

“The Thriving Quotient: A New Vision for Student Success”
By Laurie A. Schreiner

The Thriving Quotient p. 4 – 5

“These three domains of thriving represent areas of student functioning that are amenable to change” p. 5

Academic Thriving

Engaged Learning and Academic Determination

Intrapersonal Thriving

Positive Perspective

Interpersonal Thriving

Social Connections and Diverse Citizenship

Positive Perspective: The Foundation of Thriving p. 6 - 7

“The experience of positive emotions that accompanies the optimistic outlook actually broadens students’ cognitive attention; their thinking becomes more open and flexible, more creative and receptive to new information, and more capable of critical problem solving” p. 6.

“Psychologists are discovering that optimism can be learned; this positive perspective on life is something that can be taught to students so they can thrive in college” p. 7.

Teaching Students to Develop and Apply Their Strengths p. 8 - 9

“The process begins by identifying and affirming students’ talents—their ways of processing information and relating to people, and habits that make them effective” p. 8.

“The strengths development process is not complete until students have had a chance to see how their strengths affect others and have learned to identify and value the strengths in others who may be different from themselves” p. 9.

A New Vision p. 9 – 10

“Having thriving as our goal changes the strategies we use to assist students; we move from deficit remediation to strengths development and from a focus on who students are and where they’ve been to who they want to become and where they’re going. In short, we shift from failure prevention to success promotion” p. 10

General Discussion Prompts/Questions:

Based on the reading, a holistic approach to student success requires a strong collaboration between academic affairs and student services. What strategies have worked to strengthen this partnership on your campus?

Discuss ways in which teaching optimism may be included in the GE curriculum.

How can the information in Schreiner’s article help you improve your LC?