



NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

The Trusted Expert and Internationally Recognized Leader
for all Postsecondary Student Transitions

Who are Our Students? How Can We Best Support Them?

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National Resource Center for The First-Year Experience and Students
in Transition

USC Career Center Retreat
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www.sc.edu/fye

Take a minute and write down words or terms you would use to describe today's college students.



- Poll everywhere here



[illegible]

Note: Size of word indicates frequency of response.

MAY 20, 2013
Obama's New Boss / Syria face-off / McCain vs. Brzezinski / PLUS: Summer's best movies & more

TIME

THE ME ME ME GENERATION

Millennials are lazy, entitled narcissists
who still live with their parents

Why they'll save us all

BY JOEL STEIN



time.com

- Optimistic
- Millennials
- High-achieving
- Civic-minded
- Moral
- Tech-savvy
- Group-oriented
- Followers
- Dependent
- Multicultural
- Collectivist
- Non-political
- Conformist
- Entitled
- Over-programmed



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Beloit College Mindset List

- Class of 2018 - generally born in 1996
- “Press pound” on the phone is now translated as “hit hashtag.”
- Celebrity “selfies” are far cooler than autographs.
- Joe Camel has never introduced one of them to smoking.
- There has always been “TV” designed to be watched exclusively on the web.
- Having a “chat” has seldom involved talking.
- Thanks to Megan’s Law and Amber Alerts, parents have always had community support in keeping children safe.
- With GPS, they have never needed directions to get someplace, just an address.
- During their initial weeks of kindergarten, they were upset by endlessly repeated images of planes blasting into the World Trade Center.

“No Child Left Behind went into effect for the 2002–03 academic year, which means that America’s public schools have been operating under the pressures and constrictions imposed by that law for a decade. Since the testing requirements were imposed beginning in third grade, the students arriving in your institution have been subject to the full extent of the law’s requirements.”



Kenneth Bernstein
Washington Post
February 9, 2013

Legacy of “No Child Left Behind”

- Students arrive to HS with **little instruction in subjects** that aren’t tested.
- “Most tests being used consist primarily or solely of **multiple choice items.**” Thus students arriving in HS **lack “experience and knowledge about how to do** the kinds of writing that are **expected at higher levels of education.**”
- Grading rubrics are often concerned with **content and not argument**, which “works against development of the kinds of writing that would be **expected in a true college-level course.**”





Krystine Dinh
Huffington Post
September 30, 2013

“Millennials are lazy and self-absorbed, often found taking selfies, telling the world every detail of what they're doing and feeling, hyper-aware of Facebook 'likes', and piling up hashtags in tweets. In short, they're obsessed. With themselves.

At least that's how the stereotypes go; these behaviors have been detailed, chronicled, and parsed for accuracy across many marketing plans. **But we need to look beyond popular convention, and for this group that is no easy task. While brands and advertisers are racing to market to this particular generation, we have yet to truly look at the facts.”**



Things to Consider

- “Educators need to identify how their programs, policies, and pedagogies capitalize on the multiple perspectives that...college students bring with them – perspectives that contribute to the total campus environment.” (Keup, 2008)
- Ask yourself, where do my beliefs and attitudes about contemporary college students come from?
- How will you remain flexible for each individual student whom you encounter?
- How will you remain flexible when social currents change among college students?

Who are our students?

STARTING WITH A NATIONAL PERSPECTIVE



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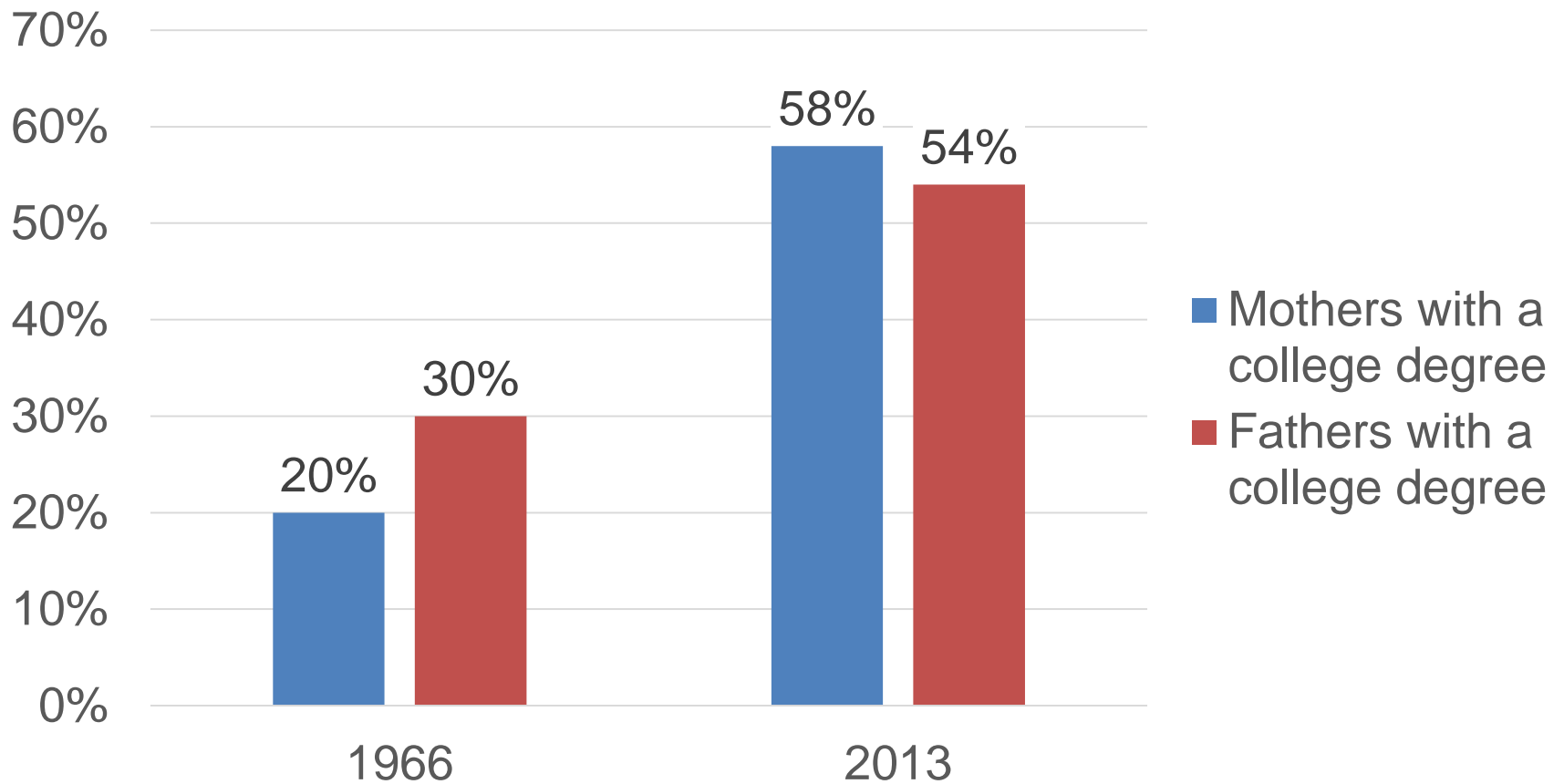
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Changing Demographics: Gender

	1993	2001	2009	2017
Women	6,840,000 (55%)	7,711,000 (56%)	8,954,000 (57%)	9,741,000 (57%)
Men	5,484,000 (45%)	6,004,000 (44%)	6,816,000 (43%)	7,281,000 (43%)

- Women will continue to outpace men in enrollment proportion, numbers, and persistence.
- This is continuing beyond the baccalaureate as women are outpacing men in educational aspirations.
- More women are pursuing fields traditionally considered “male”

Changing Demographics: First Generation Students



Changing Demographics: Race & Ethnicity

- White, Non-Hispanic students represented 90% of new students in 1969
- Projection that 45% of the nations public HS graduates will be non-White by 2019-20
 - 41% more Hispanic graduates
 - 30% more Asian/Pacific Islander graduates
 - 2% more American Indian/Alaska Native graduates
 - 9% fewer Black, non-Hispanic graduates
 - 12% fewer White non-Hispanic graduates

Changing Demographics:

Multiculturalism

- In 2013, 4.8% of students were not US Citizens (2.1% permanent residents, 2.7% foreign)
- 1 in 10 college students are from families in which at least one parent was born outside the US
- The proportion of K-12 students who speak a language other than English in the home has increased by over 10 percent in the past 25 years
- Projections show that multiracial individuals will comprise 21% of the US population by 2050

Diverse Interactions

- 83.3% are in favor of gays and lesbians having the legal right to adopt a child
- 73.8% of first-year students report they frequently socialized across racial/ethnic groups in HS
- 49.6% report improving understanding of other countries/cultures is “very important” or “essential”
- 35% indicate helping to promote racial understanding is “very important” or “essential”
- Nearly 1/3 of new students report they frequently discussed religion or politics in the past year

Reflection Questions

- How do the characteristics of today's college students affect how you interact with them?
 - Race
 - Gender
 - Political Views



Who are our students?

GETTING TO KNOW USC STUDENTS



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Getting to Know USC Students

- I have handed out some charts and reports containing information about USC students compared to information about college students nationally.
- In groups review the chart or report you have been given.
- Discuss:
 - What does this information tell us about first-year students at USC?
 - What are the unique opportunities, challenges, needs, strengths of the students illustrated in these data?
 - What is one change I can make in my approach based on this information?

USC Enrollment by Gender

	FULL-TIME						PART-TIME				
Undergraduates	Men			Women			Men			Women	
Degree-seeking, first-time freshmen	2,224	44.5%		2,779	55.5%		27	62.8%		16	37.2%
Other first-year, degree-seeking	303	52.7%		272	47.3%		86	54.4%		72	45.6%
All other degree-seeking	7,576	45.0%		9,254	55.0%		731	53.0%		647	47.0%
Total degree-seeking	10,103	45.1%		12,305	54.9%		844	53.5%		735	46.5%
All other undergraduates	68	54.4%		57	45.6%		35	51.5%		33	48.5%
Total undergraduates	10,171	45.1%		12,362	54.9%		879	53.4%		768	46.6%

National (Fall 2012):
Men = 43.2%,
Women = 56.8%

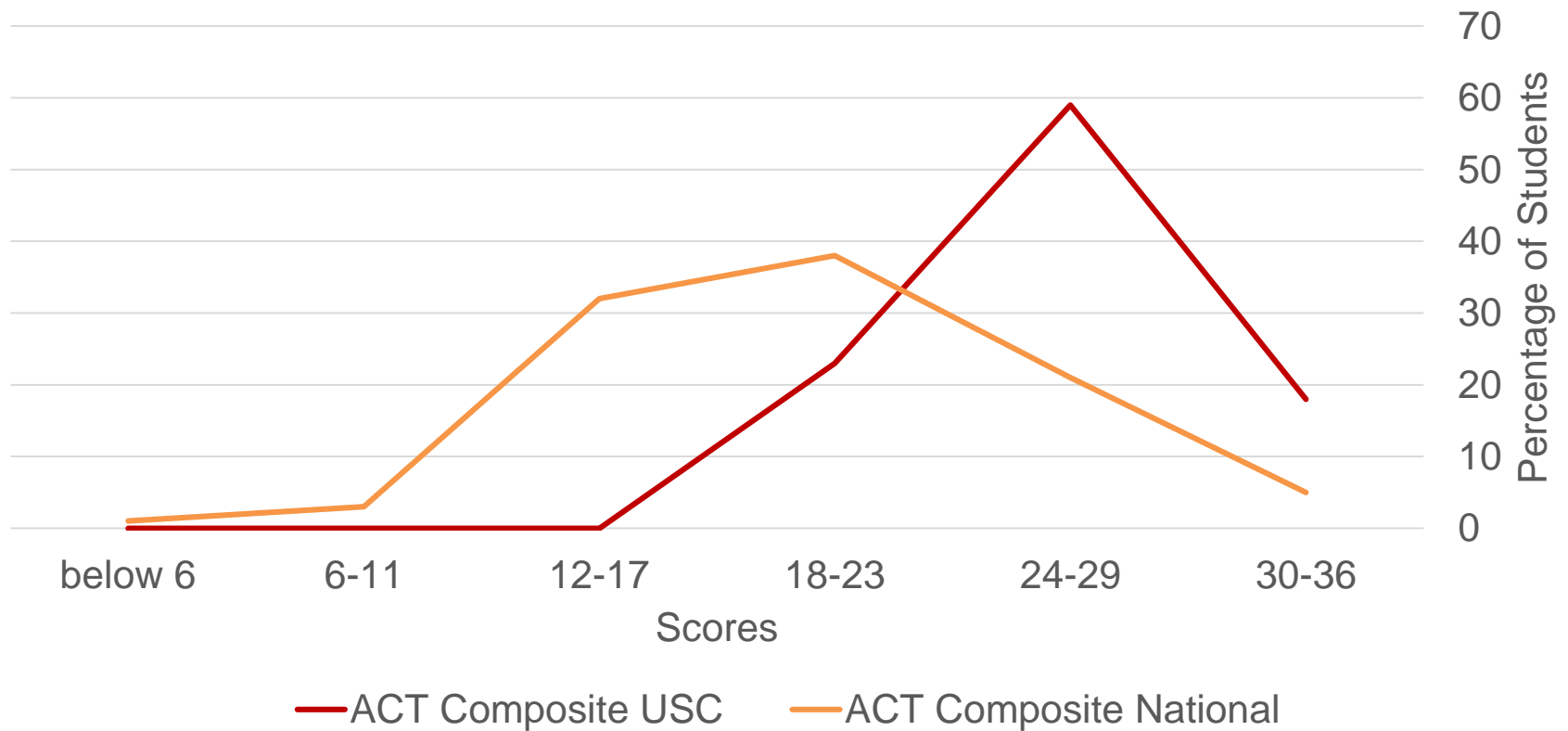
USC Enrollment: Race & Ethnicity

	USC Enrollment – Fall 2013						Population			
Category	First-time First year			Total Undergraduates			National Total		South Carolina	USA
Non-resident aliens	37	0.7%		380	1.6%		-		-	-
Black or African American, non-Hispanic	311	6.2%		2,456	10.2%		14.9%		27.9%	13.2%
American Indian or Alaskan Native, non-Hispanic	9	0.2%		59	0.2%		0.9%		0.5%	1.2%
Asian, non-Hispanic	131	2.6%		546	2.3%		6.0%		1.5%	5.3%
Hispanic	216	4.3%		974	4.0%		15.0%		5.3%	17.1%
Hawaiian or Pacific Islander, non-Hispanic	6	0.1%		26	0.1%		0.3%		0.1%	0.2%
White, non-Hispanic	4,085	81.0%		18,543	76.7%		60.3%		63.9%	62.6%
Two or more races, non-Hispanic	171	3.4%		776	3.2%		2.5%		1.7%	2.4%
Race/ethnicity unknown	80	1.6%		420	1.7%		-		-	-



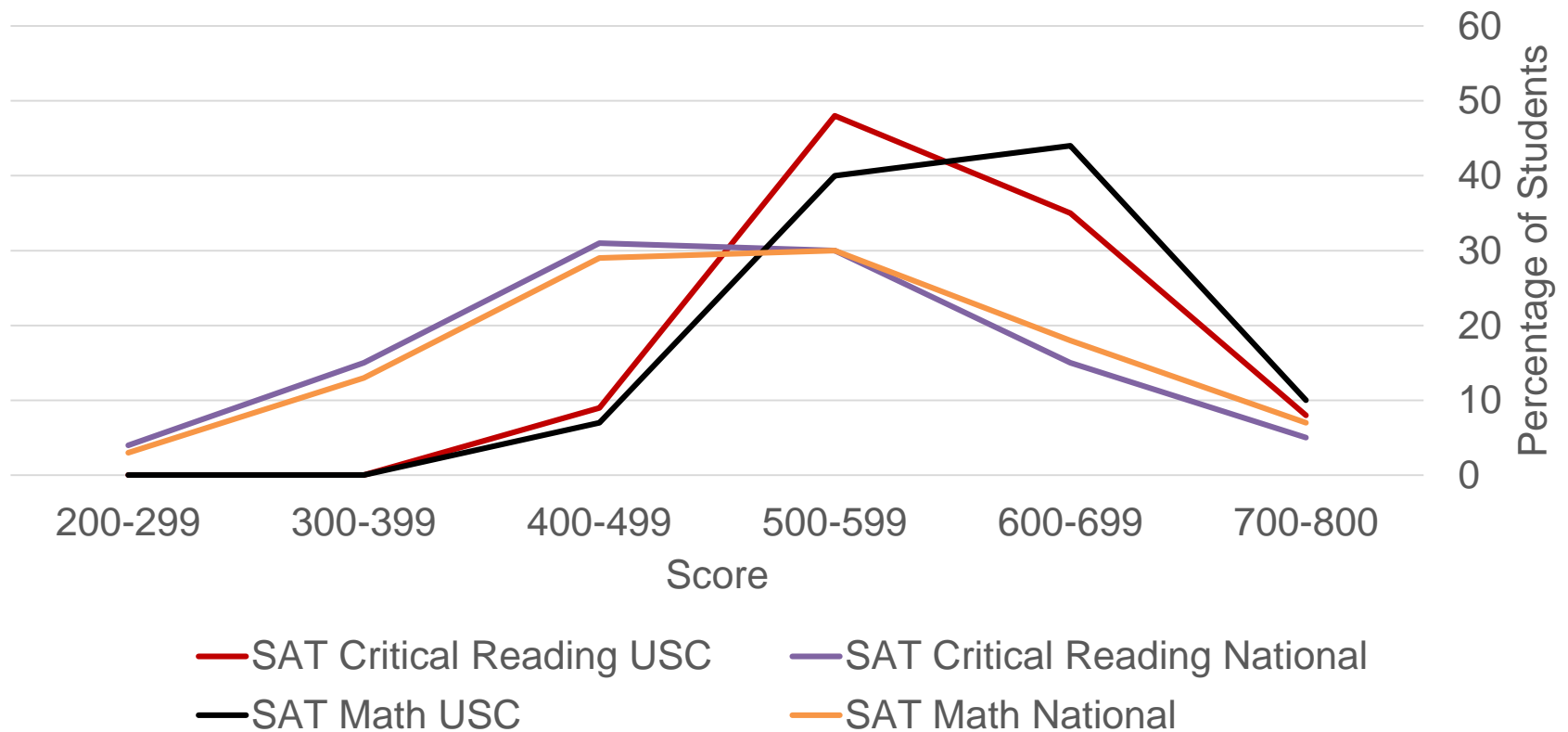
Students at USC: Academic Profile

ACT Scores



Students at USC: Academic Profile

SAT Scores



USC Students: Engagement

- First-year students:
 - Study 13.5 hours a week, compared to 15.6 in comparison group
 - Spend 5.4 hours/week reading for class. (6.7 hours/week in comparison group)
 - Average 47.0 pages of assigned writing compared to 45.4 pages average in comparison group
- 87% of first-year students say USC “very much” or “quite a bit” emphasizes spending significant time on academic work.

USC Engagement

- First-Year students at USC report at higher numbers than comparison group:
 - Courses including service-learning
 - Institution emphasis on managing non-academic responsibilities
 - Instructors providing feedback on a draft or work in progress
 - Institution providing support for overall well-being
 - Instructors providing prompt and detailed feedback on tests or assignments

USC Engagement

- First-Year students at USC report at lower numbers than comparison group:
 - Spending more than 10 hours per week on assigned reading
 - Quality of interactions with student affairs staff
 - Quality of interactions with other administrative staff
 - Quality of interactions with academic advisors
 - Spending more than 15 hours per week preparing for class

Who are our students?

ECONOMIC REALITIES AND FINANCIAL CONCERNS



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Reasons for Attending College

Reason	%
To be able to get a better job	86.3
To learn things that interest me	81.6
To be able to make more money	73.3
To gain a general education and appreciation of ideas	69.6
To prepare for graduate or professional school	60.8
To be a more cultured person	45.9



Reasons for Attending College

Reason	1983	1993	2003	2013
To be able to get a better job	74.9	82.1	70.1	86.3
To learn things that interest me	66.3	75.2	76.9	81.6
To be able to make more money	69.7	75.1	69.4	73.3
To gain a general education and appreciation of ideas	56.5	65.3	65.4	69.6
To prepare for graduate or professional school	44.3	61.1	76.9	60.8
To be a more cultured person	25.7	42.6	40.7	45.9



Economic Realities

- 40% of all undergraduates in the US are from low-income families
 - 58% of low-income undergrads are women
 - 48% of low-income undergrads are students of color
- National spending on Pell Grants has increased but not kept up with the increase in college costs
- While unemployment has stabilized, many Americans have dropped out of the workforce

	2004	2013	Difference
Father is unemployed	2.5%	7.7%	5.2%
Mother is unemployed	.5%	19.6%	19.1%

Economy & College Choice

	2004	2013	Difference
Important factor for choosing your college:			
I was offered financial assistance	34%	44%	10%
The cost of attending this college	31%	42%	11%
Graduates get good jobs	49%	51%	2%
“Very important” reason for going to college: to be able to get a better job	72%	86%	14%

Reactions to Economy

- The proportion of entering students at 4-year colleges who have “major” concerns about financing college has ranged from 10-20% over the past 40 years.
- Economic stability?
 - Low unemployment
 - Wages haven’t moved much
 - Cheap oil
 - Drove Dow Jones average down

Reactions to Economy: Faculty

“This was the first year in which stress related to economic issues, such as institutional budget cuts and personal finances, rivaled to sources of stress (self-imposed expectations and lack of personal time) from past HERI faculty surveys.”

Hurtado, Eagan, Pryor, Whang, & Tran (2012)



Metacompetencies for Employability

- Build and sustain working professional relationships
- Analyze, evaluate, and interpret data from various sources
- Engage in continuous learning
- Build a successful team
- Coach, mentor, and develop others

Metacompetencies for Employability

Continued

- Use oral persuasion and justification in order to provide direction for organization
- Plan and manage a project
- Create new knowledge
- Understand impact of company practices in a global (economic, societal, and environmental) setting

Gardner (2010)

Questions for Discussion

- What effect have you seen the economic situation have on students as they engage with your work in career services?
- What are employers saying they are looking for from graduates of USC?
- How are you helping students develop their employability metacompetencies?

Who are our students?

WHAT TOOLS ARE IN YOUR HIP POCKET?



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Definition of High-Impact Practices

- “Teaching and learning practices that have been **widely tested** and have been shown to **be beneficial for college students** from many backgrounds. These practices **take many different forms**, depending upon learner characteristics and on institutional priorities and contexts. [*HIPs are*] practices that educational research suggests **increase rates of retention and student engagement.**”

(Kuh, 2010)

High-Impact Practices

- ☐ First-Year Seminars & Experiences
- ☐ Common Intellectual Experiences
- ☐ Learning Communities
- ☐ Writing-Intensive Courses
- ☐ Collaborative Assignments & Projects
- ☐ Internships
- ☐ Diversity/Global Learning
- ☐ Service Learning, Community-Based Learning
- ☐ Undergraduate Research
- ☐ Capstone Courses & Projects



Adaptability of Definition of HIPs

“It stands to reason that key conditions can be adapted and incorporated into any teaching and learning situation inside or outside the classroom to promote higher levels of student performance. There are doubtless other high-impact activities...in which large numbers of students participate.”

Kuh, 2010



Characteristics of High-Impact Practices

- Creates an investment of time and energy
- Includes interaction with faculty and peers about substantive matters
- Real-world applications
- High expectations
- Includes frequent feedback
- Exposure to diverse perspectives
- Demands reflection and integrated learning
- Accountability

Extent of Presence of Elements of High-Impact Practice in Primary Sophomore-Year Initiative

	Academic advising (n = 152)	Residential initiatives (n = 40)	High- impact practices (n = 27)	Major and career- focused initiatives (n = 20)
Element	%	%	%	%
Appropriately high performance expectations	77.6	67.5	92.6	65.0
Investment of time and effort	63.2	67.5	96.3	60.0
Interactions with faculty and peers	82.9	72.5	92.6	65.0
Experiences with diversity	42.8	87.5	81.5	45.0
Frequent, timely, and constructive feedback	74.3	52.5	88.9	60.0
Opportunities to reflect and integrate learning	61.8	67.5	88.9	45.0
Learning through real-world applications	54.6	72.5	96.3	55.0
Public demonstration of competence	36.2	35.0	77.8	20.0



Application

- Thinking about who our college students are...
- Which elements of High-Impact Practice exist in your program?
- How can you better tailor these to meet the needs of your students?
- How can you incorporate elements that aren't already there?



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Questions and Answers

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