

First Year Student Thriving

1. Degree Goal:
 - a. Talk about possible career options with the degree they are pursuing
 - b. Ask about what student is interested in, in their chosen goal (if they have one)
 - c. Invite alumni to talk to students about their experience before/after graduation
 - d. Encourage them to visit career fairs on campus to reiterate their interest in a particular degree
 - e. More college-wide first year seminars
 - f. Encourage participation in career services activities/events
 - g. Help them to find their appropriate goal to fit their knowledge
 - h. Guest speakers in the career field to discuss their positions
 - i. Good advising from faculty to understand what it will take to meet the degree goals
 - j. Panels of degree holders speaking on possible careers with the degree
2. Campus Involvement
 - a. Make them aware of campus activities and resources
 - b. Make them aware of campus or department organizations
 - c. The Beak emails and the student portal of activities
 - d. Inform them about the intramural sports clubs
 - e. Encourage participation in campus groups
 - f. Share information with students about groups
 - g. Faculty advisors to groups actually bring students to meeting
 - h. Mentorship program pairing upper-level students with first-year students
 - i. Offer information on campus groups
 - j. Encourage and announce student organizations fairs/events
 - k. Send events and organization information to living learning community
 - l. Social media account focusing just on organizations
 - m. Have a slide with campus activities for the week on display as students enter class
3. Psychological Sense of Community
 - a. Encourage them to attend school events
 - b. Academic major activities/experiences
 - c. Advise topical student groups
 - d. Allow students time in class (when appropriate) to network
 - e. Make students aware of office hours
 - f. Mentorship program
 - g. Facilitate connections
 - h. Mentors to help
 - i. Provide some explicit tips in freshman courses for getting involved and making connections with other students and faculty- these connections might be especially difficult for students who do not live on campus

Sophomore Student Thriving

1. Being Connected (Sense of Community and Interaction with Faculty)
 - a. Research Mentoring
 - b. Class project- asking them to do an interview with professionals or a research project
 - c. Praise them when they do well
 - d. Introduce them to potential mentors
 - e. Ask students to grade a first year course
 - f. Encourage students to join discipline specific clubs/societies
 - g. Use classroom strategies that require interaction with other students
 - h. Encourage students to come see you when they have questions or concerns
 - i. If you know students from previous classes, acknowledge that you know and remember them. Connect them with other students of similar interests through meaningful activities inside and outside the classroom
 - j. Encourage students to make friends
 - k. Suggest students to form study groups
2. Cognitive Connections
 - a. Integrate connections between sophomore courses and other courses in the program/major into activities
 - b. Connect course material with real life examples
 - c. Include applications in sophomore level courses
 - d. Have an event where past interns come back to talk to students
 - e. Highlight how class material is used by working professionals
 - f. Make sure that you don't treat you class as an island but make connections to issues beyond the classroom and the professional world (if possible)
 - g. Don't assume students learned (or retained) things from freshman year
3. Spirituality
 - a. Reach out to religious student organizations
 - b. Tell them about free pancakes at the local church during finals each semester
 - c. Make students aware of transportation opportunities to religious services
 - d. "Icebreakers" can include one-on-one discussions about spirituality

Senior Student Thriving

1. Curiosity
 - a. Exploration of career options
 - b. Highlight unanswered questions in your field that requires future work
 - c. Talk to students about their career goals and bring to their attention options they might not have thought of
 - d. Make connections to related courses
 - e. Suggest relevant material in the media
 - f. Incorporate hands-on activities in the classroom
 - g. Undergraduate research and forums to present their work- allow students to deeply explore a topic they are curious about and then share with others.
2. Drive and Passion
 - a. Review of goals
 - b. Stress the pursuit of excellence in all endeavors and explain how that works to their advantage now and in the future
 - c. Find out what makes students enthusiastic about their area of research/ their future career and provide them with opportunities to apply that enthusiasm
 - d. Offer to review personal statement and take it as an opportunity to discuss "life"
 - e. Encourage them to participate in relevant activities off campus that correlate with their passions
 - f. Incorporate opportunities in course work to engage professionals in the field or community members
 - g. Service learning projects where they can put their knowledge into practice for the good of the community
 - h. Peer education or teaching first year students about their area of interest or degree

Transfer Student Thriving

1. Interaction with Faculty
 - a. Make connections with students even before they transfer- email, visit sending institution
 - b. Share list of transfer students with department faculty so they are aware of students in advanced course who are transfer students
 - c. Have a brief “getting to know you” meeting with new transfers
 - d. Encourage students to come to office hours
 - e. Arrive early for class/stay after class to talk with students
 - f. Be curious about the previous school
 - g. Faculty member identified to mentor/support transfer students in each program/department
 - h. Talk to students as an advisor but also less formally to get to know them
 - i. Make extra effort as advisor to reach out and meet before academic advising
2. Sense of Community
 - a. Have students visit new institution before starting classes
 - b. Creation of transfer groups
 - c. Encourage them to get involved on campus
 - d. Connect transfer students with other students that share a major or some other common trait
 - e. Introduce them to common majors
 - f. Mentorship program
 - g. Create activities that are meaningful and make students get to know each other
3. Campus Involvement
 - a. Pack of information, or website listing, of campus groups or community organizations
 - b. Send an invitation to transfer students inviting them to student events specific to the department or major
 - c. Encourage students to join a student group or volunteer for an activity
 - d. Ask what group student was in at previous school
 - e. Encourage participation in on-campus events
 - f. Tell them to find similar interest they had in their previous institution
 - g. Inform class of website for clubs

High Risk Student Thriving

1. Success Mindset
 - a. Help them define goals
 - b. Ask students how they define success and help them plan how to achieve their goals
 - c. Share success stories of students with a similar background to theirs and show them that they can do the same
 - d. Take extra time to show you care and believe in them
 - e. Encourage them to develop skills when they experience failure
 - f. Mentors or people they respect sharing stories of success after failure
2. Academic Strategies
 - a. Give them a guideline
 - b. Encourage good study habits and seek out aid from campus resources such as the writing center
 - c. Formal programs where they check-in with an advisor regularly
 - d. Inform them of the many resources
 - e. Spend time in class teaching them how to be good students
 - f. Share with them what strategies you are using in your academic link and see where they relate to theirs
3. Supportive Relationships
 - a. Be one of the people they rely on
 - b. Facilitate finding of a study group for their classes
 - c. Show that you care by asking how they are doing, find out what interest they have and connect them with people who share those interests
 - d. Encourage them to relay messages of academic success to their support system
 - e. Build relationships in the community
4. Meaningful Involvement
 - a. Provide opportunities to give back to the campus community and/or the community at large
 - b. Help to find an organization that's related or specific to their discipline
 - c. Announce campus events that might be interested in.

Graduate Student Thriving

1. Engaged in Learning and Practical Application of Learning
 - a. Pursue connections with relevant business and industry
 - b. Have examples of how the information being taught is relevant
 - c. Ensure actionable content/ techniques in courses
 - d. Thesis and internship supervision project based courses
 - e. Built-in self-reflection opportunities
 - f. Help them explore career option- where do they go from here?
 - g. Let them teach a lecture
 - h. Project based learning activities based on real life projects for the major
 - i. Consider scenarios that bridge theory to practice
2. Strong Sense of Community and Social Connections with Faculty and Peers
 - a. Have graduate student lounge/office
 - b. Don't assume they know everybody- actually have them introduce themselves to one another
 - c. On campus or online support groups
 - d. Hold a social for graduate students and faculty at the beginning of the semester
 - e. Talk during class breaks/meal times
 - f. If you have a lab, promote a healthy lab culture with extracurricular bonding activities
 - g. Form journal club
 - h. Offer courses to cohorts
 - i. Share phone numbers and emails with classmates
 - j. Use platforms like skype and zoom
3. Good Fit with the Faculty and Program
 - a. Make sure program materials used for recruiting accurately portray program and faculty
 - b. Ask about the student and help then connect to other faculty or students who share their interests
 - c. Better screening for admission
 - d. Require goal statements as part of the application that includes narrative on how the student sees fit
4. Provide Perspective/Coping Mechanisms on Balance Issues
 - a. Lenient on due dates
 - b. Multiple draft dates on large projects
 - c. Have options for seminars outside the program or online webinars
 - d. Mindfulness sessions
 - e. When advising, promote a healthy view of work, time-management, and sleep
 - f. Provide examples of the way you coped
 - g. Space out course assignments
 - h. Allow flexibility with due dates for assignments
 - i. For group projects, require spreadsheet where tasks are outlined, timeline, and primary student responses

Student of Color Thriving

1. Sense of belonging
 - a. Include them in more discussions and encourage them to share their opinions
 - b. Diverse examples of workers in the field
 - c. Make them aware of student organizations for students of color
 - d. Provide information about student organizations
 - e. Encourage participate in campus events
 - f. Help them find the organization to better fit in
 - g. Encourage their participation both in class and interactions across campus
 - h. Encourage class participation/ devise assignments that allow all students to share and value their contributions
2. Spirituality
 - a. Post information about faith-based organizations and activities on bulletin boards
 - b. Be open to student-initiated conversations on these topics
 - c. Direct them to options in the community
 - d. Let students know about the religion based student organizations on campus
 - e. Post poster acknowledging religious holidays
 - f. Social gatherings
 - g. Acknowledge religious holidays even if the institution does not officially celebrate
3. Faculty Interactions
 - a. Make an extra effort to learn names and say hello in and out of class
 - b. Give feedback
 - c. As with all students, try to make a personal connection
 - d. Be there for students
 - e. Relate class activities to experiences they might already have had
 - f. Interact with the student positively
 - g. Provide opportunities for office hours or study sessions