each dimension in Figure 7 and Figure 8 can be found in Figures 9-32.

Figure 7

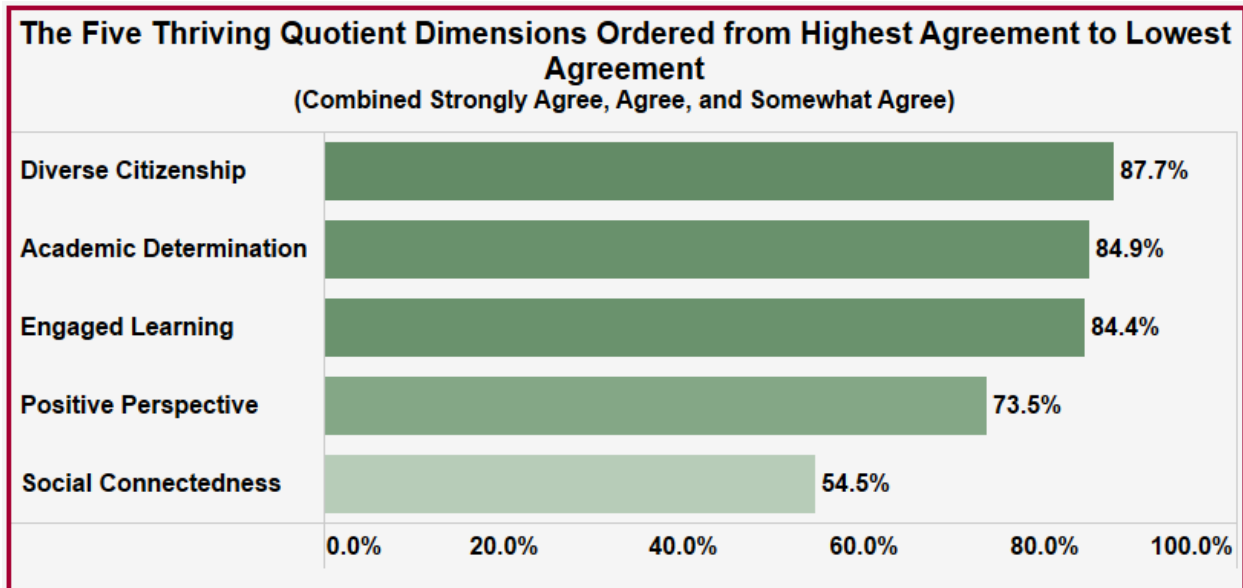


Figure 7 displays the thriving dimensions in order of highest agreement as a combination of respondents that selected *strongly agree*, *agree*, and *somewhat agree*.

Of the five dimensions of thriving, social connectedness had the lowest percentage of agreement, while diverse citizenship had the highest. The low score for social connectedness may be attributed to the inclusion of four reverse-coded questions, which is unique to this dimension. Reverse coding refers to questions that are designed such that the response options' meaning is opposite to that of the other questions. For example, when asked to rate their level of agreeableness, the statement "It's hard to make friends at this institution" would be reverse coded when compared to "It's not hard to make friends at this institution". Some responders might have misinterpreted the reverse scored question and answered in a way that is inconsistent with their belief. For example, they might indicate that they *strongly agree* with the statement "It's hard to make friends at this institution" when they meant to indicate that they *strongly disagree*.

Figure 8

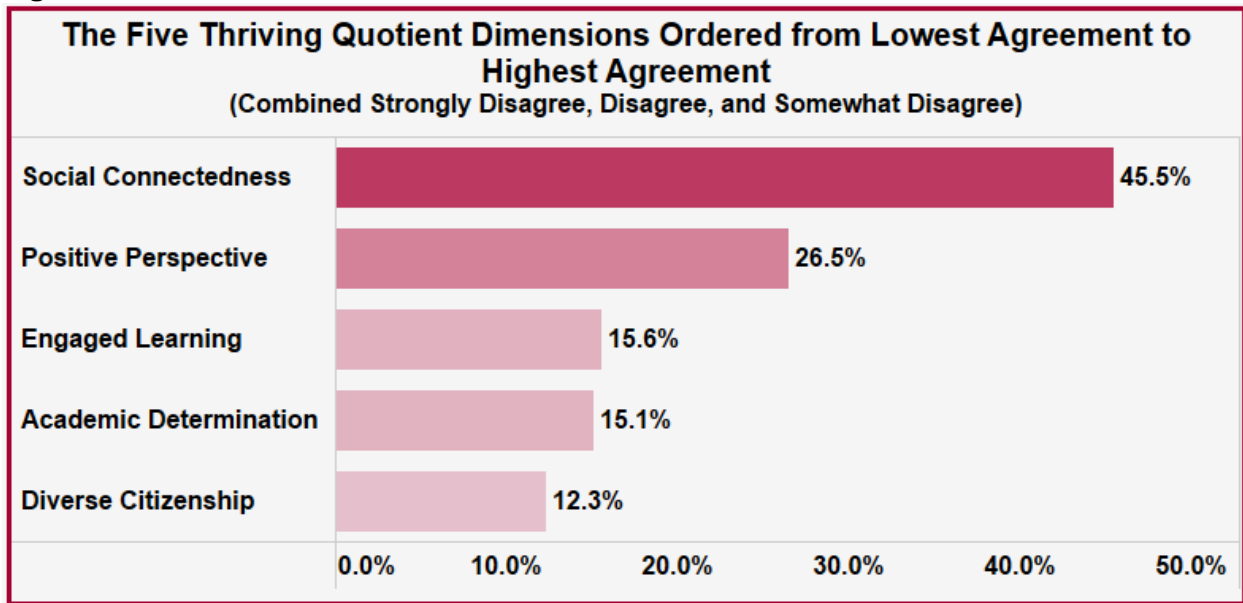


Figure 8 displays thriving dimensions in order of lowest agreement as a combination of respondents that selected *strongly disagree*, *disagree*, and *somewhat disagree*. Mentioned in Figure 7 above, four questions in the social connectedness dimension were reverse scored which is unique to this dimension. Reverse scoring refers to questions that are designed such that the response options' meaning is opposite to that of the other questions.

Figures 9-32 depict responses to the specific questions that make up the five thriving dimensions.

Diverse Citizenship

Figure 9

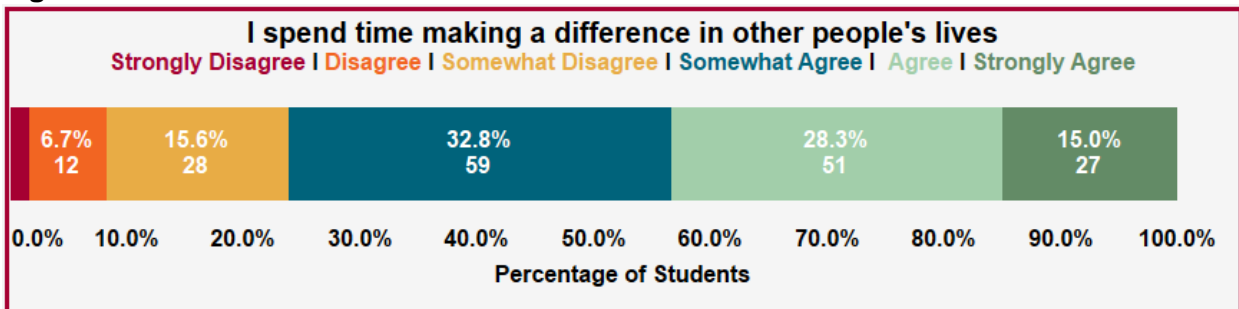


Figure 10

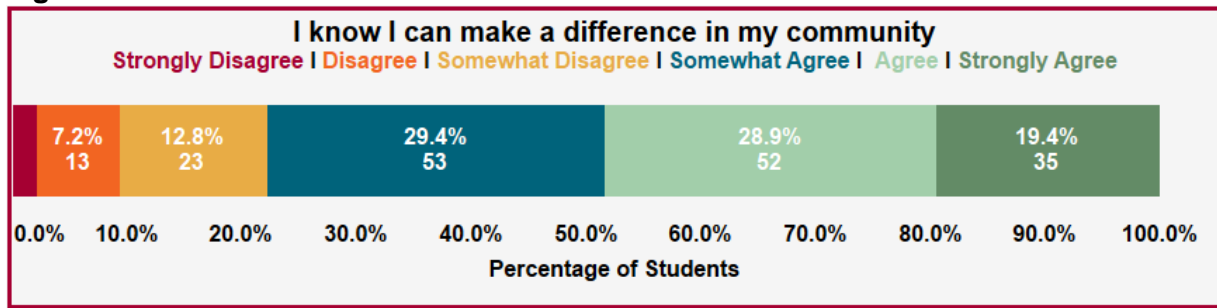


Figure 11

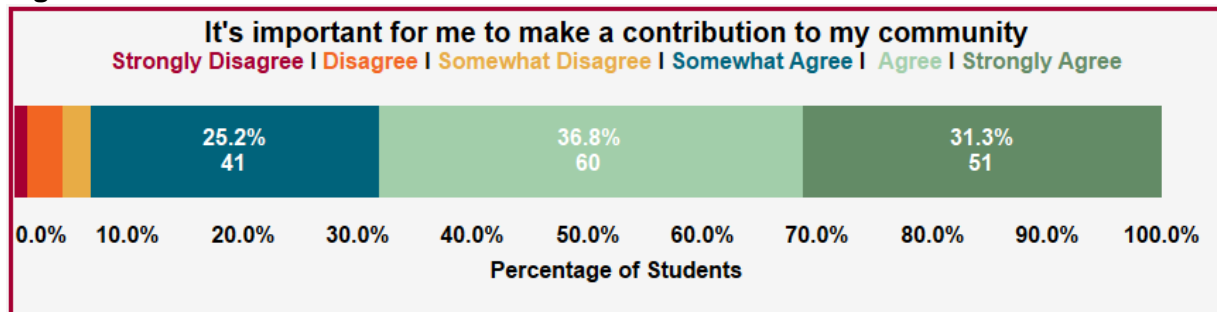


Figure 12

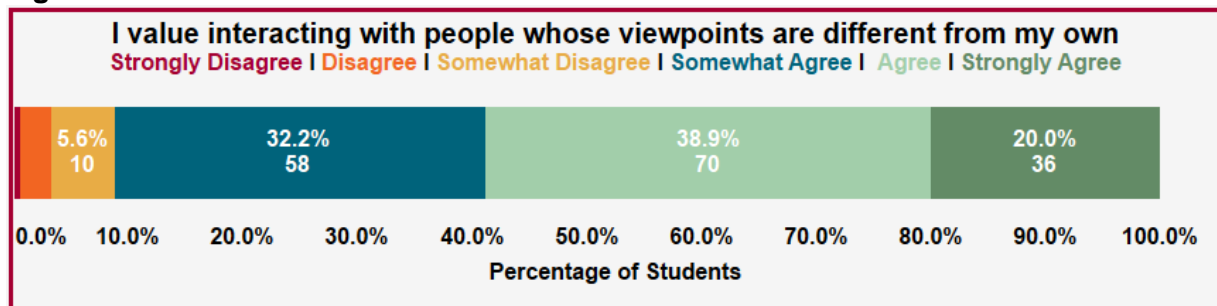


Figure 13

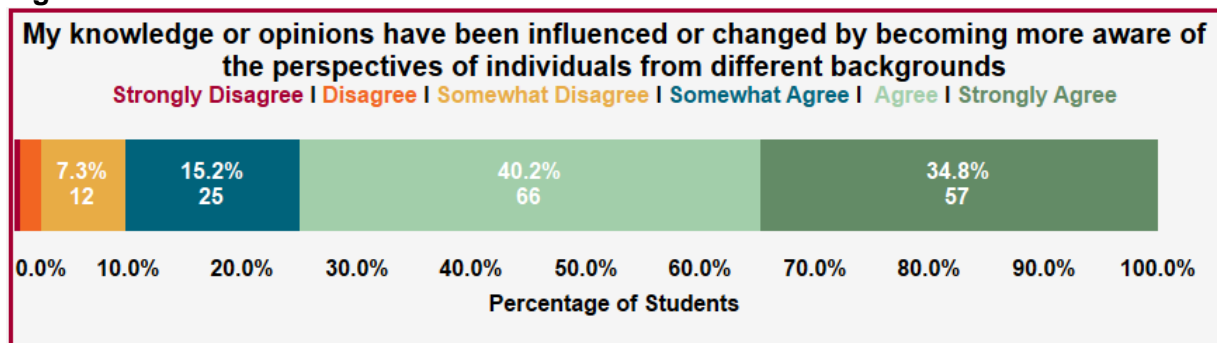
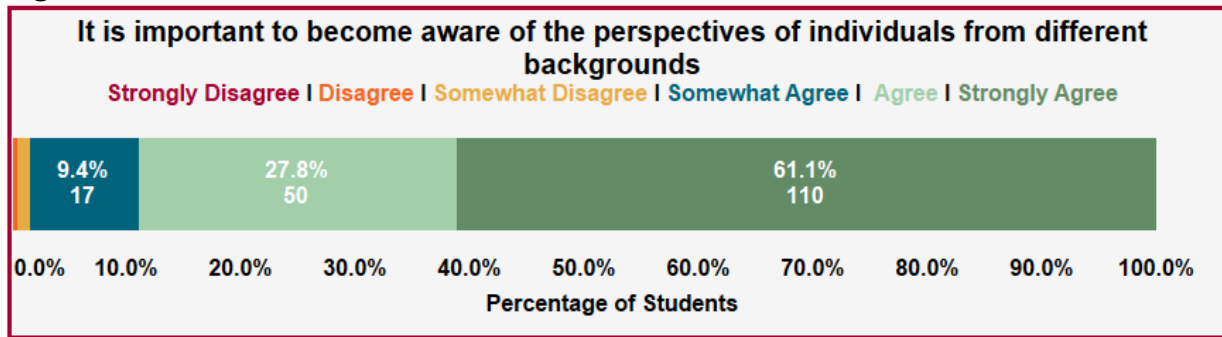


Figure 14



Academic Determination

Figure 15

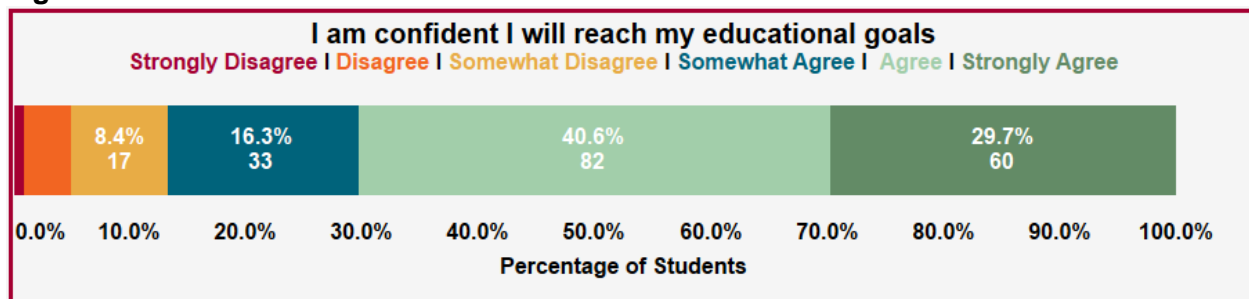


Figure 16

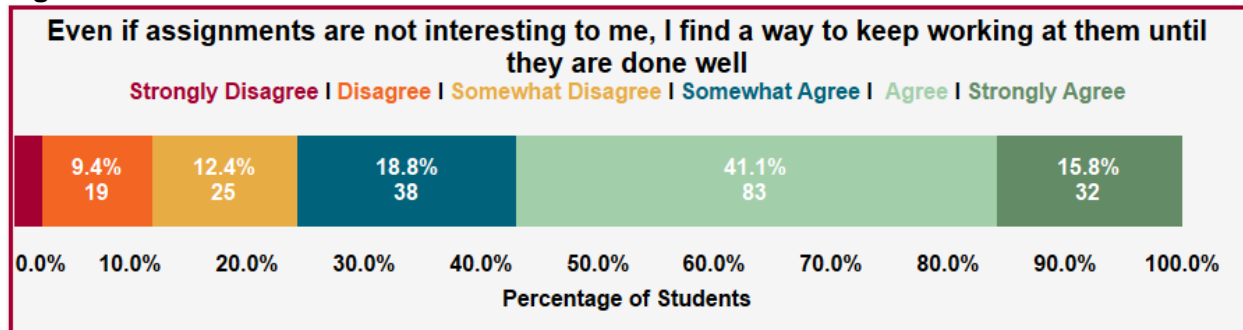


Figure 17

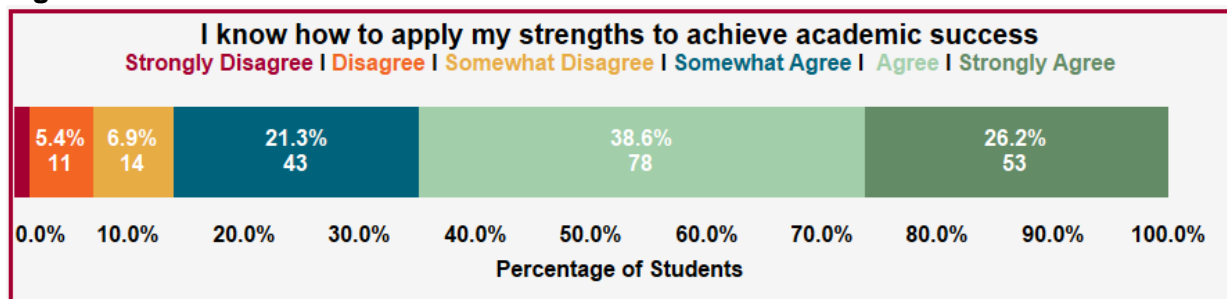


Figure 18

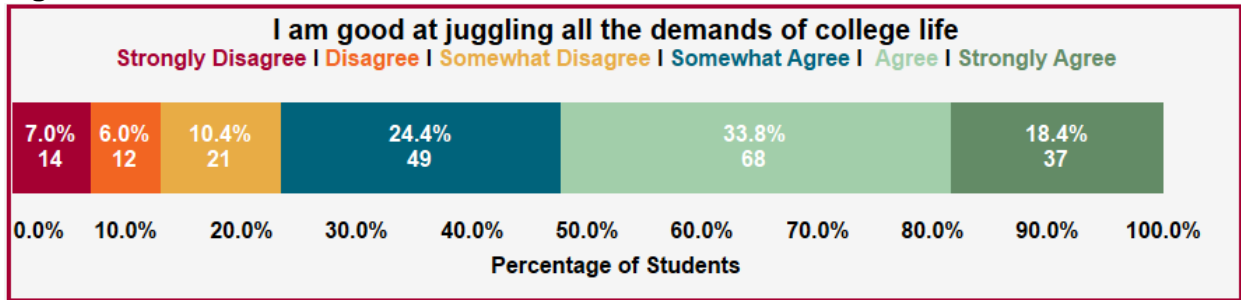


Figure 19

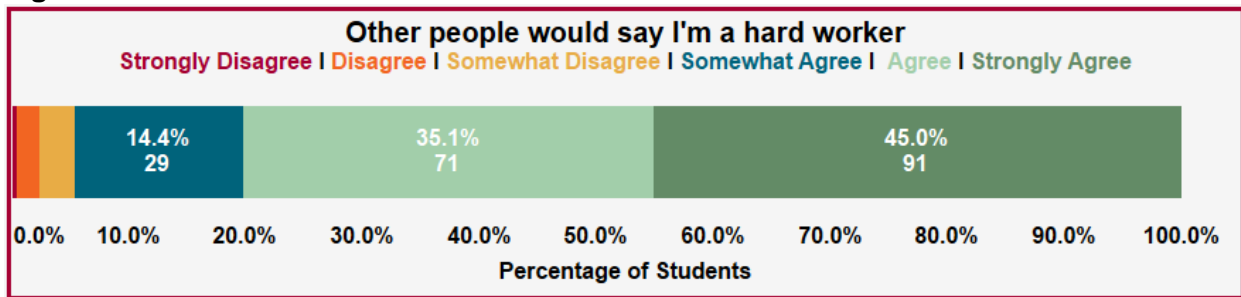
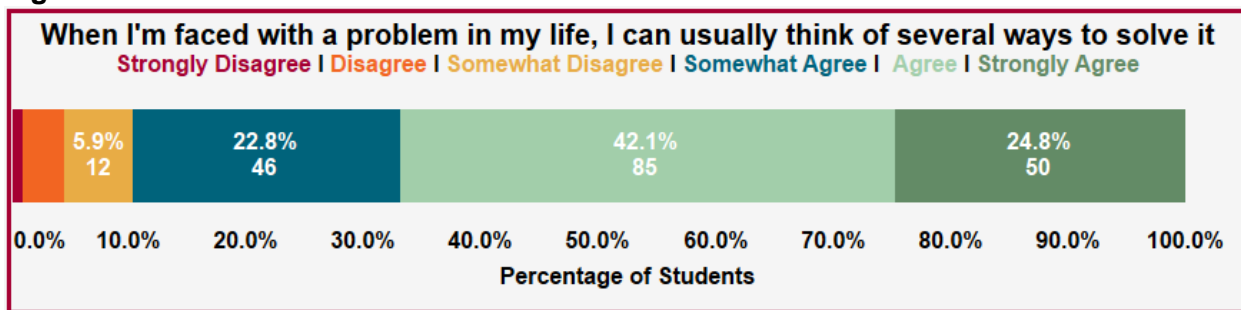


Figure 20



Engaged Learning

Figure 21

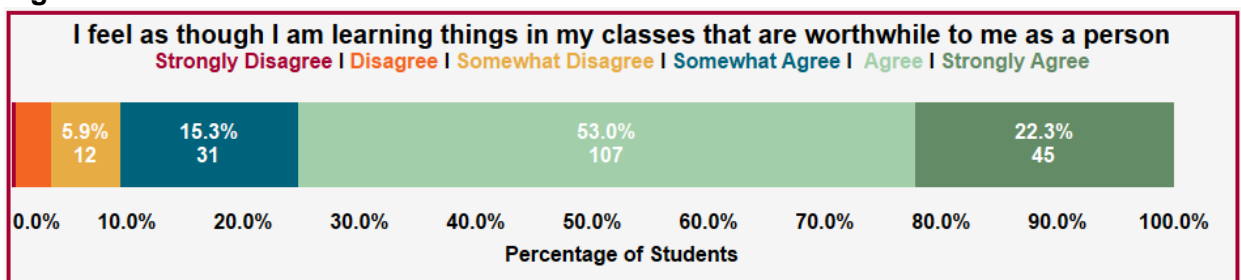


Figure 22

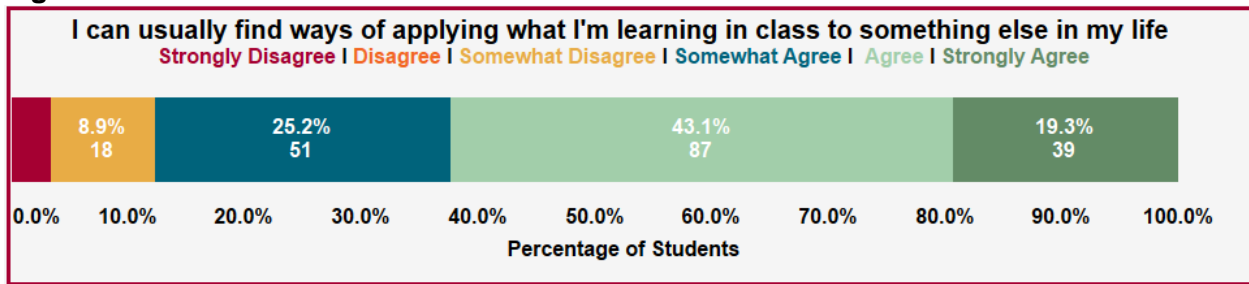


Figure 23

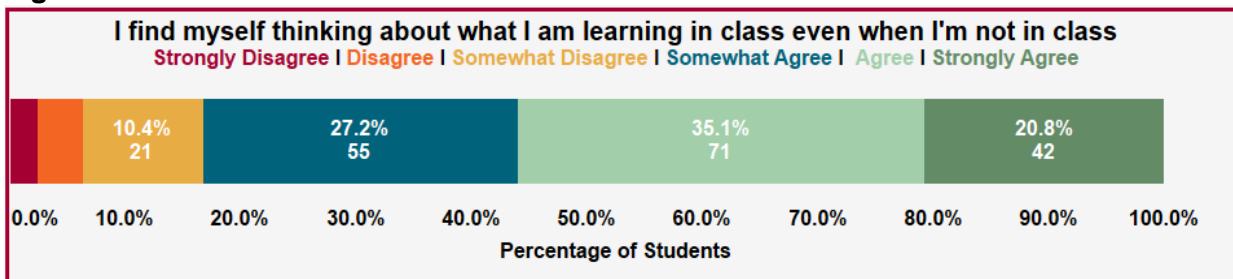
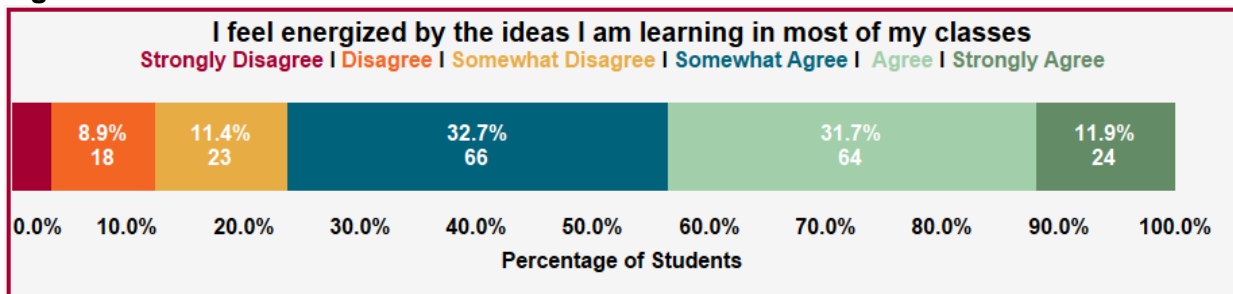


Figure 24



Positive Perspective

Figure 25

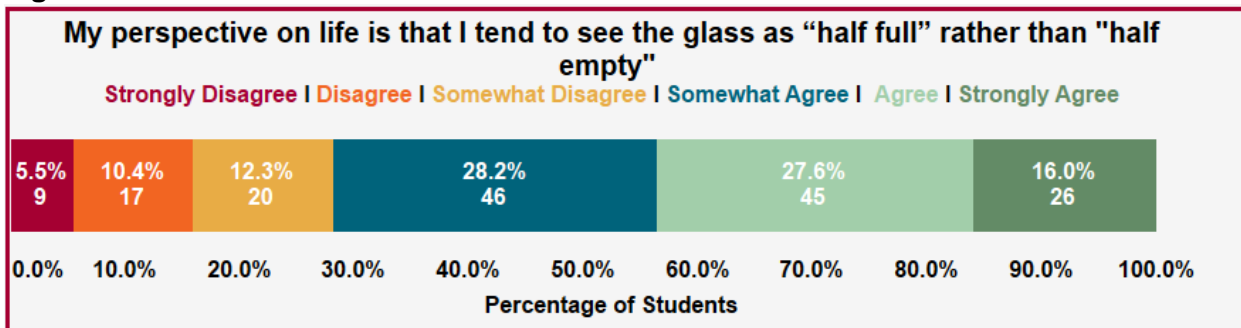
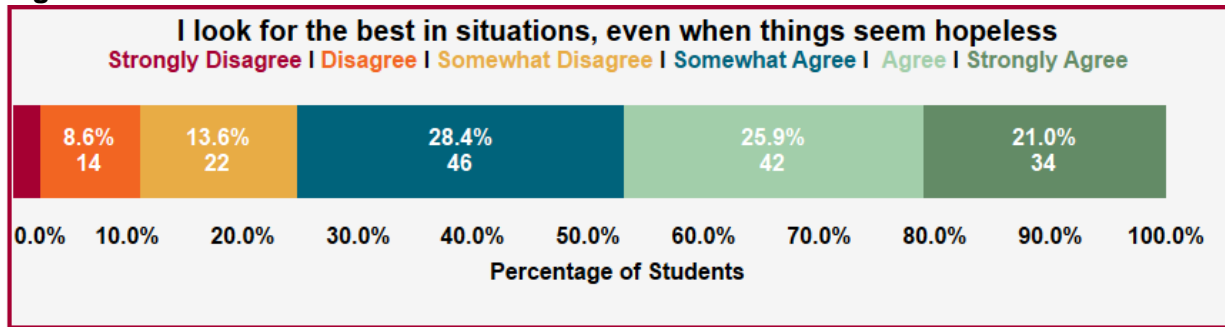


Figure 26



Social Connectedness

Figure 27

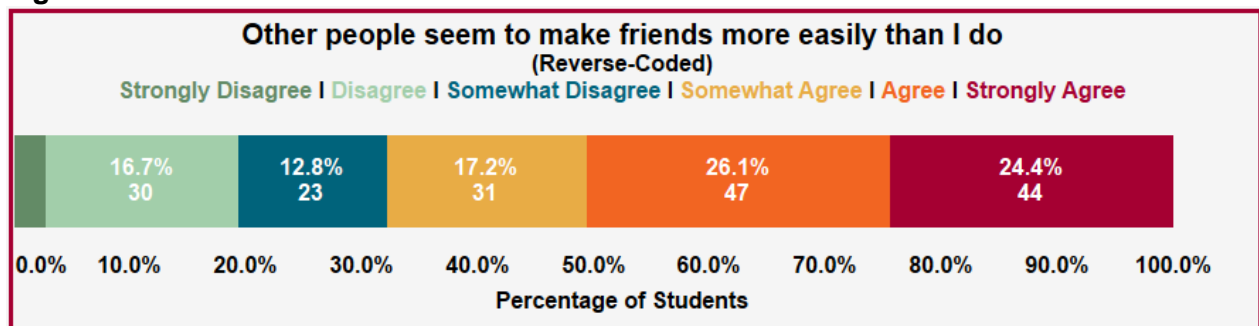


Figure 28

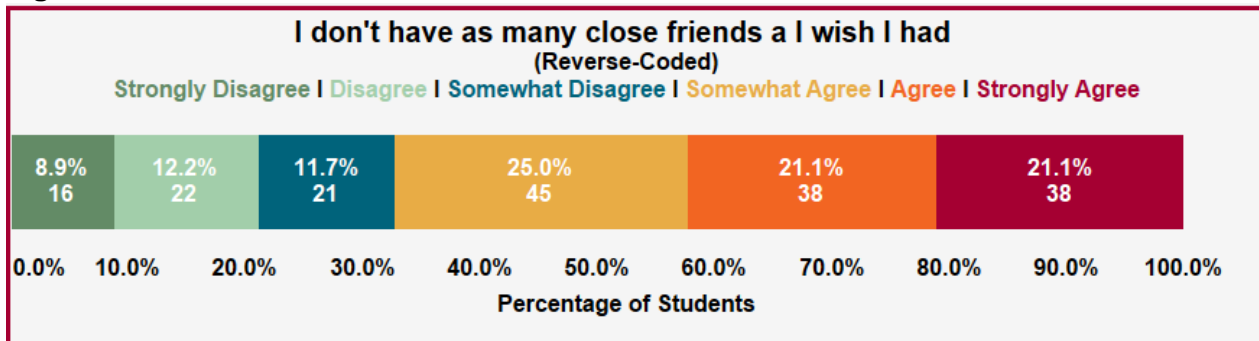


Figure 29

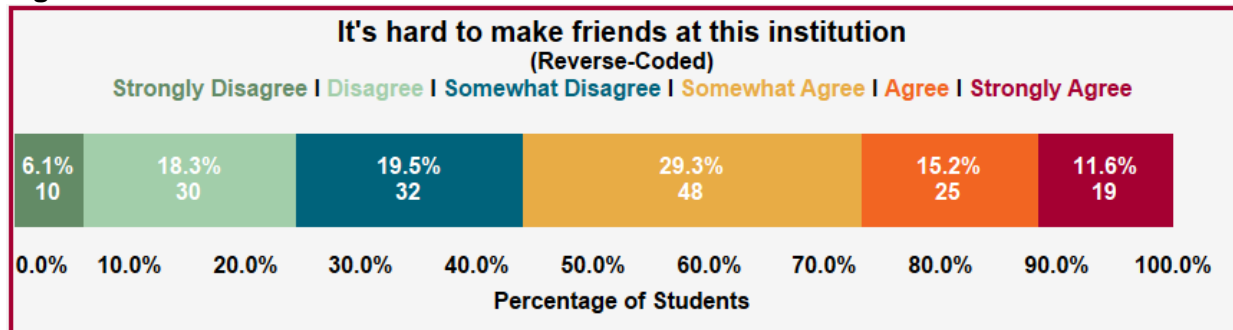


Figure 30

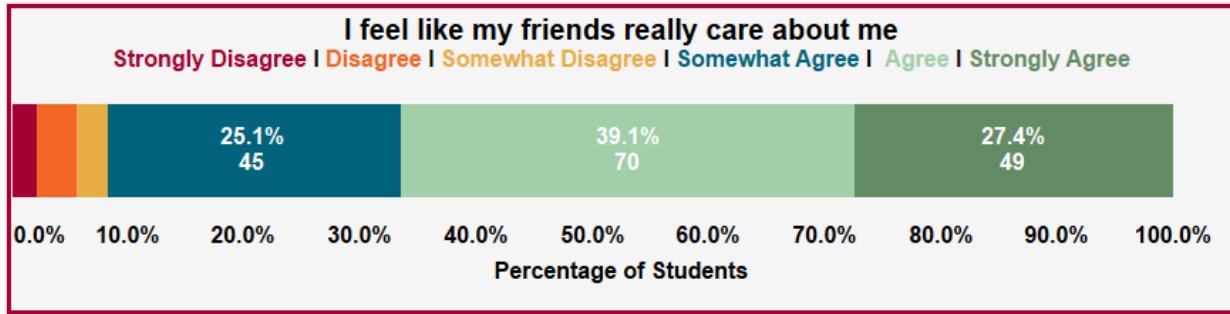


Figure 31

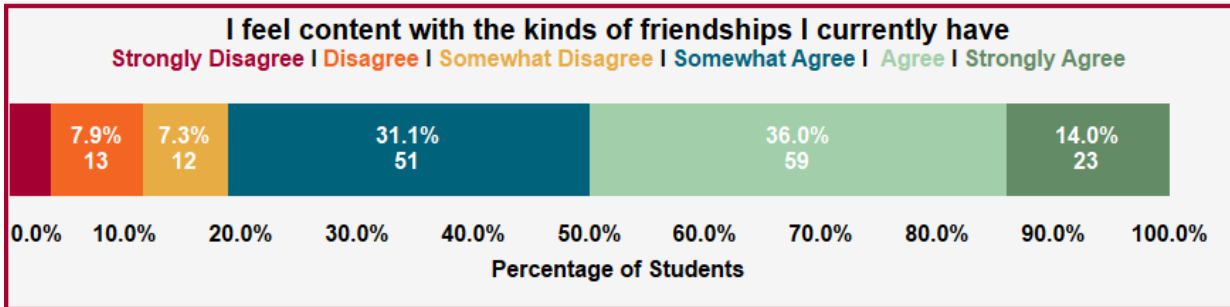
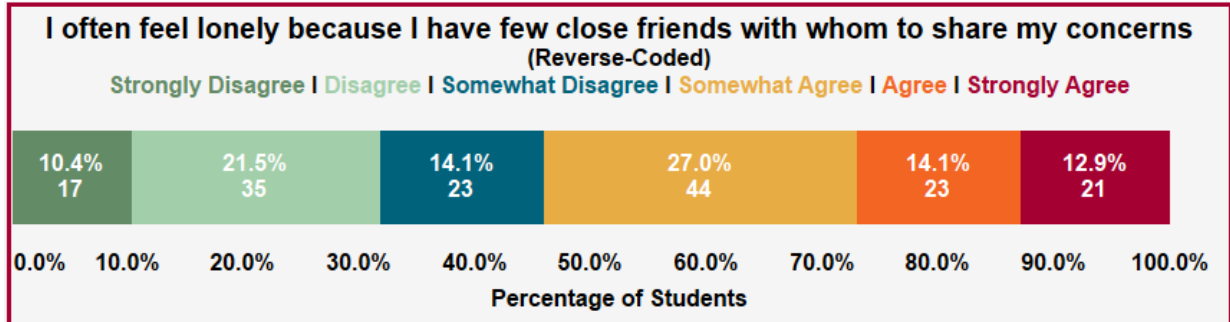


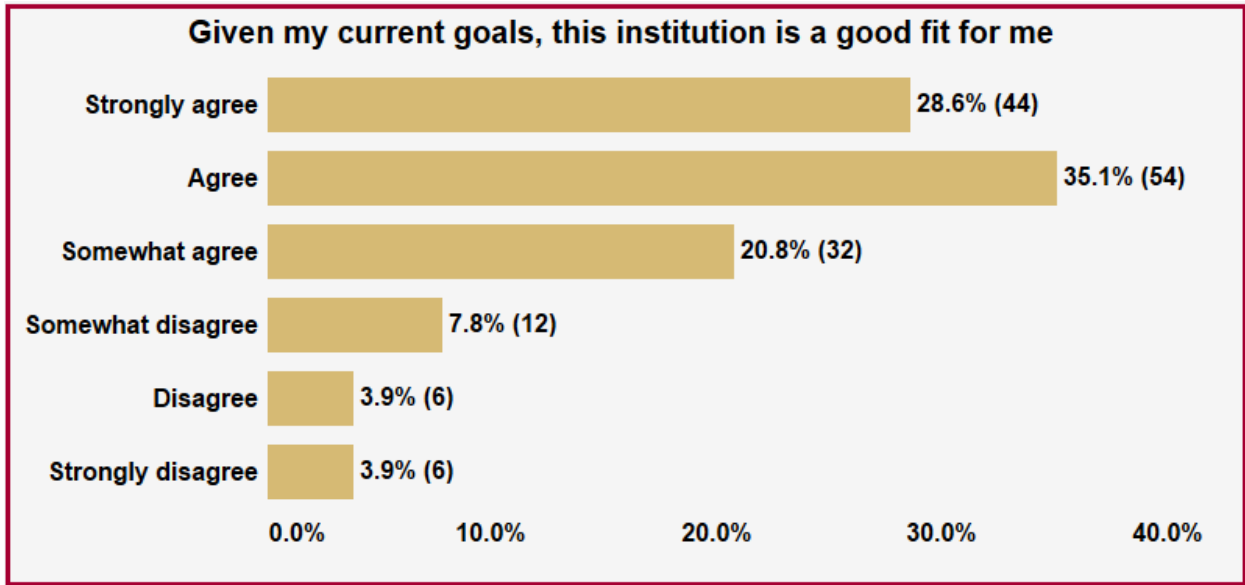
Figure 32



Institutional Fit

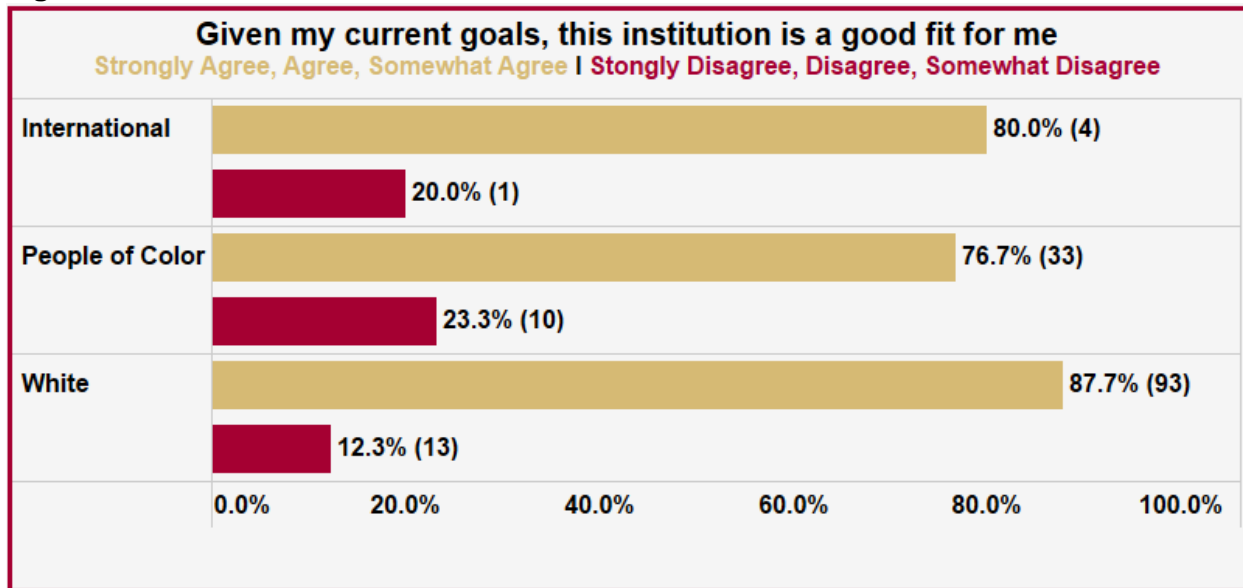
The next section delves into the concept of institutional fit and explores students' perceptions of their experience at DU. The questions posed revolve around overall fit and enjoyment of DU, value of tuition, graduation, and the likelihood of choosing DU again. When students feel that their institution is a good fit for them, they are more likely to experience a sense of belonging, which can foster motivation and overall well-being, making it easier for them to thrive.

Figure 33



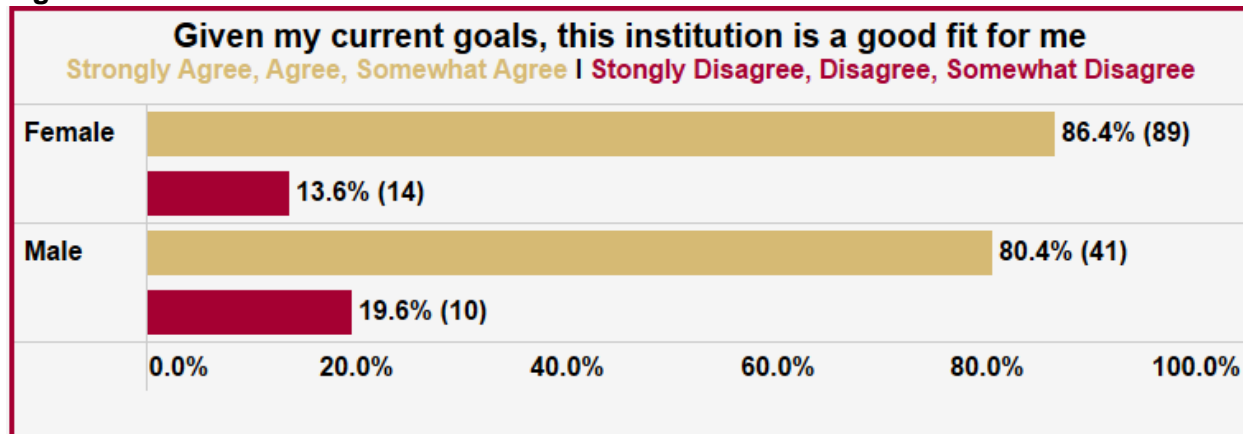
In Figure 33, most respondents agree that DU is a good fit for them with 84.5% expressing they either *strongly agree*, *agree*, or *somewhat agree*.

Figure 34



In Figure 34, a higher proportion of white students expressed that they at least *somewhat agree* that DU was a good fit for them when compared to students of color and international students.

Figure 35



In Figure 35, a higher proportion of female students stated DU was a good fit for them compared to male students, with a difference of 6 percentage points.

Figure 36

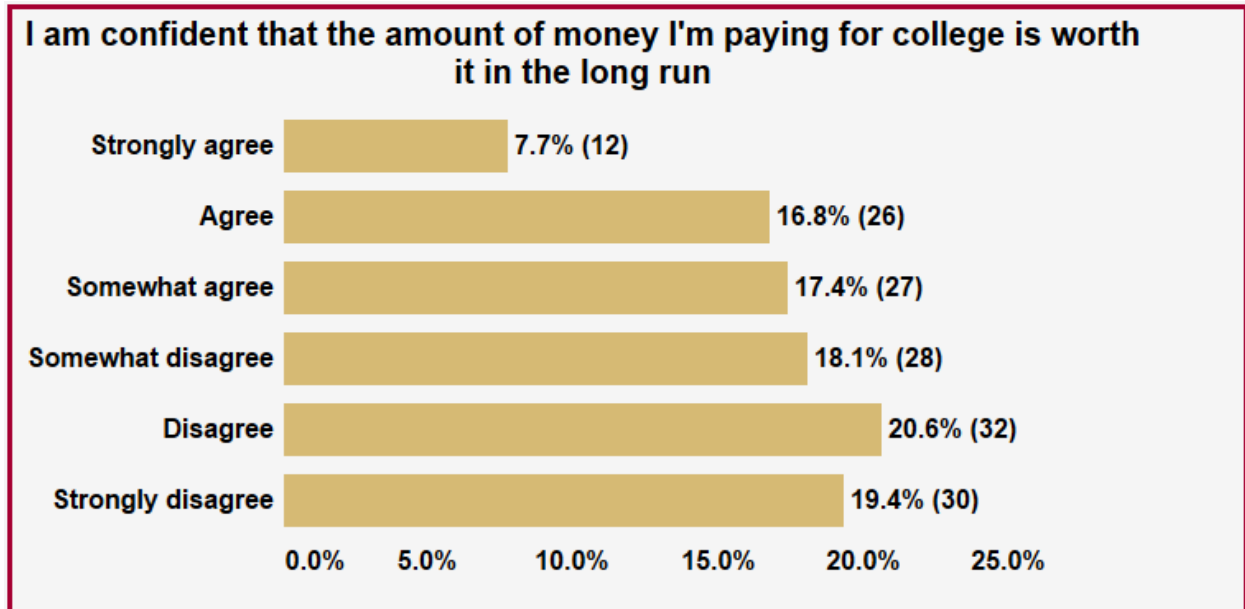
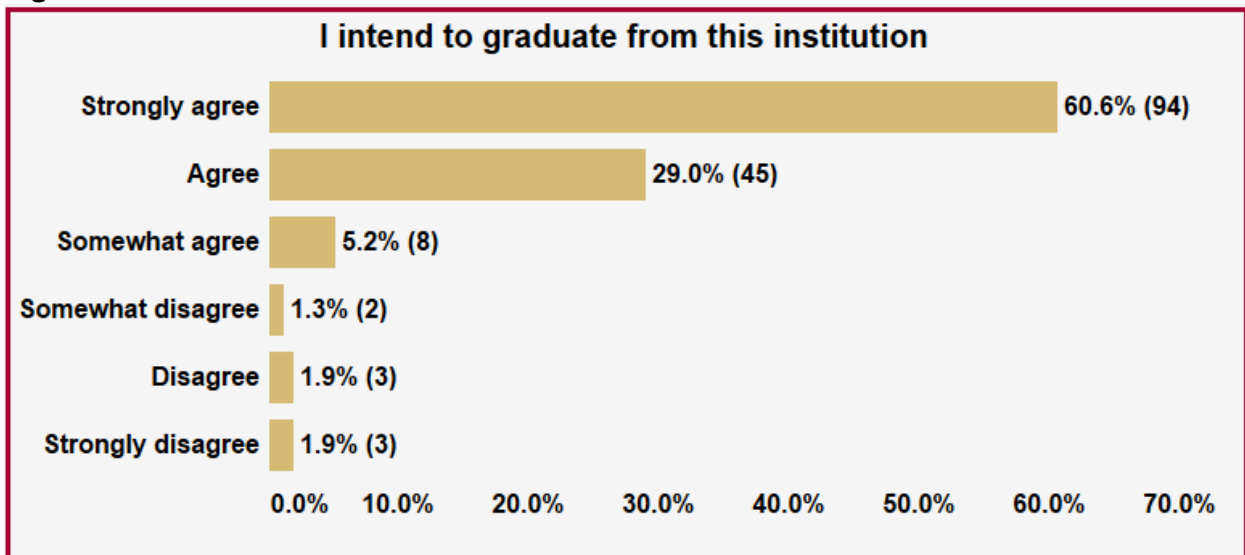


Figure 36 presents respondents' perceptions of the value of tuition at DU based on their level of agreement. Most students (58.1%) indicated that they *strongly disagree*, *disagree*, or *somewhat disagree* that the tuition they are paying at DU is worth it in the long run.

Figure 37



In Figure 37, most respondents agree that they intend to graduate from DU with 94.8% stating they *strongly agree*, *agree*, or *somewhat agree*.

Figure 38

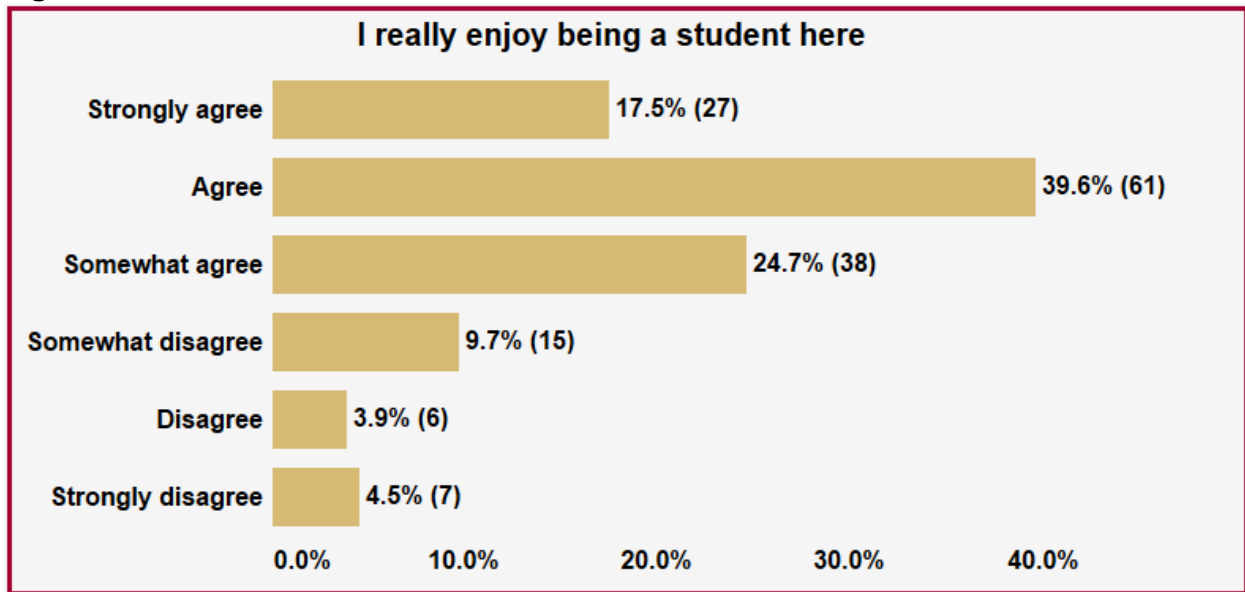


Figure 38 depicts the level of agreement among respondents regarding their enjoyment of being a student at DU. The vast majority (81.8%) indicated that they *strongly agree*, *agree*, or *somewhat agree* with this statement.

Figure 39

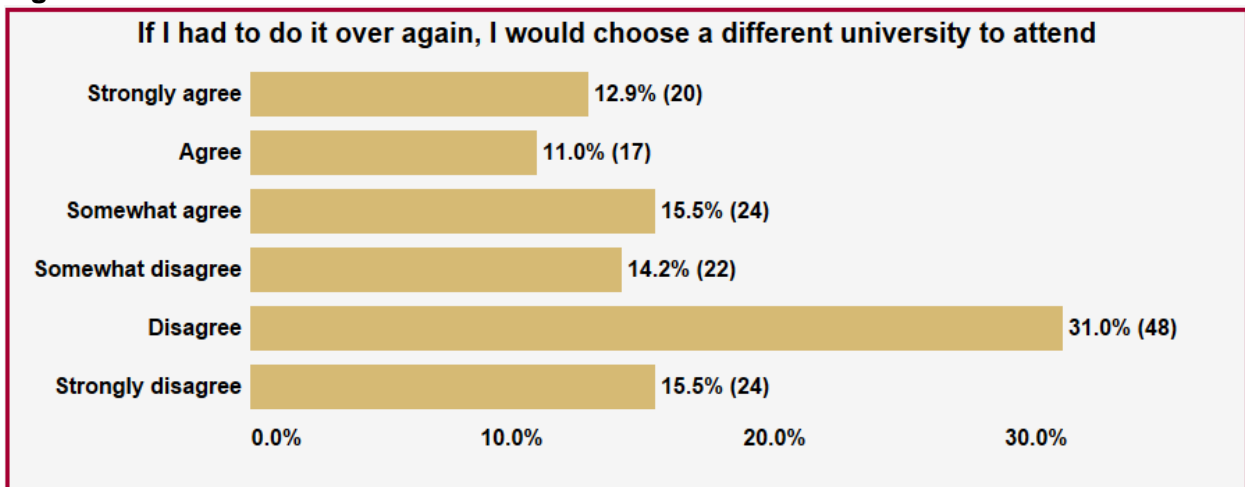
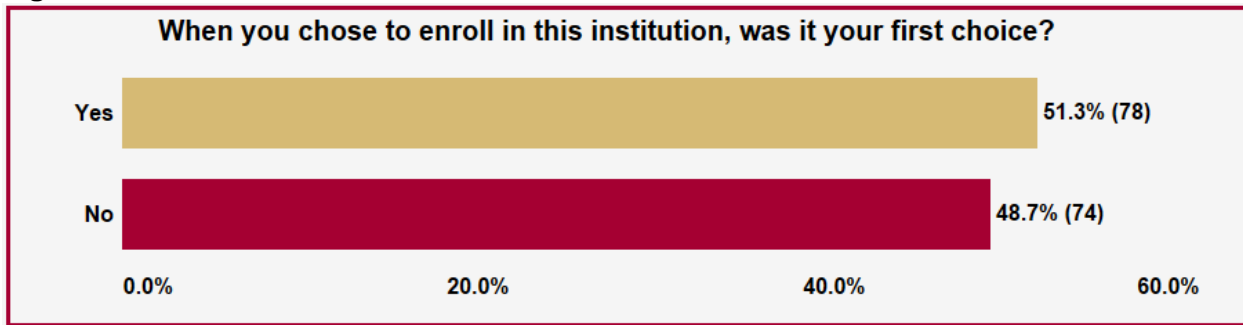


Figure 39 displays the level of agreement that students would choose another university to attend if given the opportunity. 60.7% of student stated they *strongly disagree*, *disagree*, or *somewhat disagree* with this statement.

Figure 40

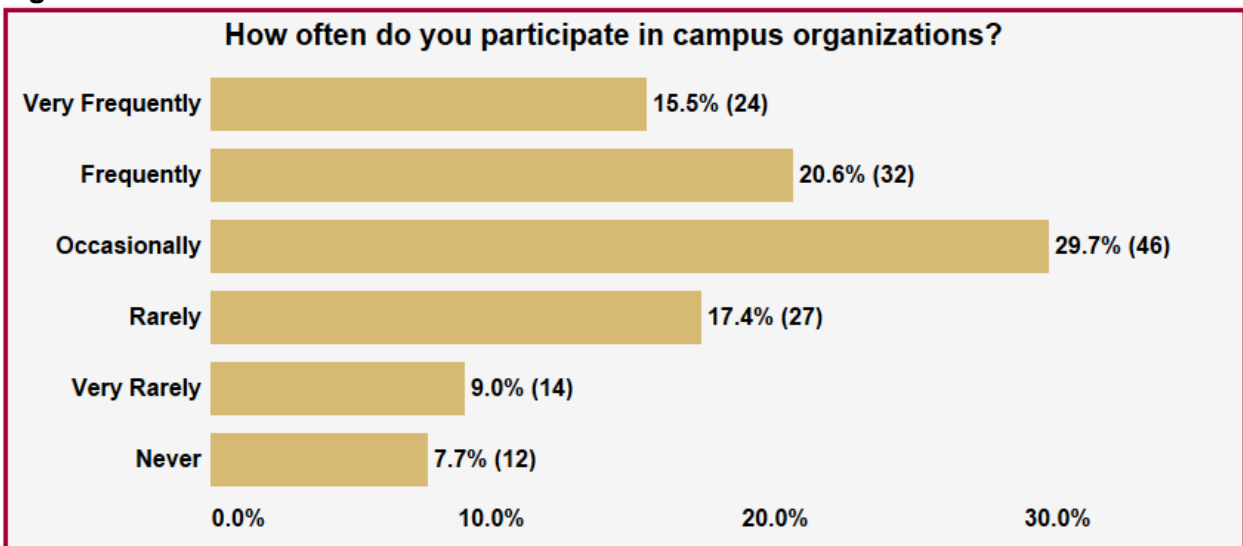


In Figure 40, over half of all respondents indicated that DU was their first-choice institution.

Student Engagement

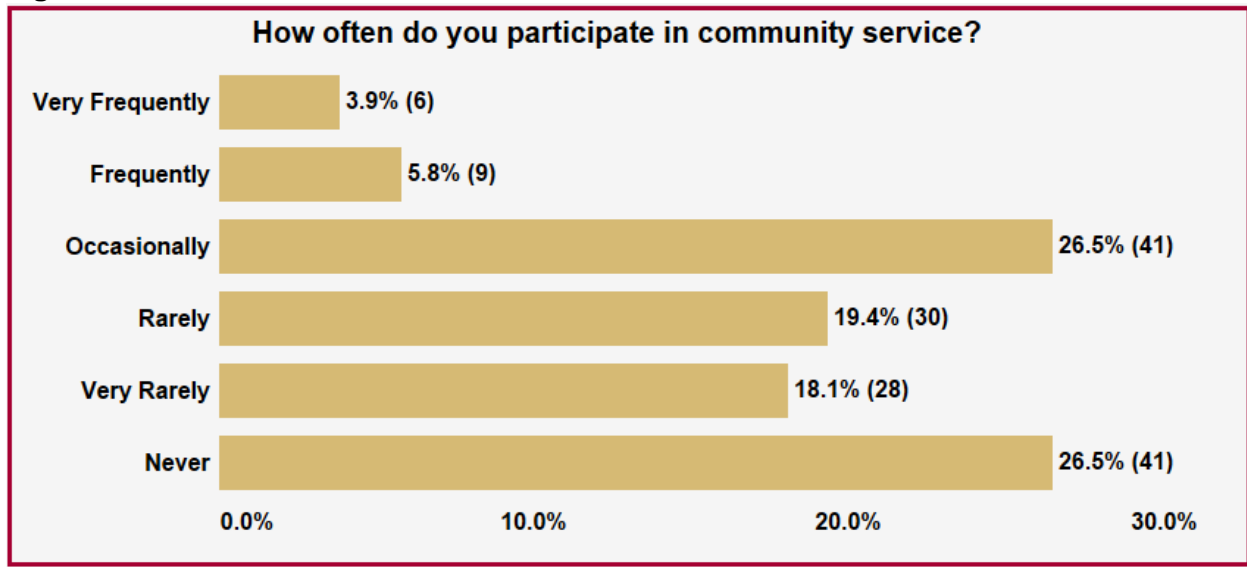
Figures 41-48 provide a breakdown of student participation in campus organizations, community service, religious activities, ethnic organizations, academic advising, and faculty interaction. This analysis aims to gain a better understanding of students' experiences and values, and to identify areas where DU can improve its student engagement efforts

Figure 41



In Figure 41, the frequency of participation in campus organizations among survey respondents is displayed. The results show that 65.8% of respondents reported participating in campus organizations either *very frequently*, *frequently*, or *occasionally*.

Figure 42



The frequency of participation in community service among survey respondents is shown in Figure 42. Most respondents (64.0%) reported participating *rarely*, *very rarely*, or *never*.

Figure 43

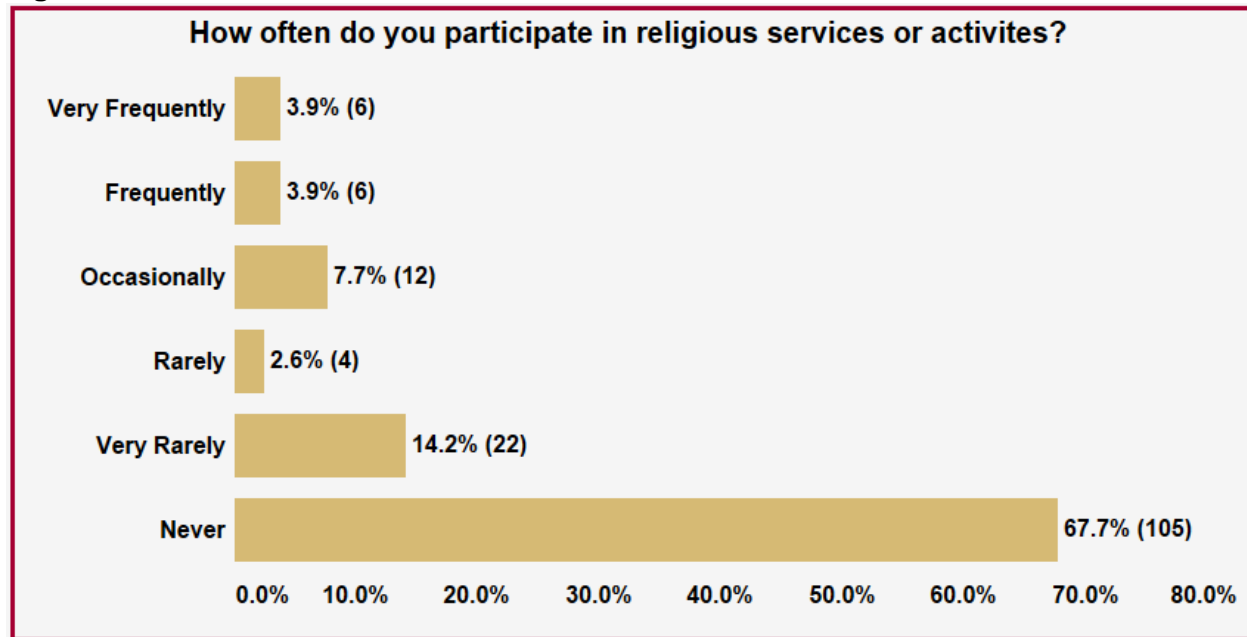
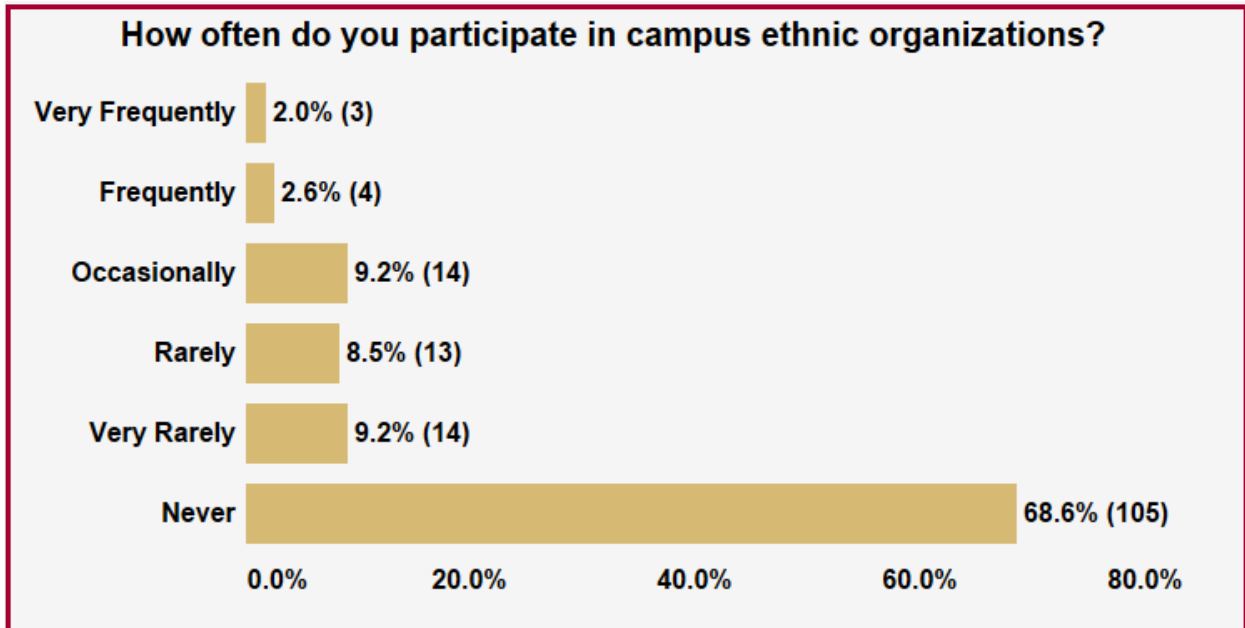


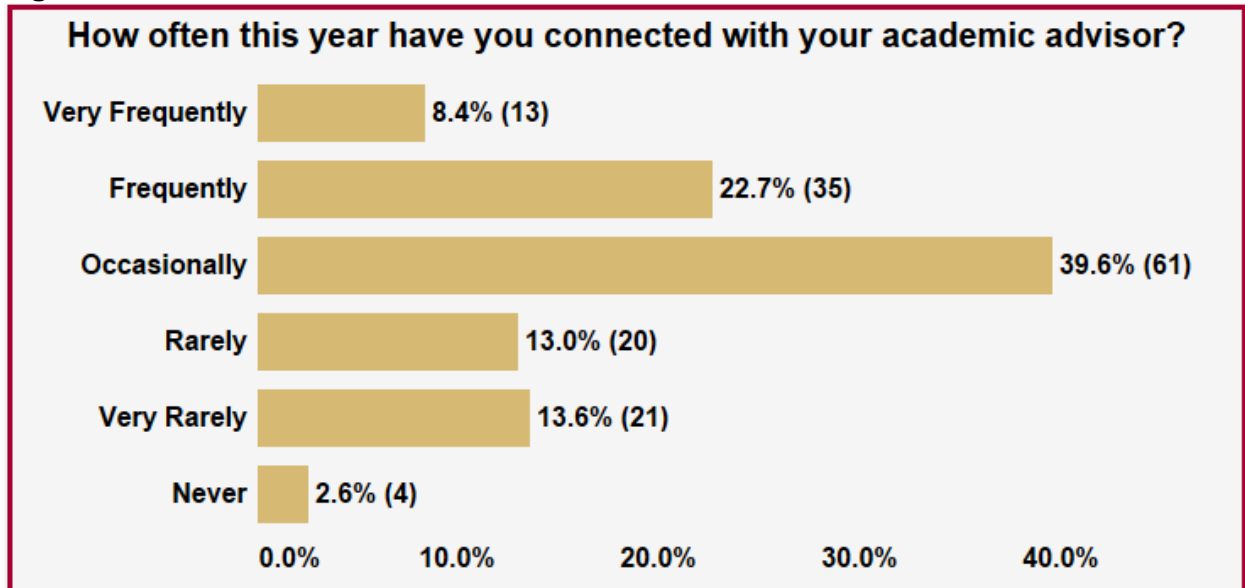
Figure 43 displays the frequency of participation in religious services or activities among survey respondents. 67.7% of respondents stated they *never* participate in religious services or activities.

Figure 44



Survey respondents' participation in campus ethnic organizations is shown in Figure 44, which displays their frequency of participation. Most respondents (68.6%) reported *never* participating in ethnic organizations.

Figure 45



The frequency of students' connections with an academic advisor this year is illustrated in Figure 45. The data shows that 70.7% of students reported connecting with an advisor *very frequently, frequently, or occasionally*.

Figure 46

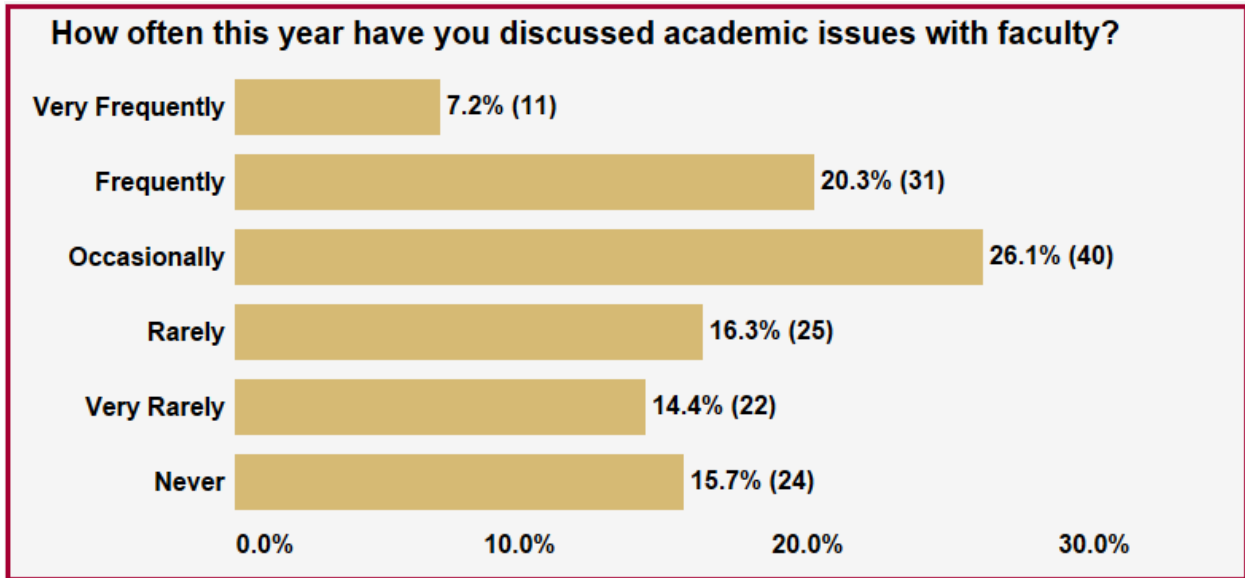


Figure 46 illustrates the frequency with which students discuss academic issues with a faculty member. According to the data, 53.6% of students reported discussing academic issues with a faculty member *very frequently, frequently, or occasionally*.

Figure 47

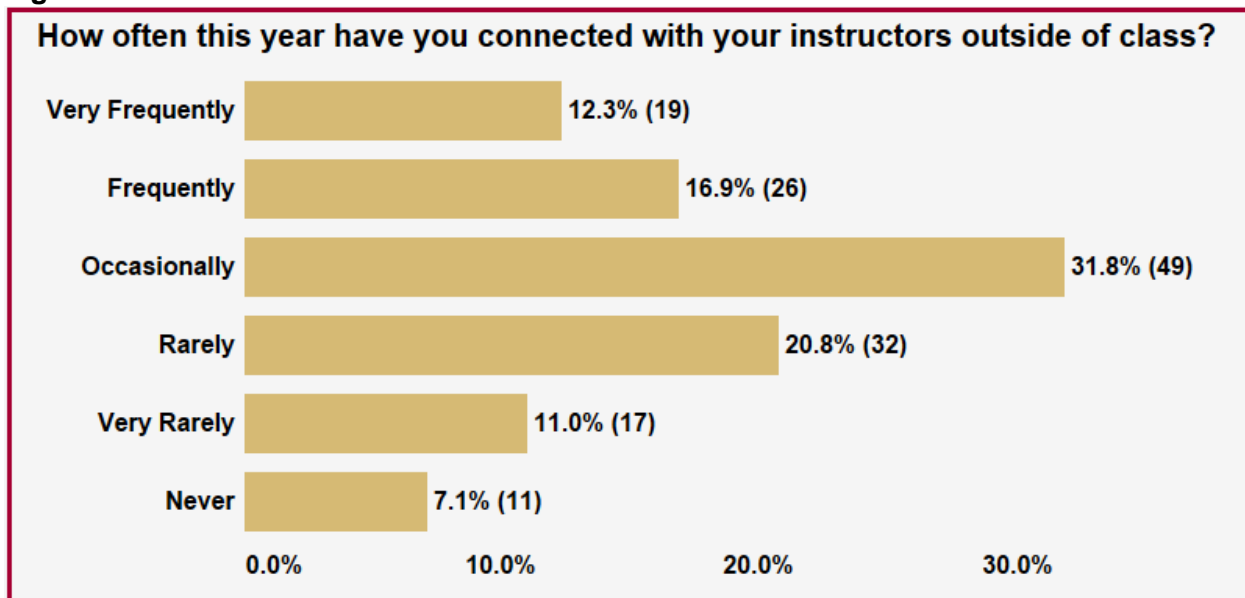


Figure 48 displays the frequency with which students connect with their instructors outside of class. Most students (61.0%) report connecting with their instructor outside of class *very frequently, frequently, or occasionally*.

Figure 48

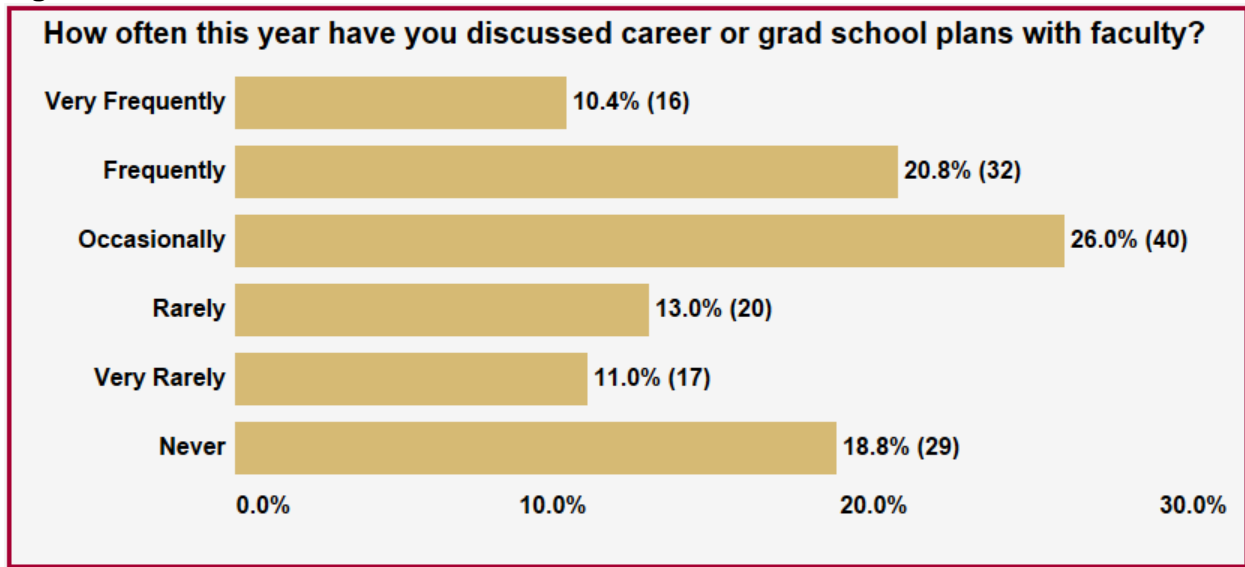


Figure 48 depicts the frequency with which students discuss their career or graduate school plans with faculty members. The data shows that 57.2% of respondents reported discussing these plans with faculty members *very frequently, frequently, or occasionally*.

Select Quotes on Perceived Thriving

The open responses from the survey highlighted several important themes, including time management, balance, support services, social life, sureness of major, and mental health. These are all crucial factors that contribute to academic success, interpersonal relationships, and overall psychological well-being. However, the most prevalent theme was the challenge of allocating sufficient time to each of these areas.

"I made several new friends on campus this year, which I did not have last year. Because of this, I feel more excited about school and have been engaged in more campus activities."

"It is my last quarter, so the stress of figuring out what's next. Overall, I feel like I'm somewhat thriving most of the time, just the stress of class/work schedule doesn't always balance out."

"Lots of self-improvement and care: improved mental health, easier schedule, more connection, more exercise, more spiritual health."

"Having to work with the fast pace of the quarter system and prioritizing my health has contributed to some mental health challenges."

"I believe I am thriving well so far this quarter. I am adjusting being back from abroad and killing it in my classes. I am working on myself of balancing school life and personal life, so that I am happy and doing okay and not burning myself out."

"I've been keeping up with my work, but not as securely as I'd like. I have so much on my plate and all of it feels important, so it's difficult to drop anything."

"Far too much going on to the point that I only have one free day and I have to use that for homework and other schoolwork that is unrelated to class."

"Financial difficulties, disability/health issues."

"The feeling of acceptance and feeling sure of my major."