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
January 7, 2015
Take a minute and write down words or terms you would use to describe today’s college students.
• Poll everywhere here
EXHIBIT 2 | U.S. Millennials View Themselves More Positively Than Non-Millennials Do

U.S. Millennials
- tech-savvy
- hip
- innovative
- cool
- young

U.S. Non-Millenials
- lazy
- spoiled
- selfish
- entitled
- smart

Source: BCG analysis.
Note: Size of word indicates frequency of response.
• Optimistic
• Millennials
• High-achieving
• Civic-minded
• Moral
• Tech-savvy
• Group-oriented
• Followers
• Dependent
• Multicultural
• Collectivist
• Non-political
• Conformist
• Entitled
• Over-programmed
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.”
“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
Changing Demographics: Gender

<table>
<thead>
<tr>
<th></th>
<th>1993</th>
<th>2001</th>
<th>2009</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>6,840,000</td>
<td>7,711,000</td>
<td>8,954,000</td>
<td>9,741,000</td>
</tr>
<tr>
<td></td>
<td>(55%)</td>
<td>(56%)</td>
<td>(57%)</td>
<td>(57%)</td>
</tr>
<tr>
<td>Men</td>
<td>5,484,000</td>
<td>6,004,000</td>
<td>6,816,000</td>
<td>7,281,000</td>
</tr>
<tr>
<td></td>
<td>(45%)</td>
<td>(44%)</td>
<td>(43%)</td>
<td>(43%)</td>
</tr>
</tbody>
</table>

- 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

Mothers with a college degree
Fathers with a college degree

1966
2013

20% 30%
58% 54%
Changing Demographics: Race & Ethnicity

• White, Non-Hispanic students represented 90% of new students in 1969

• Projection that 45% of the nation's 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
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

<table>
<thead>
<tr>
<th>Undergraduates</th>
<th>FULL-TIME</th>
<th></th>
<th>PART-TIME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Degree-seeking, first-time freshmen</td>
<td>2,224</td>
<td>44.5%</td>
<td>2,779</td>
<td>55.5%</td>
</tr>
<tr>
<td>Other first-year, degree-seeking</td>
<td>303</td>
<td>52.7%</td>
<td>272</td>
<td>47.3%</td>
</tr>
<tr>
<td>All other degree-seeking</td>
<td>7,576</td>
<td>45.0%</td>
<td>9,254</td>
<td>55.0%</td>
</tr>
<tr>
<td>Total degree-seeking</td>
<td>10,103</td>
<td>45.1%</td>
<td>12,305</td>
<td>54.9%</td>
</tr>
<tr>
<td>All other undergraduates</td>
<td>68</td>
<td>54.4%</td>
<td>57</td>
<td>45.6%</td>
</tr>
<tr>
<td>Total undergraduates</td>
<td>10,171</td>
<td>45.1%</td>
<td>12,362</td>
<td>54.9%</td>
</tr>
</tbody>
</table>

National (Fall 2012):
Men = 43.2%,
Women = 56.8%
## USC Enrollment: Race & Ethnicity

<table>
<thead>
<tr>
<th>Category</th>
<th>USC Enrollment – Fall 2013</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First-time First year</td>
<td>Total Undergraduates</td>
</tr>
<tr>
<td>Non-resident aliens</td>
<td>37 0.7%</td>
<td>380 1.6%</td>
</tr>
<tr>
<td>Black or African American, non-Hispanic</td>
<td>311 6.2%</td>
<td>2,456 10.2%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native, non-Hispanic</td>
<td>9 0.2%</td>
<td>59 0.2%</td>
</tr>
<tr>
<td>Asian, non-Hispanic</td>
<td>131 2.6%</td>
<td>546 2.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>216 4.3%</td>
<td>974 4.0%</td>
</tr>
<tr>
<td>Hawaiian or Pacific Islander, non-Hispanic</td>
<td>6 0.1%</td>
<td>26 0.1%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>4,085 81.0%</td>
<td>18,543 76.7%</td>
</tr>
<tr>
<td>Two or more races, non-Hispanic</td>
<td>171 3.4%</td>
<td>776 3.2%</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>80 1.6%</td>
<td>420 1.7%</td>
</tr>
</tbody>
</table>
Students at USC: Academic Profile

ACT Scores

Scores

- below 6
- 6-11
- 12-17
- 18-23
- 24-29
- 30-36

Percentage of Students

- ACT Composite USC
- ACT Composite National
Students at USC: Academic Profile

SAT Scores

Score

Percentage of Students

200-299 300-399 400-499 500-599 600-699 700-800

SAT Critical Reading USC  SAT Critical Reading National
SAT Math USC  SAT Math National

www.sc.edu/fye
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

www.sc.edu/fye
# Reasons for Attending College

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to get a better job</td>
<td>86.3</td>
</tr>
<tr>
<td>To learn things that interest me</td>
<td>81.6</td>
</tr>
<tr>
<td>To be able to make more money</td>
<td>73.3</td>
</tr>
<tr>
<td>To gain a general education and appreciation of ideas</td>
<td>69.6</td>
</tr>
<tr>
<td>To prepare for graduate or professional school</td>
<td>60.8</td>
</tr>
<tr>
<td>To be a more cultured person</td>
<td>45.9</td>
</tr>
</tbody>
</table>
# Reasons for Attending College

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to get a better job</td>
<td>74.9</td>
<td>82.1</td>
<td>70.1</td>
<td>86.3</td>
</tr>
<tr>
<td>To learn things that interest me</td>
<td>66.3</td>
<td>75.2</td>
<td>76.9</td>
<td>81.6</td>
</tr>
<tr>
<td>To be able to make more money</td>
<td>69.7</td>
<td>75.1</td>
<td>69.4</td>
<td>73.3</td>
</tr>
<tr>
<td>To gain a general education and appreciation of ideas</td>
<td>56.5</td>
<td>65.3</td>
<td>65.4</td>
<td>69.6</td>
</tr>
<tr>
<td>To prepare for graduate or professional school</td>
<td>44.3</td>
<td>61.1</td>
<td>76.9</td>
<td>60.8</td>
</tr>
<tr>
<td>To be a more cultured person</td>
<td>25.7</td>
<td>42.6</td>
<td>40.7</td>
<td>45.9</td>
</tr>
</tbody>
</table>

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[Image: CIRP Logo and National Resource Center Logo]
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

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2013</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father is unemployed</td>
<td>2.5%</td>
<td>7.7%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Mother is unemployed</td>
<td>.5%</td>
<td>19.6%</td>
<td>19.1%</td>
</tr>
</tbody>
</table>
## Economy & College Choice

<table>
<thead>
<tr>
<th>Important factor for choosing your college:</th>
<th>2004</th>
<th>2013</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was offered financial assistance</td>
<td>34%</td>
<td>44%</td>
<td>10%</td>
</tr>
<tr>
<td>The cost of attending this college</td>
<td>31%</td>
<td>42%</td>
<td>11%</td>
</tr>
<tr>
<td>Graduates get good jobs</td>
<td>49%</td>
<td>51%</td>
<td>2%</td>
</tr>
</tbody>
</table>

| “Very important” reason for going to college: to be able to get a better job | 72% | 86% | 14% |

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CIRP | www.sc.edu/fye
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 metacompentencies?
Who are our students?

WHAT TOOLS ARE IN YOUR HIP POCKET?
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

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

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