



**Student Success** –  
UNIVERSITY OF DENVER



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# Notable Differences between Survey Respondents and the DU Undergraduate Population

Figure 1

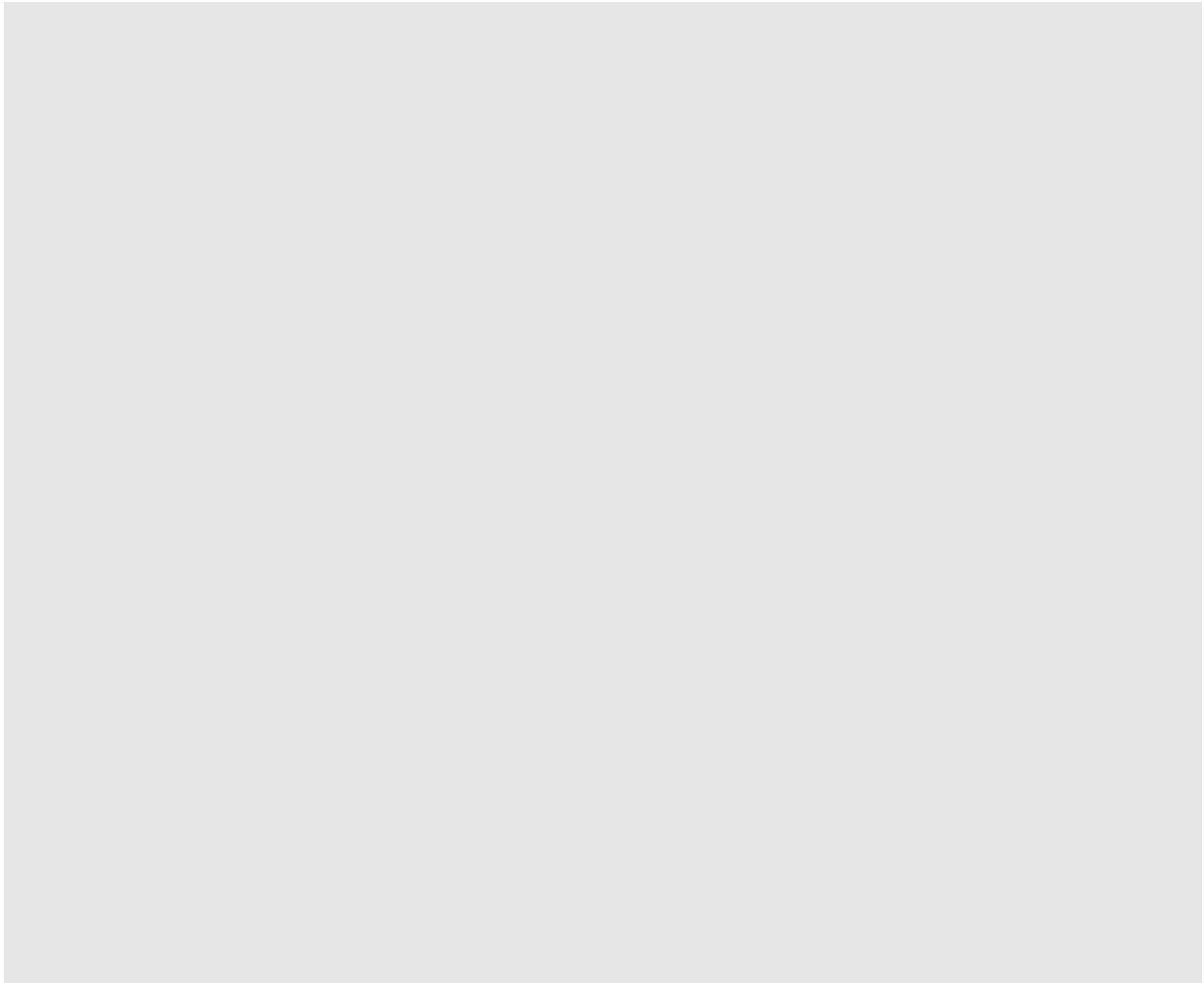
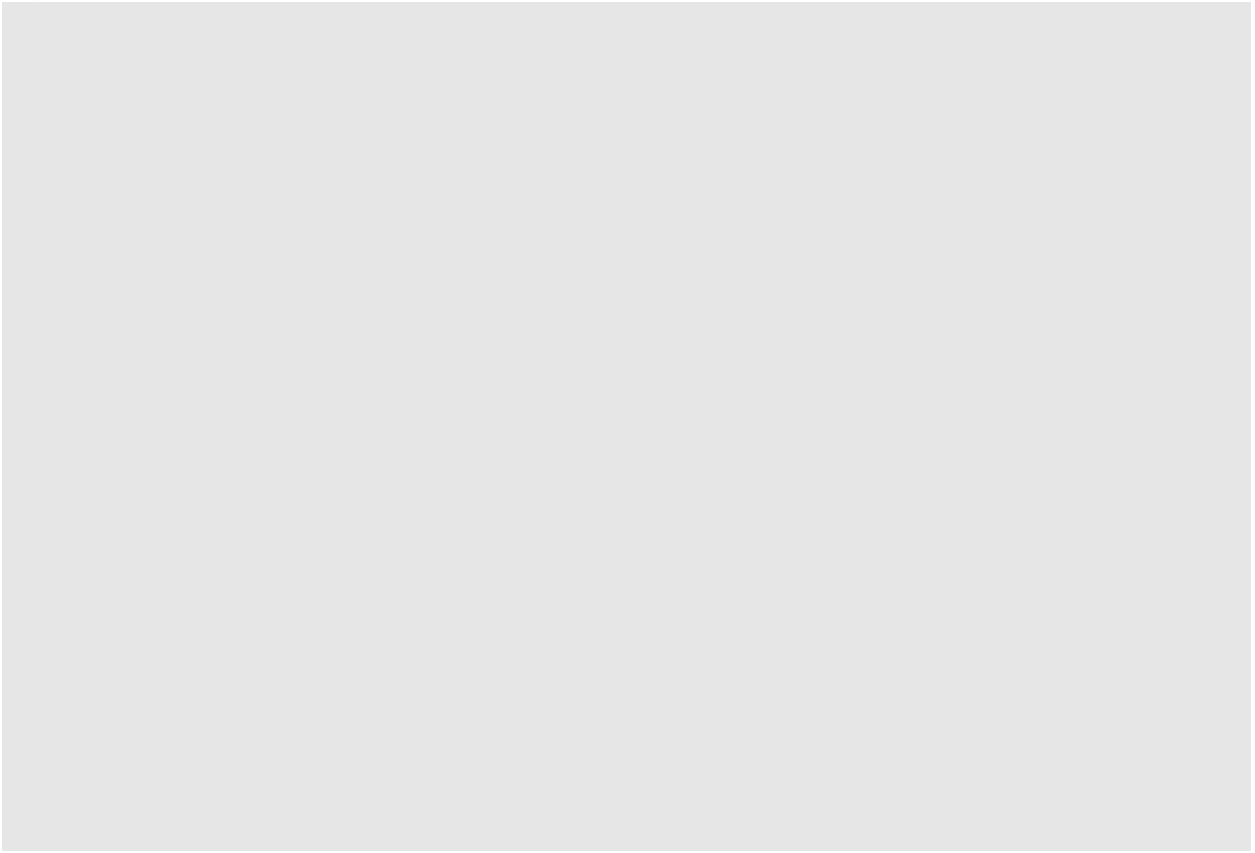


Figure 1 illustrates the comparison of the... eye7(1)eaer(1)-3(i)rs

Figure 2





## Overall Thriving at DU

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

Figure 3



In Figure 3 somewhat thriving is the most common category (34.0%) followed by barely surviving (16.7%) and not thriving (43.4%).







## Thriving Quotient Dimensions

Figure 7 and Figure 8 aggregate responses for each of the five thriving quotient dimensions. All data related to each dimension in Figure 7 and Figure 8 can be found in Figures 9-32.

Figure 7

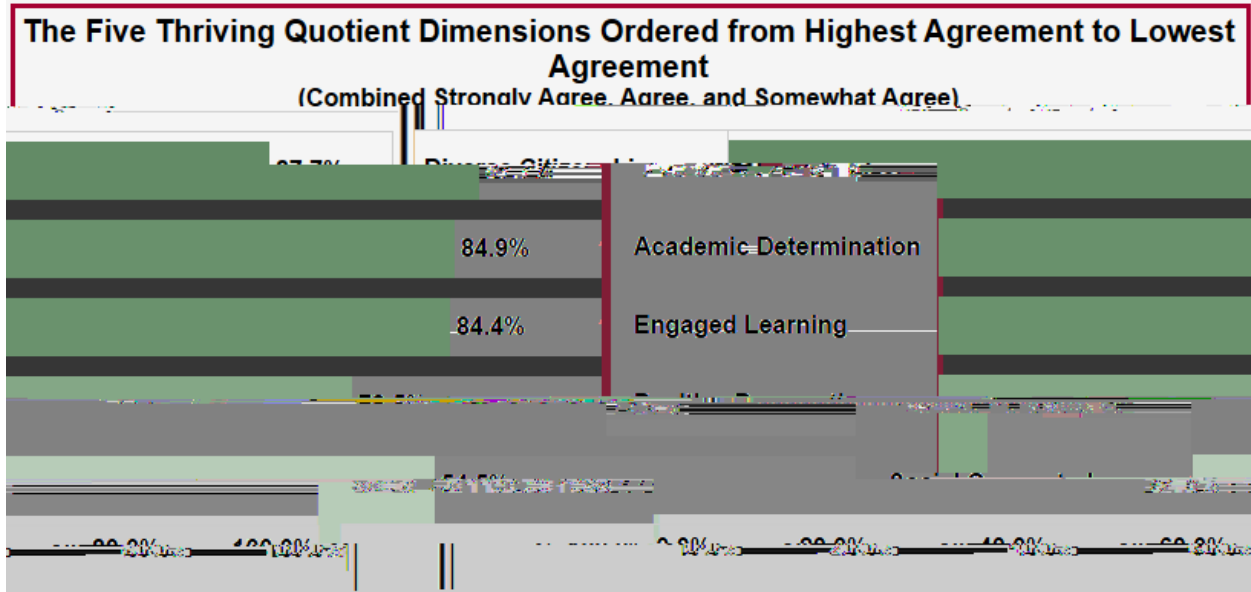


Figure 7 displays the five dimensions ordered from highest agreement to lowest agreement based on responses that selected strongly agree, agree, and somewhat agree.

Of the five dimensions, academic determination had the highest percentage of agreement while engaged learning had the highest percentage of agreement. It may be that the individuals surveyed are more likely to agree with this dimension because of the feedback that they are designed to receive. For example, in a WKHLU OHYHO RI DJUHHDE W H Q HKDUJ GWR R P D NH I U L S H Q G V DW W K L V ees cded ZKHQ FRPSDW W H G QWRW<sup>3</sup>, KDUG WR PD NH I U L S H Q G V DW W K L V ees might have meant that they were satisfied and agreed with what is important to their belief. For example, they might indicate that they strongly agree in the statement, "WKHLU OHYHO RI DJUHHDE W H Q HKDUJ GWR R P D NH I U L S H Q G V DW W K L V strongly disagree."

Figure 8

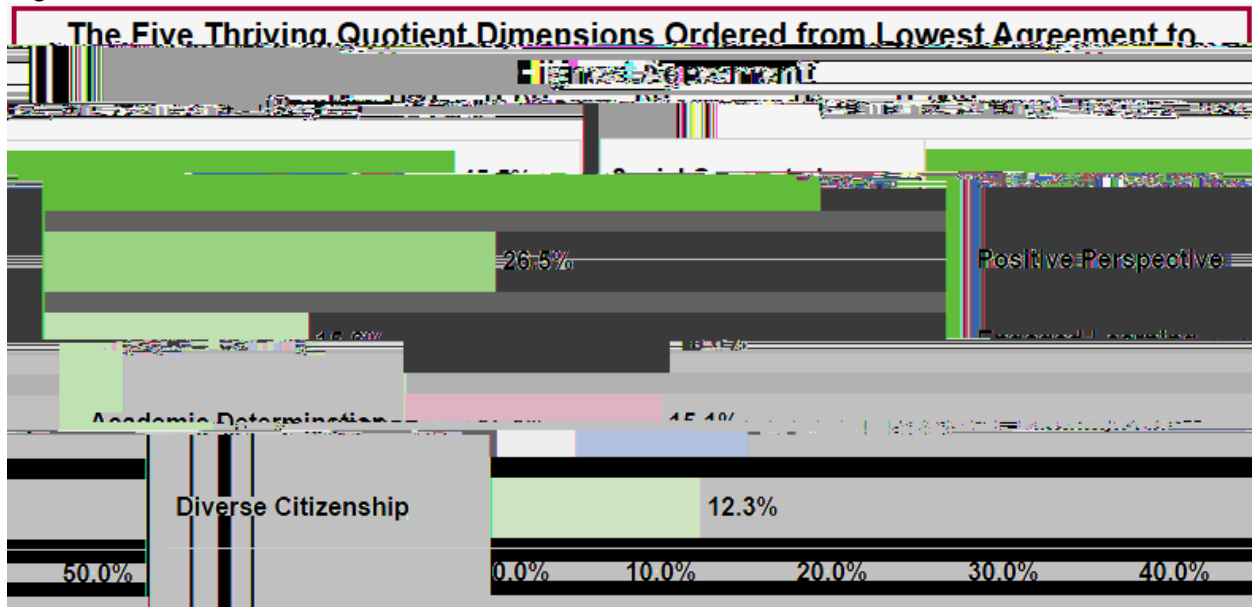


Figure 8 displays dimensions ordered by agreement as a combination of that selected strongly disagree, disagree, and somewhat disagree. Methods in Figure 7 above, for the social cohesion dimension, are also so ordered which is this dimension. Results indicate that the design of the hathe ep is meaning is that the benefits

Figures 9-32 depict the specific items that make up the five dimensions

### Diverse Citizenship

Figure 9

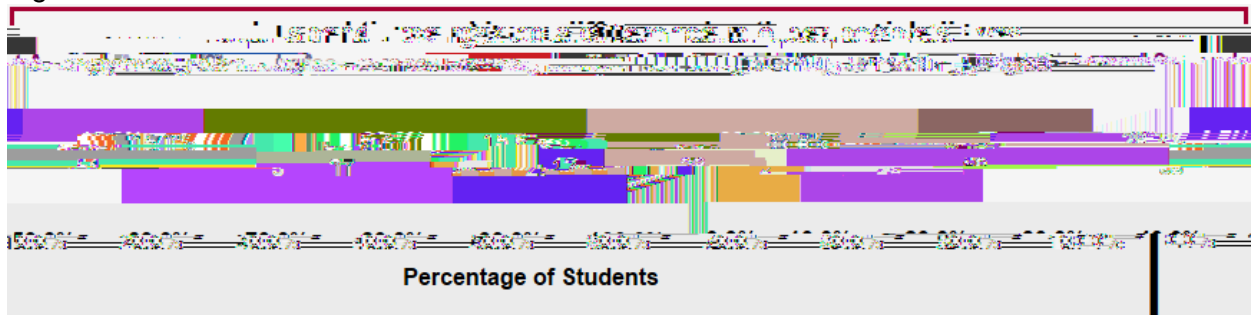


Figure 10

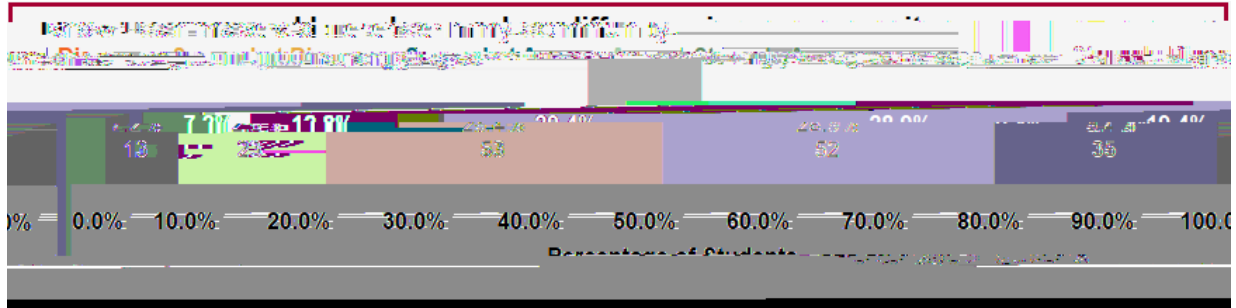


Figure 11

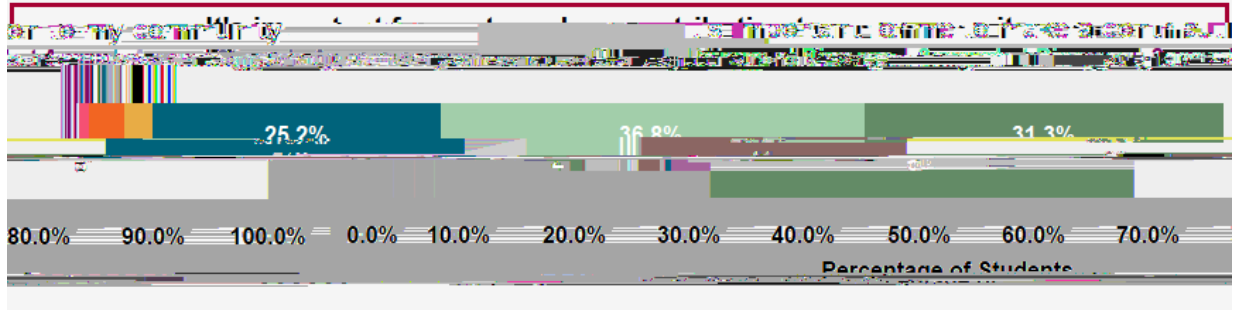


Figure 12

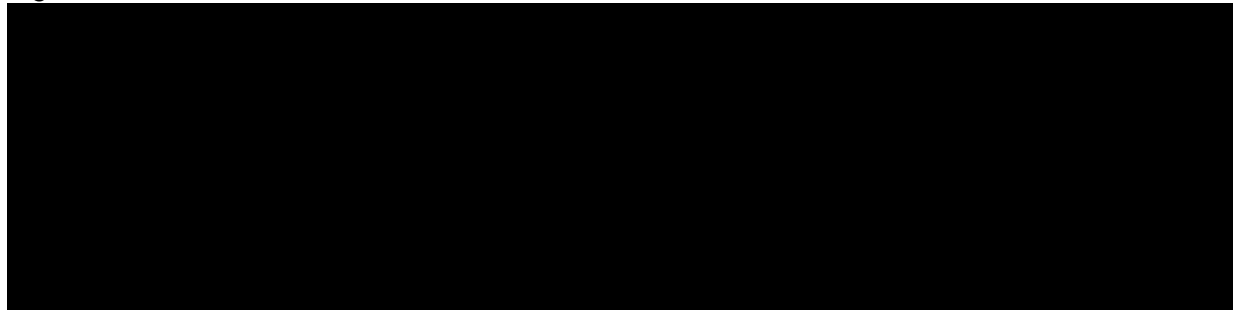
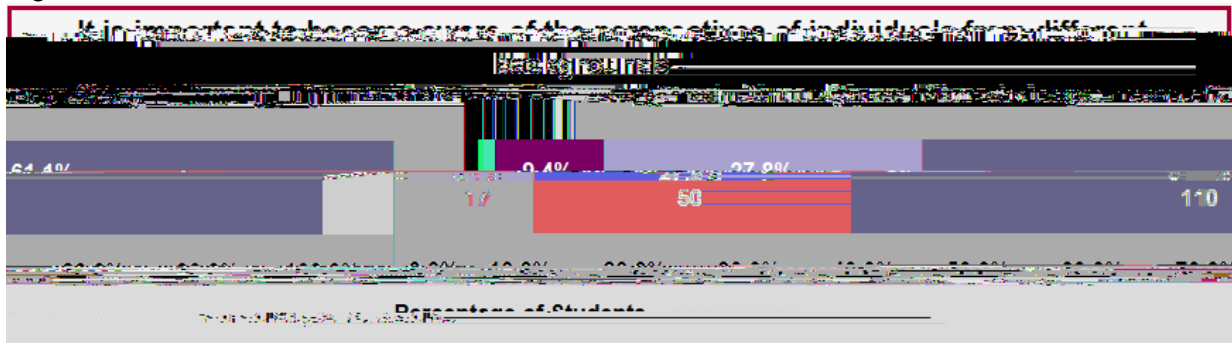


Figure 13



Figure 14



Academic Determination

Figure 15

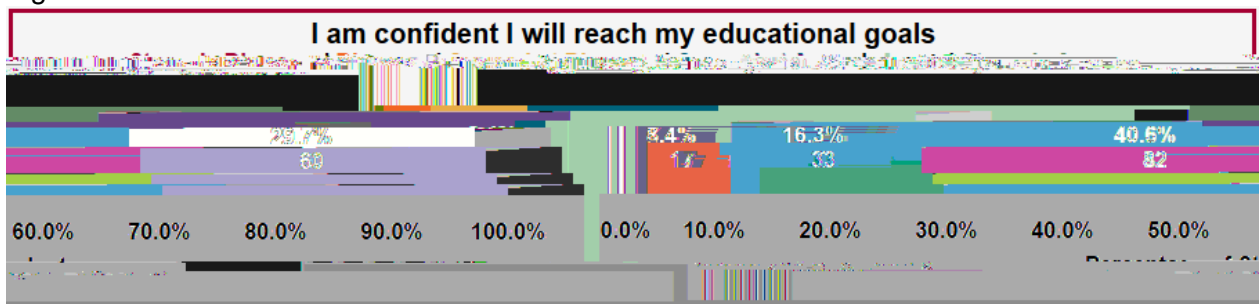


Figure 16

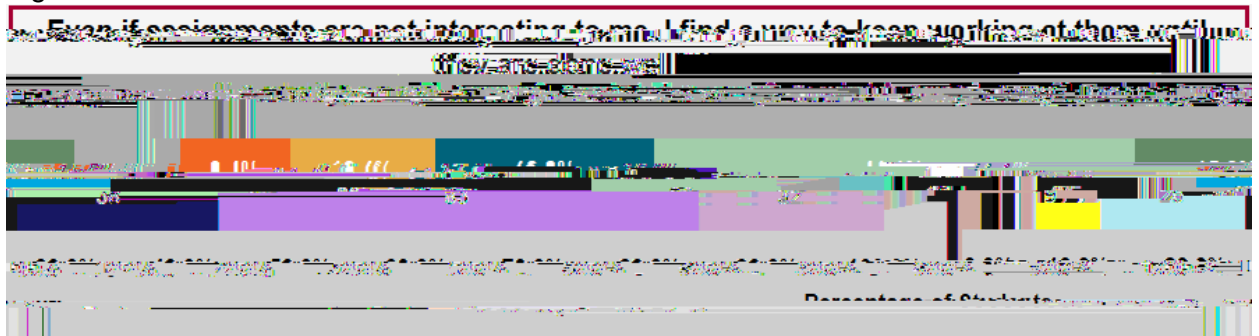


Figure 17

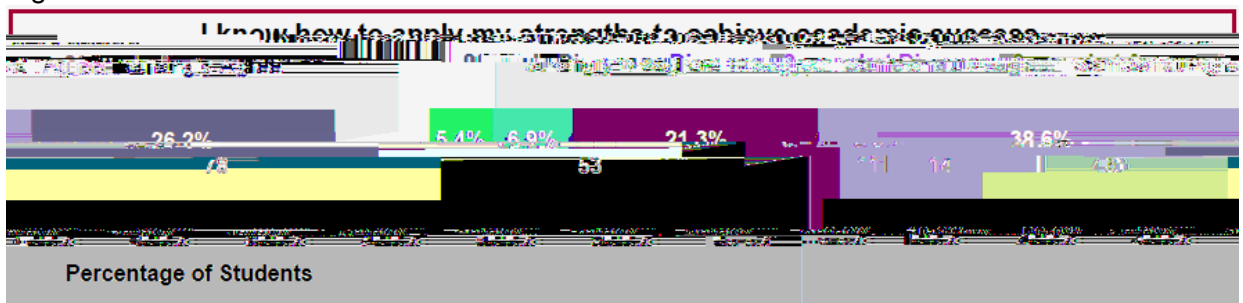






Figure 22

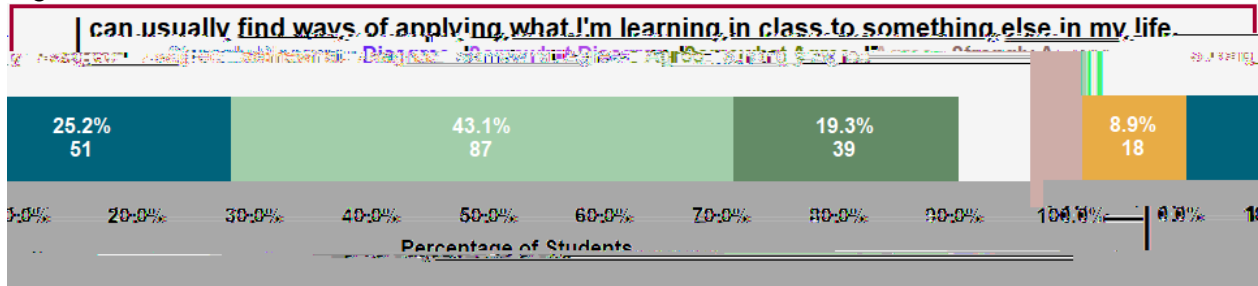


Figure 23

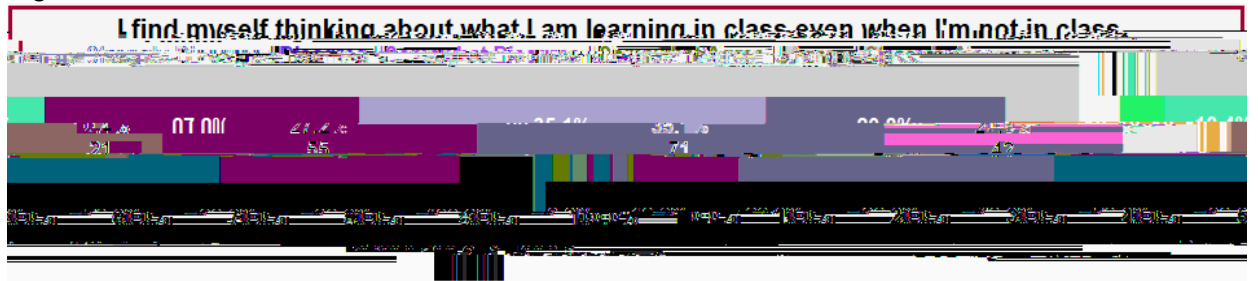
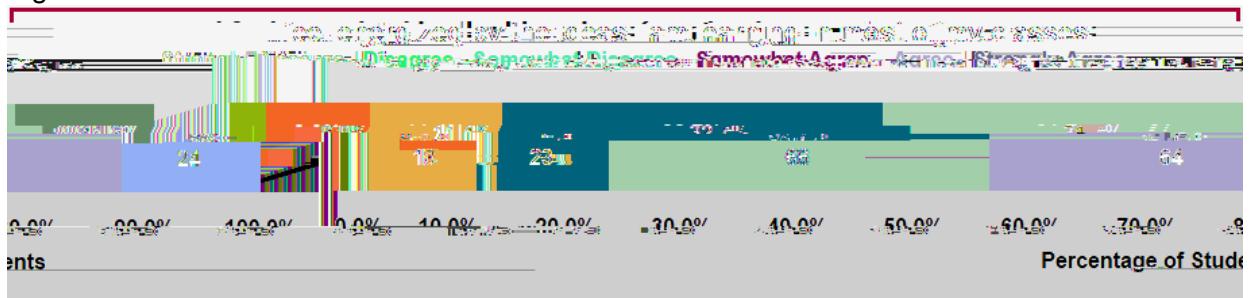


Figure 24

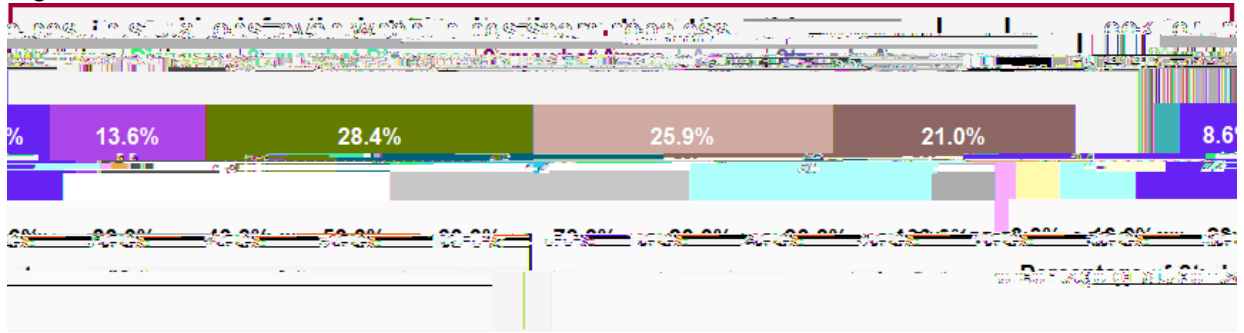


Positive Perspective

Figure 25



Figure 26



Social Connectedness

Figure 27



Figure 28

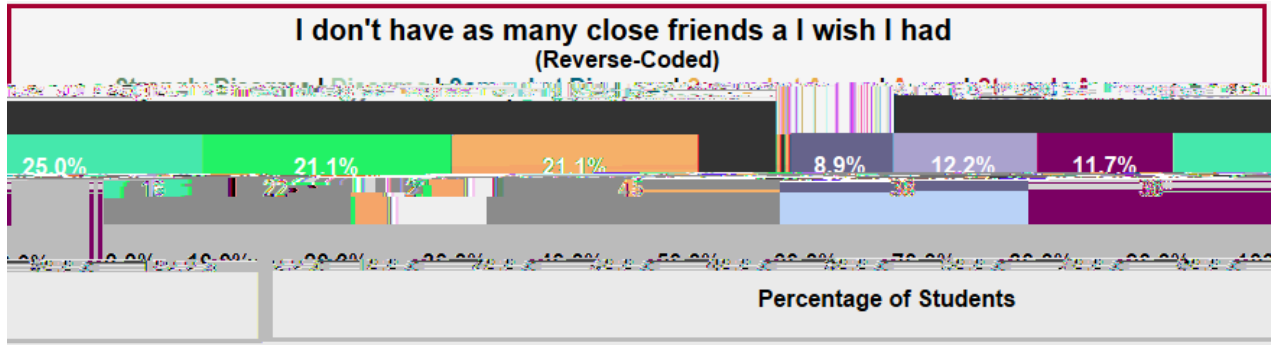


Figure 29

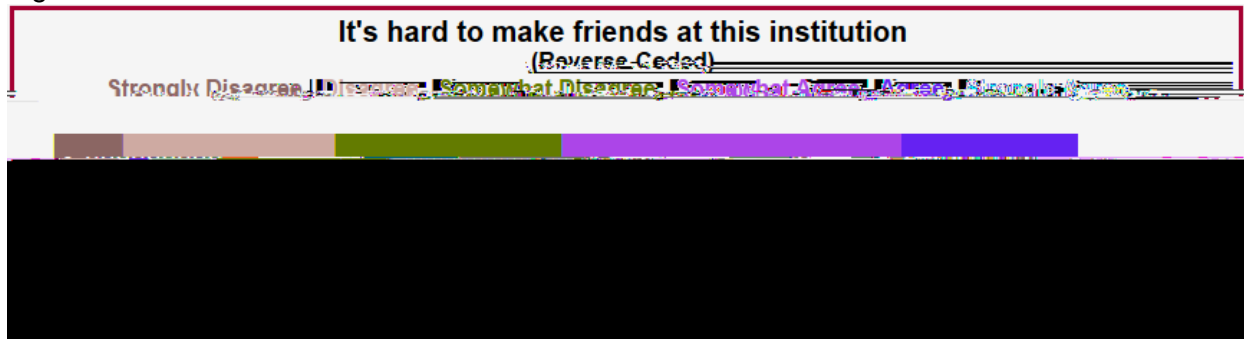


Figure 30

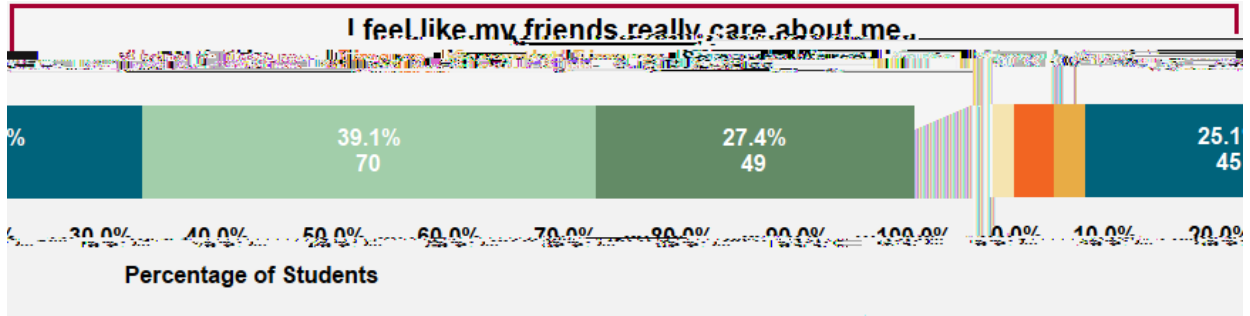


Figure 31

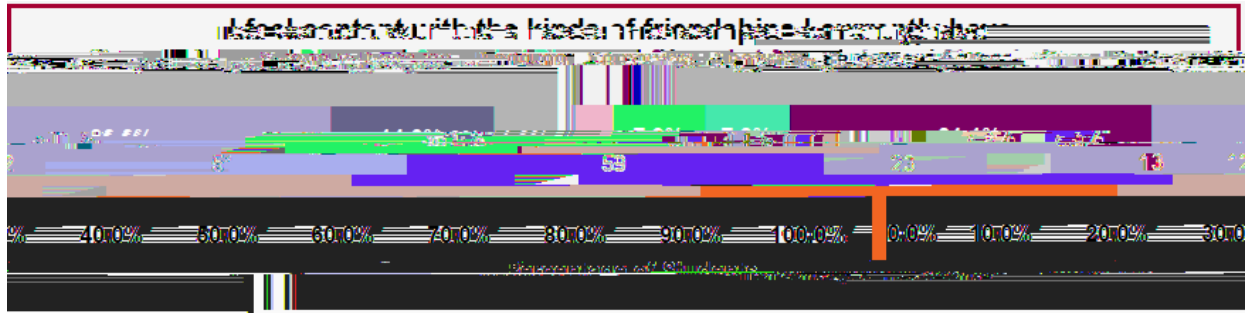
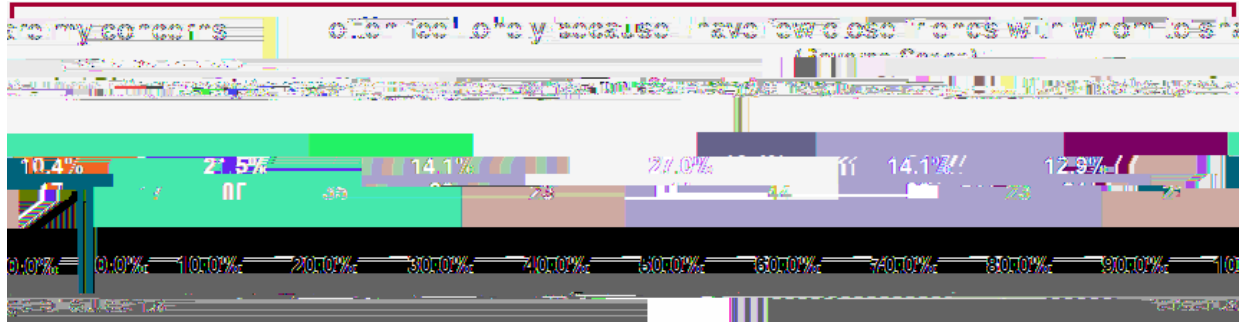


Figure 32



Institutional Fit

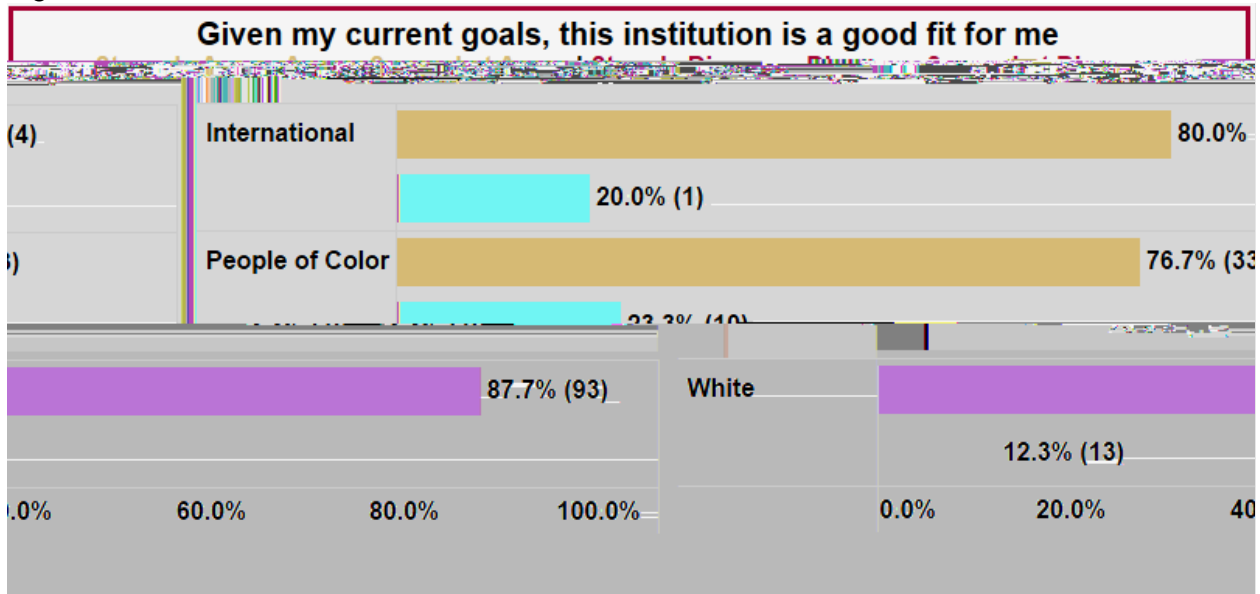
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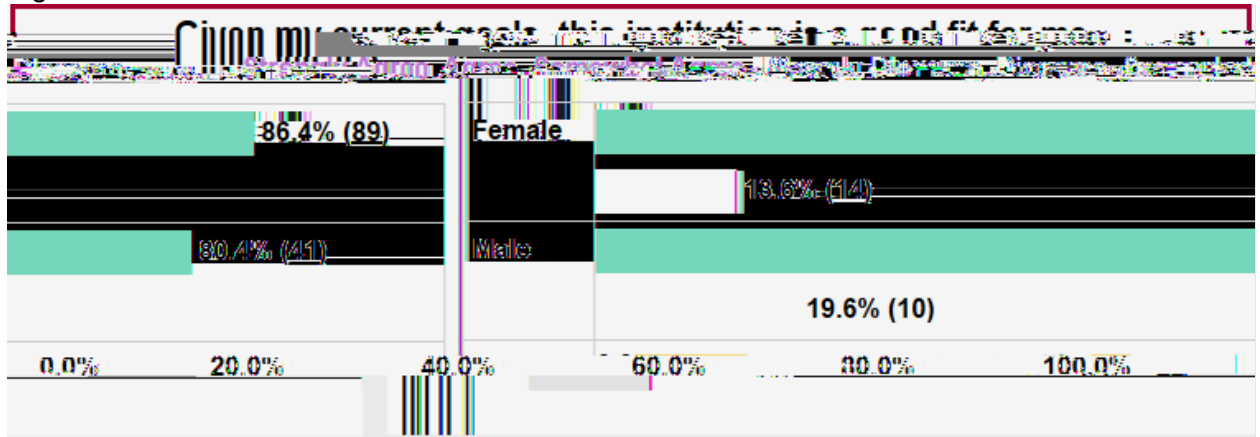
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Figure 34



In Figure 34, a higher percentage of international students somewhat agree that DU was a good fit for them compared to the total sample.

Figure 35



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

Figure 3 6

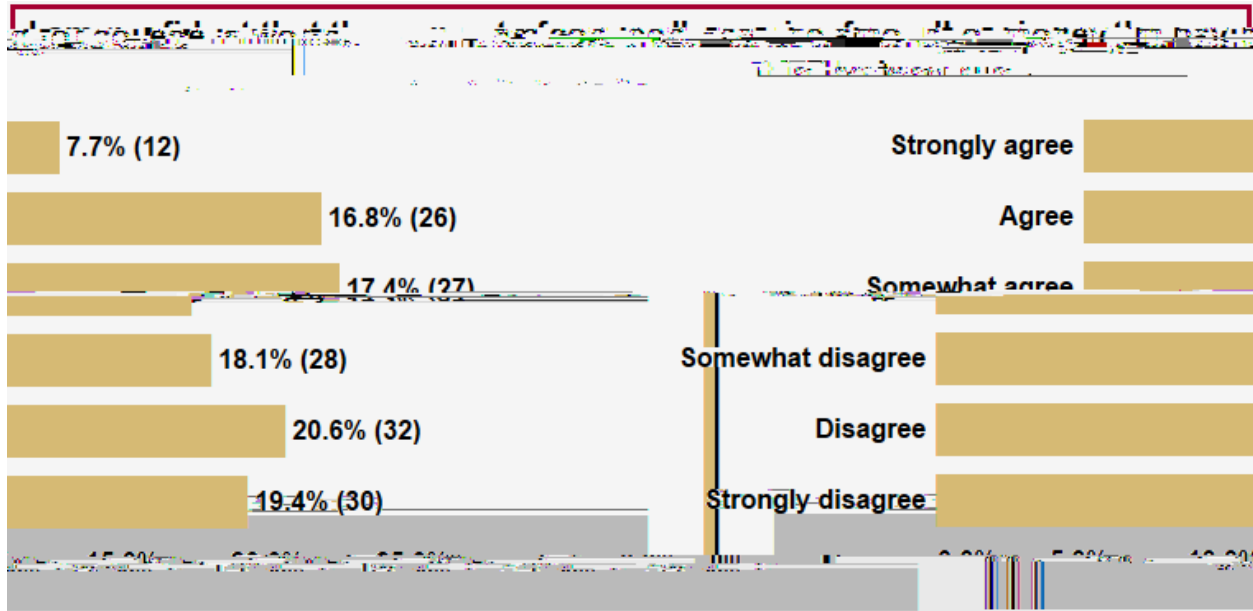
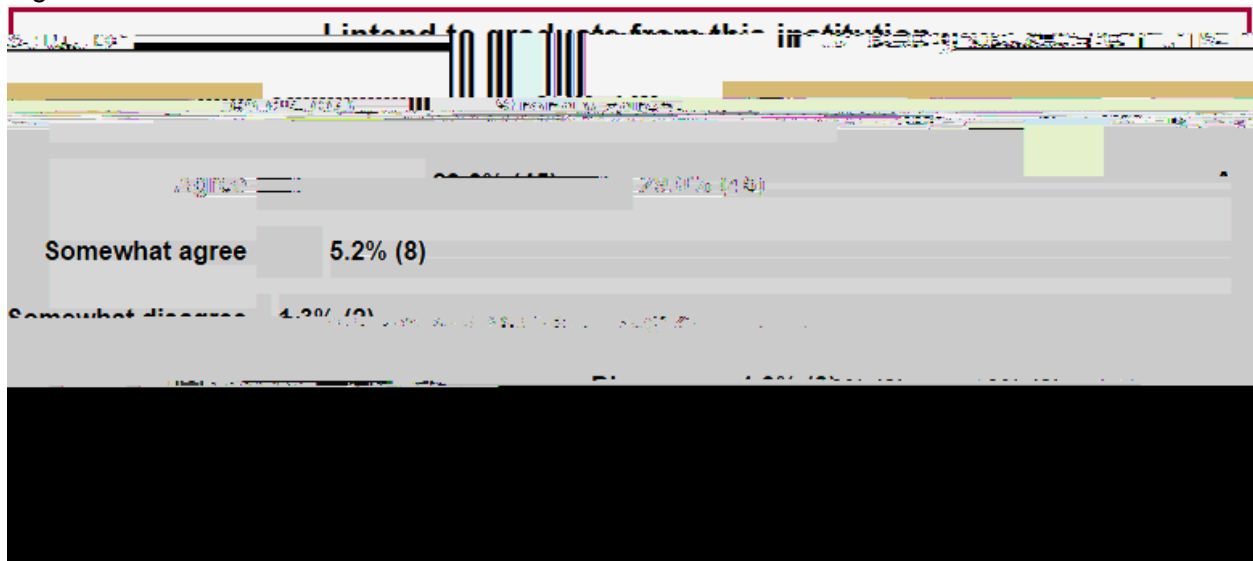


Figure 3 6 presents the data for DU based on their level of agreement. Most (58.1%) indicated that they strongly disagree, disagree, or somewhat disagree that they are pig at DU is a waste of time.

Figure 3 7



In Figure 3 7, most people agree that they had to graduate from DU in 94.8% of cases. They strongly agree, agree, or somewhat agree.

Figure 38

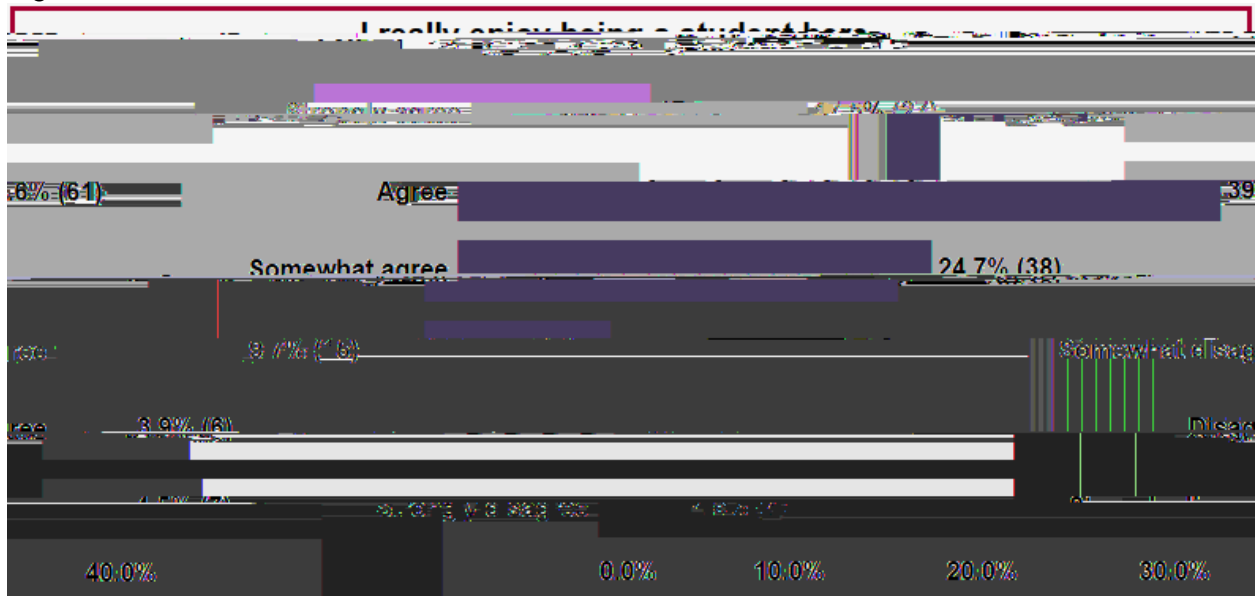


Figure 38 depicts the level of agreement among respondents regarding their enjoyment of being a student at DU. The majority (81.8%) indicated that they strongly agree, agree, or somewhat agree to this statement.

Figure 39

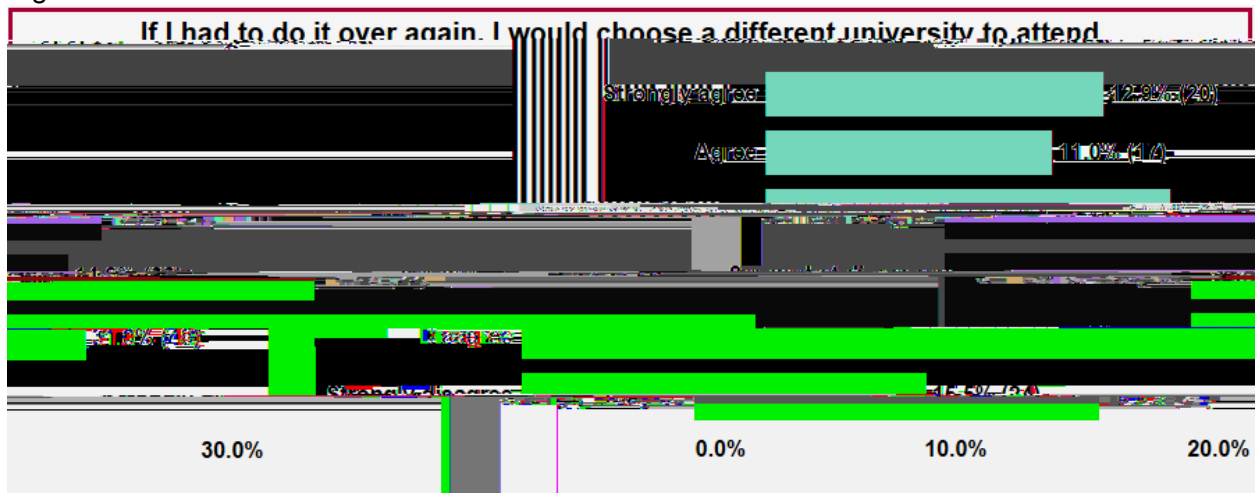
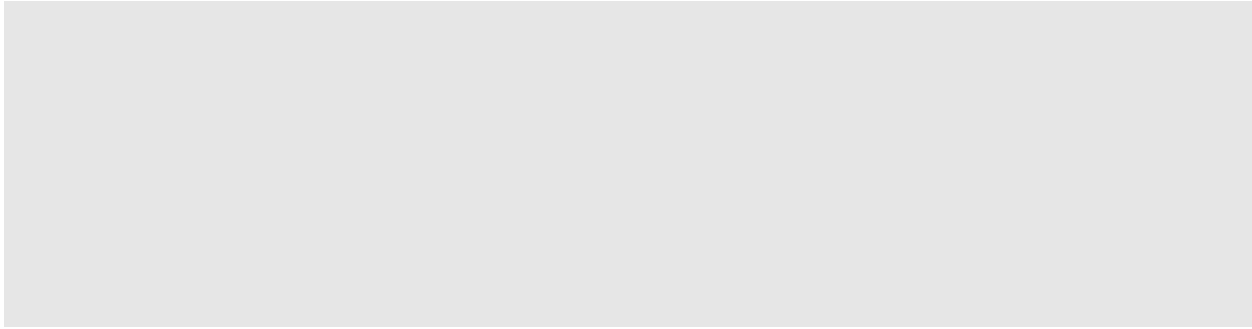


Figure 39 depicts the level of agreement that respondents had when asked if given the opportunity they would choose a different university to attend. 60.7% of respondents indicated they strongly disagree, disagree, or somewhat disagree to this statement.



Figure 40

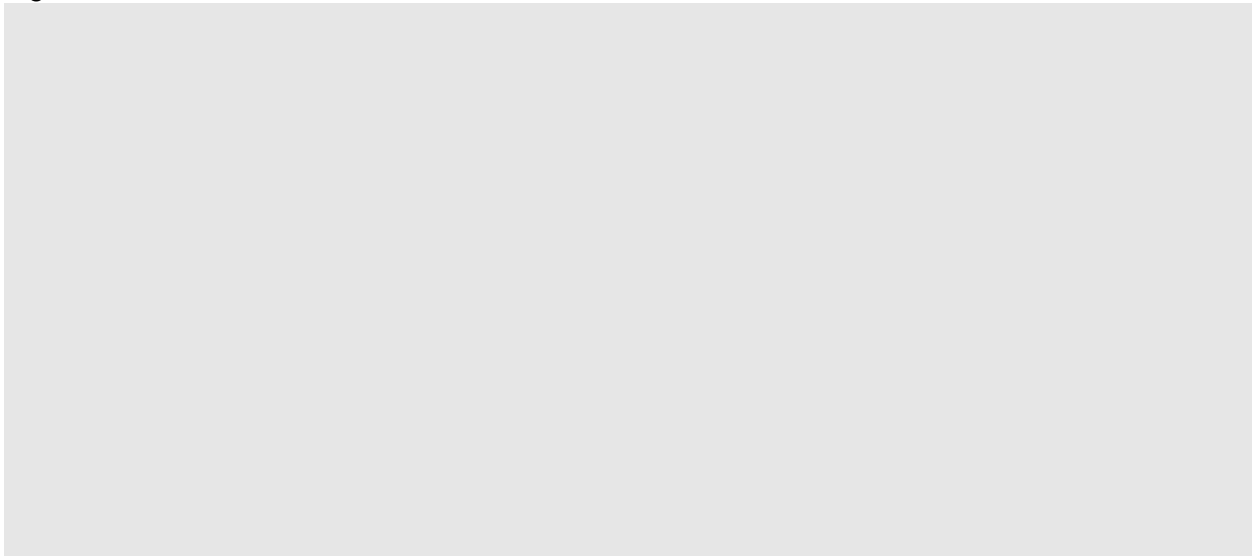


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### Student Engagement

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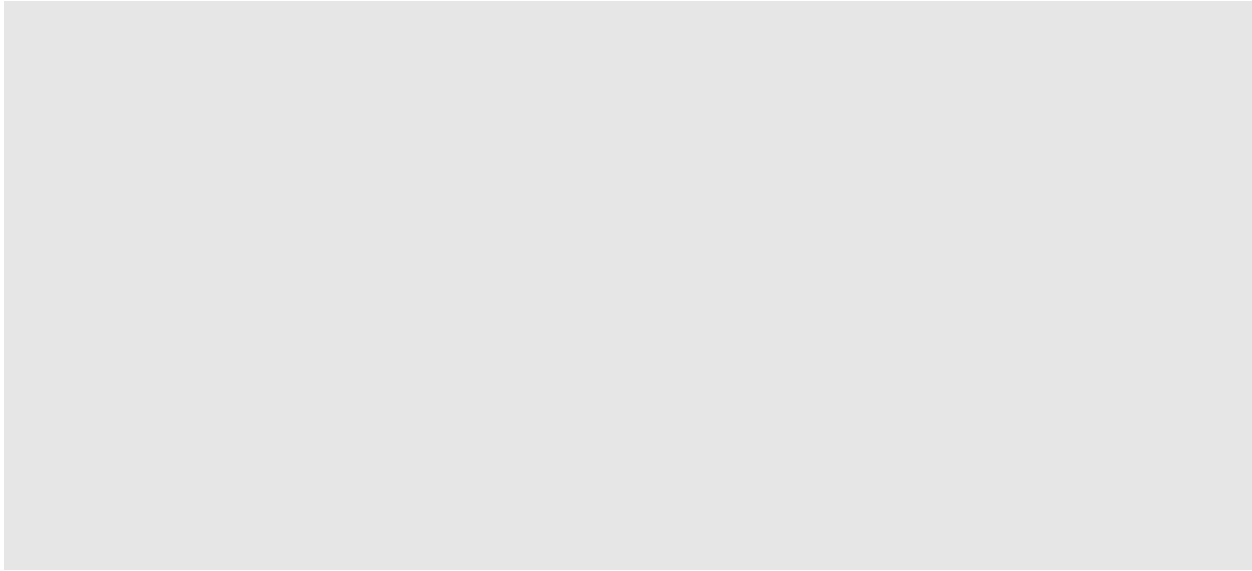
Figure 41



In Figure 41



Figure 4 2



The frequency of participation in religious activities among respondents is as follows:  
 Figure 4 2. Most respondents (64.0%) participated rarely, very rarely, or never.

Figure 4 3

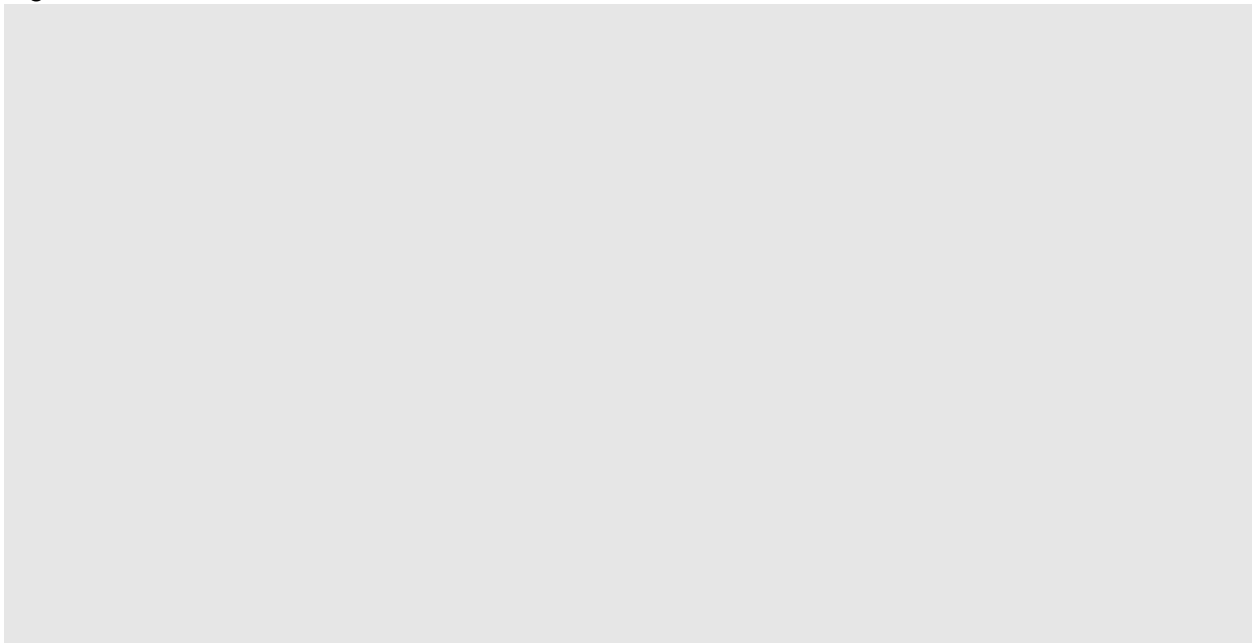
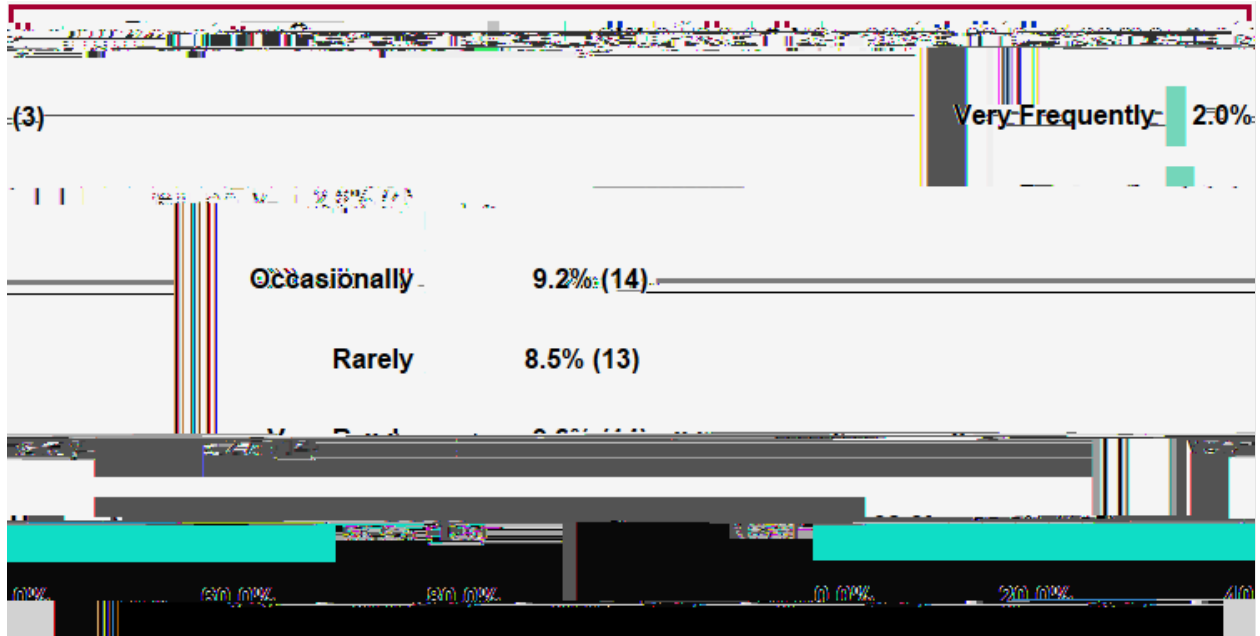


Figure 4 3 displays the frequency of participation in religious activities among respondents. 67.7% reported they never participate in religious activities.

Figure 44

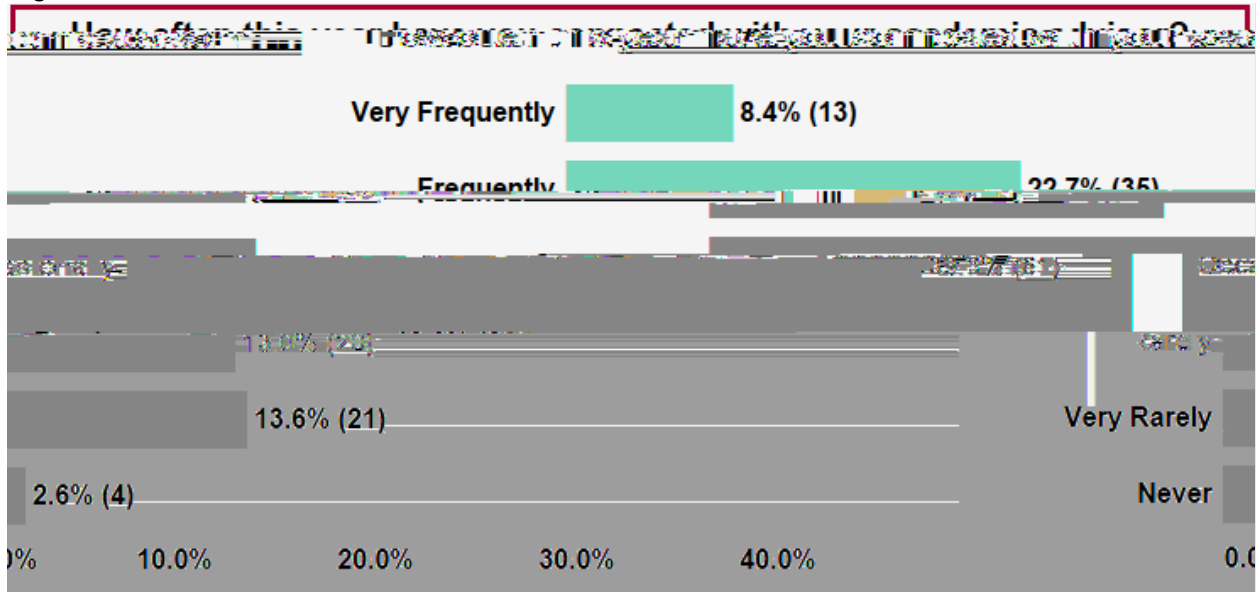


Some participants in ethics training  
 did not participate  
 in ethics training

Most (68.6%) did

Figure 44, which  
 never participate

Figure 45



The frequency of academic advising is listed in  
 Figure 45. The data show that 70.7% of respondents  
 frequently, frequently, or occasionally.

Figure 46

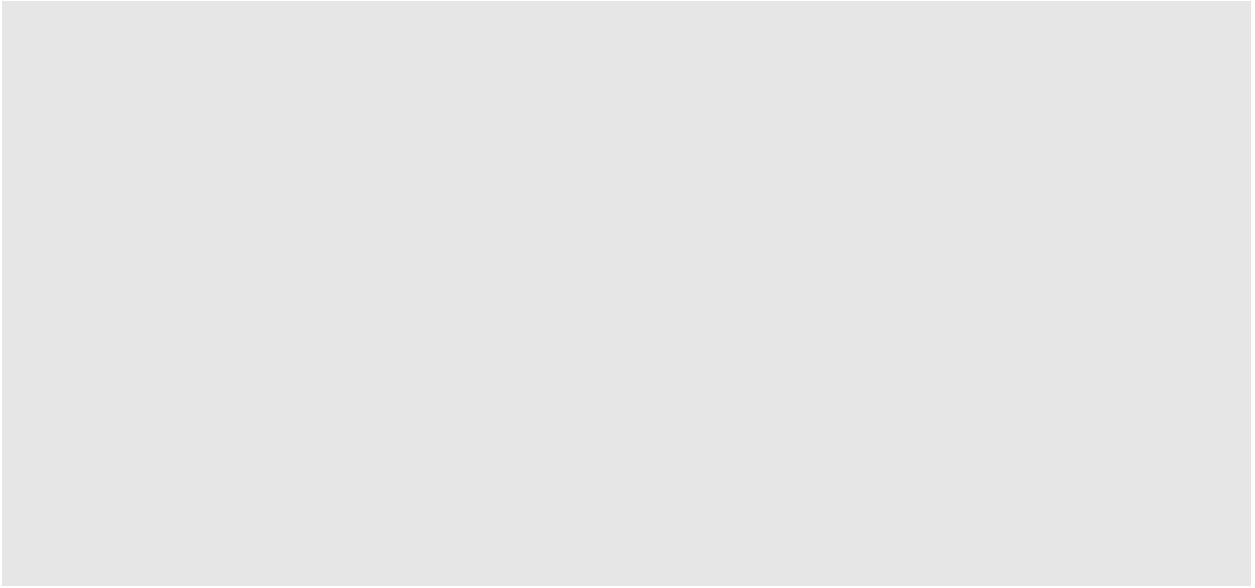


Fig 4 6

Figure 48

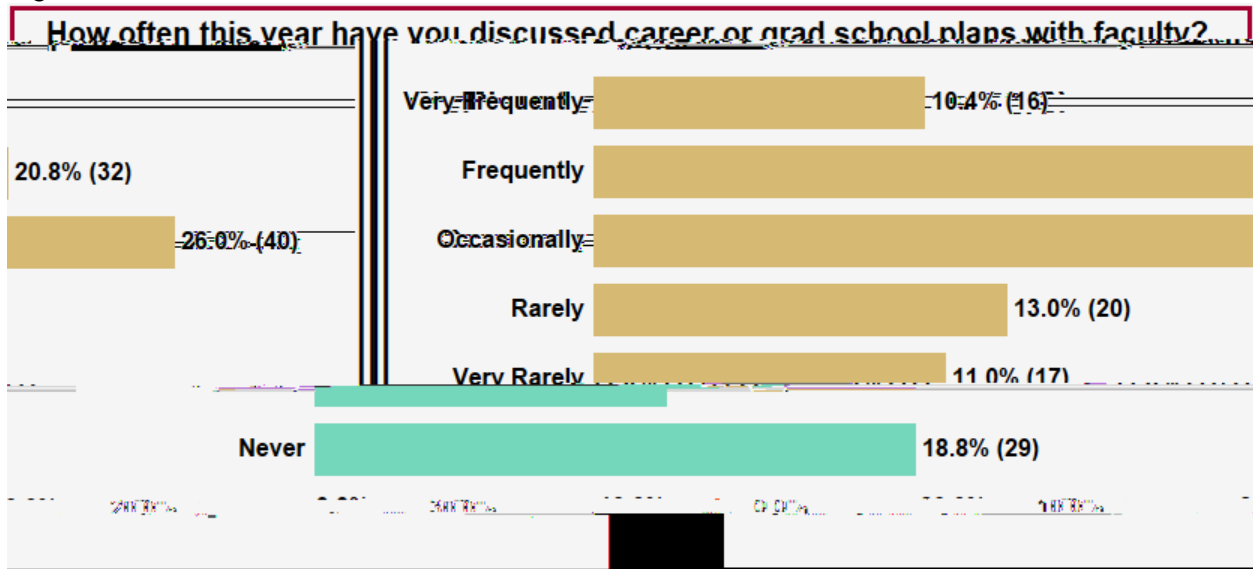


Figure 48 depicts the frequency with which faculty members discuss their career or grad school plans with faculty members. The data shows that 57.2% of faculty members discuss their plans very frequently, frequently, or occasionally.

## Select Quotes on Perceived Thriving

The person he highlighted several important themes including time management balance, personal life, academic success, and mental health. These are all crucial factors that contribute to academic success and overall physical well-being. However, the main theme was the challenge to allocate sufficient time to teach 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.