Reaching Generation Z through First-Year Programming

UCR: CNAS Scholars

What can we do?

iGen/Generation Z

What is CNAS Scholars doing to Engage Gen Z?

Let's begin
Let's begin

Go to www.menti.com & enter the code 519234.

What generation do you belong to?
<table>
<thead>
<tr>
<th>Generation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditionalists</td>
<td>Traditionalists are motivated by money, but also want to be respected.</td>
</tr>
<tr>
<td></td>
<td>Preferred recognition style: subtle, personalized recognition and feedback.</td>
</tr>
<tr>
<td></td>
<td>Welcome benefits: long-term care insurance, catch-up retirement funding.</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>Baby Boomers prefer monetary rewards, but also value flexible retirement</td>
</tr>
<tr>
<td></td>
<td>planning and peer recognition.</td>
</tr>
<tr>
<td></td>
<td>Preferred recognition style: acknowledgement of their input and expertise;</td>
</tr>
<tr>
<td></td>
<td>prestigious job titles, parking places and office size are measures of</td>
</tr>
<tr>
<td></td>
<td>success.                      Welcome benefits: 401(k) matching funds,</td>
</tr>
<tr>
<td></td>
<td>sabbaticals, catch-up retirement funding.</td>
</tr>
<tr>
<td>Generation X</td>
<td>Generation X values bonuses and stock as monetary rewards and workplace</td>
</tr>
<tr>
<td></td>
<td>flexibility as a non-monetary reward.</td>
</tr>
<tr>
<td></td>
<td>Preferred recognition style: internal, rapid and publicly communicated.</td>
</tr>
<tr>
<td></td>
<td>Welcome benefits: telecommuting and tuition reimbursement.</td>
</tr>
<tr>
<td>Generation Y</td>
<td>Generation Y wants stock options as a monetary reward and values feedback</td>
</tr>
<tr>
<td></td>
<td>as a non-monetary reward.</td>
</tr>
<tr>
<td></td>
<td>Preferred recognition style: regular, informal communication through company</td>
</tr>
<tr>
<td></td>
<td>chat or social networks.</td>
</tr>
<tr>
<td></td>
<td>Welcome benefits: flexible schedules, continued learning.</td>
</tr>
<tr>
<td>Generation Z</td>
<td>Generation Z is more interested in social rewards (mentorship and constant</td>
</tr>
<tr>
<td></td>
<td>feedback) than money, but also is motivated by meaningful work and</td>
</tr>
<tr>
<td></td>
<td>being given responsibility.</td>
</tr>
<tr>
<td></td>
<td>Preferred recognition style: regular in-person public praise.</td>
</tr>
<tr>
<td></td>
<td>Welcome benefits: online training and certification programs.</td>
</tr>
</tbody>
</table>
Reaching Generation Z through First-Year Programming

UCR: CNAS Scholars

Let’s begin

iGen/Generation Z

What can we do?

What is CNAS Scholars doing to Engage Gen Z?
UCR: CNAS Scholars

Fast Facts

Overview

History
Fast Facts

- 17F enrollment: 23,365
- Hispanic Serving Institution (HSI)
- >50% first-generation
- >50% low income
- Most diverse in the UC system
- Tier 1 research institution
- NSF grant supported program
- University Innovations Alliance (UIA) founding member
Overview

CNAS Scholars

Freshmen Scholars Learning Community

RISE (Research in Science & Engineering) (16 FR, 1 SO)

CNAS Scholars Peer Mentors (8 PMs)

PERSIST (Promoting Engagement, Retention, and Success in STEM Training) (Sophomores)

RISE (Research in Science & Engineering) (12 SO)

PERSIST Peer Mentors (2 PMs)
History

2007
CNAS Scholars' current program began
Enrollment: 454

2013
NSF Grant awarded & Asst. Coordinator hired
Enrollment: 666

2014
Enrollment: 851

2015
Formed partnership with housing
Enrollment: 966

2016
Peer Mentors & Sophomore programming added
Enrollment: 1,058

2017
Enrollment: 1,140
Go to www.menti.com and use the code: 519234.

What do you think is the biggest influence on Generation Z?
Reaching Generation Z through First-Year Programming

UCR: CNAS Scholars

What can we do?

iGen/Generation Z

Let’s begin

What is CNAS Scholars doing to Engage Gen Z?
iGen/Generation Z

"They are the first generation for whom a "phone" has been primarily a video game, direction finder, electronic telegraph, and research library."

"Whatever the subject, there's always been a blog for it."

"There has always been a Monster in their corner when looking for a job."

"As toddlers, they may have taught their grandparents how to Skype."

- Beloit Mindset List
Generation Z (iGen)

- Born between 1995-2012
- Most racially diverse generation, 48% non-Caucasian
- Primary influences: age & societal norms

Source: Nielsen Total Audience Report (Q1 2017)
Traits

- Prefer 'influencer marketing' or authenticity
- Use more digital platforms
- Make choices based on social media, technology, & peers
Choosing Higher Education

Top factors in choosing a college:
- Career prep opportunities
- Interesting courses
- Professors that care

Learning:
- 51%-doing
- 38%-seeing
- 12%-listening
Top factors in choosing a college:
  • Career prep opportunities
  • Interesting courses
  • Professors that care

Learning:
  • 51%-doing
  • 38%-seeing
  • 12%-listening
Student Studying Preferences

- Study with friends: 80%
- Say studying together makes learning more fun: 67%
- Like to exchange new ideas with friends: 60%
- Like to help their friends learn: 52%
- Study with friends in person and online: 40%

Respondents cited Skype as the top online tool to study with friends.
Reaching Generation Z through First-Year Programming

UCR: CNAS Scholars

Let's begin

iGen/ Generation Z

What can we do?

What is CNAS Scholars doing to Engage Gen Z?
What can we do?

What does it mean for education?

How do you engage GenZ?
What does it mean for education?

- Emails "Sent from my iPhone"
- Professors need to engage active learners who want discussions and interactive classrooms
  - Provide more group work
  - Thrive on videos, YouTube, Instagram, Snapchat
  - Provide opportunities to learn from Skype and online forums
  - Learning takes place anytime anywhere
  - Be enthusiastic (i.e. flipped class)\(^4\)^\(^5\)
Focus on career training
- 56% worry about a job after college
- Practical outcomes
- Discuss marketable skills
- Opportunities for internships

Discuss finances:
- 48% worry about finances
- Emphasize financial aid & tuition costs
- Build confidence, degree = good job
Transferable skills:
  • Relate classroom learning to marketable skills
  • Show them programs/clubs where they can nurture those skills
  • Mentoring opportunities

Time management:
  • Highlight campus programs that are accelerated, flexible start dates, credit for work/military experience
  • Utilize alumni
Reaching Generation Z through First-Year Programming

Let's begin

UCR: CNAS Scholars

What can we do?

iGen/Generation Z

What is CNAS Scholars doing to Engage Gen Z?
What is CNAS Scholars doing to Engage Gen Z?

Tell me and I forget, teach me and I may remember, involve me and I learn.

Benjamin Franklin
Data

GPA, Retention, Graduation
Reaching Gen Z through High Impact Practices

High Impact Practices

- Discuss ideas with faculty (FY seminar)
- Better understand someone else's views (FY seminar)
- Apply theories to problems (research)
- Include diverse perspectives in class
- Discuss ideas with others (supplemental instruction)

*Kuh (2015)*
Peer Mentoring

Peer Mentoring: First-Year
- Year 1 (49 students) vs Year 2 (140 students)
- Assisting in teaching first-year seminars
- Meeting one-on-one with first-year students
- Presenting at workshops
- Recruitment events for new first-year students
- Tabling in an advising center
- Assisting at freshmen orientation
First-Year Seminars: provide students with weekly meetings on a variety of topics

Advisors/Coordinators:
- Transition from high school to college
- Study skills
- Campus resources
- Academic advising

Faculty:
- Research
- Graduate school
- Career advising
- Academic success
- Mentoring
Research Engagement Options

- **Dynamic Genome**: two unit biology lab engaging students in advanced research projects
- **Explorations in Molecular Science**: involves a combination of computational and environmental chemistry
- **Sustainability**: quarterly chemistry discussions focus on special case studies and includes a faculty research course in the spring
- **Research Seminars**: faculty led seminars focused on exploring undergraduate research benefits and opportunities
Faculty Research Opportunities

Participation in the Research in Science & Engineering (RISE) program
- 10 weeks, full time
- Students earn $5,000, faculty earn $500
- Professional development workshops
- Team building, social events

*Started workshops in 2014, applications doubled
*Started advertising by social media in 2016, more in person meetings were scheduled
Academic Advising

- Build relationships at orientation
- Prepare for advising appointments with an assigned caseload
- Practice developmental advising
- Maintain contact by email, blogs, and workshops

Supplemental Instruction

- Peers attend lectures with our students
- Provide tailored discussions on the lecture
- Engage students using technology (i.e. Kahoots)
Utilizing Technology

- Facebook, Instagram, & Canva for announcements (i.e. workshops)
- Blogs for advising/registration/campus updates
- In class: mentimeter.com, Kahoot!
- Option for hard copy or e-text
- Meetings: Doodle, Skype
- Digital forms instead of paper forms (i.e. peer mentee application)
Partnerships

Campus:
- Faculty
- Academic Advisors
- Peer Mentors
- Registrar’s Office
- Enrollment Managers
- Honors department
- Residential Life
- Supplemental Instruction Peers
Questions?

Please remember to submit your evaluation on Guidebook!

https://guidebook.com/g/fye18/

#FYE18
References

3) https://www.beloit.edu/mindset/2021/
8) https://www.aacu.org/leap/nips
http://www.smarterservices.com/blog/impact-technology-mentor-teaching/
https://www.youtube.com/watch?v=9MmT9N4ZTs
Reaching Generation Z through First-Year Programming

UCR: CNAS Scholars

What can we do?

iGen/Generation Z

Let’s begin

What is CNAS Scholars doing to Engage Gen Z?
Reaching Generation Z through First-Year Programming

University of California, Riverside
- Hispanic Serving Institution
- >50% first-generation
- >50% low income
- Most diverse in the UC system
- Tier 1 research institution
- NSF grant supported program
- University Innovations Alliance founding member

CNAS Scholars
- First-Year Learning Communities
- Research
- Peer Mentors
- Sophomore research engagement programming

iGen/Generation Z
- Born between 1995-2012
- Most racially diverse generation & accepting of differences
- Influenced by age, societal norms, & technology
- Use more digital platforms, social media, and peers
- Learning: doing (51%), seeing (38%), listening (12%)
Influence on Education
- Emails “Sent from my iPhone”
- Thrive on technology (i.e. YouTube, Skype, forums)
- Seek out active learning and interactive classrooms
- Factors in choosing a college:
  o Do they focus career training?
  o Will they be open about finances?
  o Will they teach me transferable skills?
  o Will my degree be timely?

Utilizing High Impact Practices
- First-year seminars & experiences (discuss ideas with faculty and peers)
- Undergraduate research
- Common intellectual experiences (shared classes, labs, discussions, supplemental instruction)
- Learning Communities (entire first-year of classes are scheduled)
- Collaborative projects and assignments

Peer Mentoring
- Assist in teaching first-year seminars
- Meet one-on-one with students 2x/quarter
- Present workshops (research, study skills, finances, etc.)
- Table at recruitment events
- Table in the advising center
- Assist at first-year orientation
- Manage social media content, website, newsletters, and outreach

Technology in College
- Advertise through Facebook, Instagram, and Canva (canva.com)
- Blogs (blogger.com) to spread information
- In class engagement: Mentimeter (mentimeter.com), Kahoot! (kahoot.com)
- E-text options in class
- Use digital forms instead of paper forms (i.e. Google forms)

References:
2) https://www.forbes.com/sites/deeppatel/2017/11/27/5-d%E2%80%8Bfferences-%E2%80%8Bbetween-%E2%80%8Bmarketing-%E2%80%8Bto%E2%80%8B-m-%E2%80%8Billennials-v%E2%80%8Bsn%E2%80%8B-%E2%80%8Bgen-z/#23dccc78a2c9f
3) https://www.beloi.edu/mindset/2021/
8) https://www.aacu.org/leap/hips
http://www.smarterservices.com/blog/impact-technology-mentor-teaching/
https://www.youtube.com/watch?v=9MmT9N4ZTns

University of California, Riverside
College of Natural & Agricultural Sciences
CNAS Scholars
cnasscholars@ucr.edu
951.827.5326