Student Characteristics, Needs and Expectations: SPAC Report
Clifton Ricana and Lou Ann Gilchrist

Characteristics: Millennials

Special

Raised with careful attention of "helicopter parents" who expect the best for "their special child"

As a result, Millennials are closer to parents

Parents and Millennials make a joint decision about college

Universities will need to increase quality of dormitories, available activities, and facilities in order to stay competitive for Millennials and parents

Sheltered

Raised in safe environment of walls, restrictions, and extensive support group (doctors, councilors, etc)

As move on to college parents as well as students expect that same level of safety

Universities will need to improve campus safety as well as services such as the health center and counseling

Confident

Willing to take on challenges (want to take on tasks on par with what they will face in real world)

"Know" that they are future and problems that society faces are ultimately their problems as well

Universities will need to provide real-world or experiential opportunities that challenge students

Team-Oriented

Millennials have a greater sense of community

Desire to work with others and want to band together to solve problems

At an early age, have more emphasis on group work (changed learning style)

Universities will need to account for group oriented students when designing curriculum and class room time in order to fully take advantage of this new learning style

Universities will have to deal with the problem of what "original work" is and what constitutes plagiarism in an information overflow world

Conventional

Millennials take a more conservative approach to life style (like the "Greatest Generation")

Are more respectful toward authority (obedience and trust in system)

Expect accountability of authority and institutions

Universities will have to work to provide accountable faculty and curriculum that is not biased and teaches the basics of what all people should know (liberal arts)

Pressured

More pressure by parents and competitiveness of society for jobs and opportunities

Plan for the future (Parents and Millennials think about college as early as elementary school)

Increased stress from pressure to perform well

Universities will need to improve support systems and opportunities to de-stress (intramurals, recreational areas such as lounges with entertainment centers or pool tables, etc)

Achieving

With pressure, Millennials have become increasingly more qualified for college

Have better tests scores and overall more ready for college than previous generations
Millennials are involved with many extra-curricular activities such as sports, music, theatre, student government and expect a continuation of that as the proceed to college

Student Needs

Financial Challenges

The College of 2020: Students

- "The location of a college, and geographic spread of its influence and recruiting area, will be the most significant factor in determining its flow of enrollees in the next decade."
- "In the Midwest, the number of graduates will fall about 8 percent by 2014-15. Thereafter, the number of graduates is projected to fluctuate."

OppenheimerFunds Study:

- Hispanic families place a higher value on higher education than other races and think that their children will attend college.
- 72% of Hispanic families believe higher education is within reach for anyone who wants it compared to 63% of non-Hispanics.
- More than three-quarters of Hispanic families want to pay for at least half of their children's college costs but they are not saving enough – 37% had saved less than $1,000 and 12% hadn't saved anything.

Mental Health

- 85% of enrolled students sought counseling in 2007 totaling an estimated 1,600,000 students.
- 44% of college students report having felt so depressed it was difficult to function. One out of every 11 students seriously considered suicide in the past year.
- Research conducted from 1989 to 2002 found that students seen for anxiety disorders doubled, for depression tripled, and for serious suicidal intention tripled.
- Mental health issues impair student ability to function academically and stay in school. As many as 77% of students receiving counseling indicated that they were more likely to stay in school and do well academically because of counseling services.

MCHBS Survey

Issue	2008	Sources of Stress	2008
Suicidal thoughts	15.49 (12.9)	School	95.48 (86.8)
Suicidal gesture	4.23 (2.82)	Time Management	55.99 (49.0)
Feeling stressed	82.4 (80.5)	Financial	47.54 (50.8)
Drank to reduce stress	29.4 (25.9)	Dating/relationships	40.14 (34)
Anxiety	42.96 (34.7)	Roommates	28.52 (17.9)
Depression	40.49 (34.98)	Health	24.3 (21)
Eating disorder	7.75 (6.3)	Job	23.94 (34.9)
Self-injury	3.52 (2.4)	Family	23.24 (25.1)
Sexual Assault	2.46 (1.2)	Friends	22.54 (17.1)
Feeling extreme stress	33.45 (28.2)	Other	6.69 (5.6)

ADA

Element	ADA	ADAAA
General Scope	Narrow in its judicial interpretations	Broader in its legislative definition
Major Life Activity	Originally included activities such as seeing, hearing, eating, sleeping, walking, standing, lifting, speaking	Expanded to include more major life activities (e.g. reading, communicating) and major bodily functions/systems
Substantially Limits	Narrowed by Equal Employment Opportunity Commission (EEOC)	The EEOC is directed to more broadly define this phrase
Mitigating Measures	Were considered in excluding disability claims in some court cases	Cannot be considered in determining disability (e.g. hearing aids, medication, etc.)
Episodic Conditions	Not explicitly covered	Explicitly covered (e.g. cancer, epilepsy, diabetes)

"The ADAAA presents unique challenges to postsecondary institutions. With a more expansive reach, the ADAAA is poised to increase university efforts to accommodate more students who qualify under the statute. Consequently, resources and staff dedicated to the support of the ADAAA may need to increase." (Burke, Friedl, & Rigler. *Journal of Student Affairs Research and Practice*, *47*(1), p. XV.

Placement

Offers Received by Major

Major	Percentage	Major	Percentage
Accounting	53.1	Foreign Language	37.3
Computer Science	48.7	Social Sciences/History	36.4
Economics	45.1	Liberal Arts	36.2
Science	44.3	English	36.1
Business Administration	44.2	Education	36
Visual & Performing Arts	44.1	Criminal Justice	35.7
Engineering	42.3	Biology	35.6
Health	41.5	Communications	34.2
Political Science	39.1	International Business	33.8
Psychology	38.4	Mathematics	31.7

Meaning
- "Millennial students…are optimistic, self-confident, collaborative and team-oriented, technologically literate, and interested in improving their communities. They are eager to learn in nontraditional ways. They value process as much as content, emotional as much as analytic learning, and meaning-making as

- "Regardless of the image that guides how we think about today's college students, all students are asking fundamental life questions: Who am I? How can I use my talents to make a contribution? What is the purpose of a college education? Students are expressing interest in finding meaning in their lives and dealing with questions of values and faith as part of their college experience and look for ways to reconcile career goals, personal passions, and intellectual pursuits. In short, they are interested in obtaining a holistic education." (Braskamp, Trautvetter,& Ward (2006) Putting Students First: How Colleges Develop Students Purposefully. San Francisco, CA: Anker Publishing Co. p. 8)

COPLAC Schools	Ratio of FTE undergraduate Students to FTE Faculty	Ratio of FT faculty headcount to fulltime nonacademic staff headcount	All Institutional Funds excluding loans in student aid
Eastern Connecticut State University	15.3:1	.49;1	$4,383,193
Fort Lewis College	17:1	.61:1	$3,103,888
Georgia College and State University	16.2:1	.52:1	$1,579,899
Henderson State University	17:1	.55:1	No data
Keene State College	14.8:1	.7:1	$5,631,472
Massachusetts College of Liberal Arts	12:1	.46;1	$1,305,656
Midwestern State University	18.6:1	.59:1	$4,571,519
New College of Florida	10:1	.39:1	$2,232,704
Ramapo College of New Jersey	18:1	.43:1	$5,954,948
St. Mary's College of Maryland	No data	.52:1	$5,449,403
Sonoma State University	29.7:1	.48:1	$448,663
Southern Oregon University	No data	.54:1	$6,286,840
SUNY College at Geneseo	18.8:1	.53:1	$1,163,422
The Evergreen State College	23:1	.33:1	$847,180
Truman State University	**15:1***	**.79:1**	**$23,426,474**
University of Alberta, Augustana	No data	.60:1	No data
University of Maine at Farmington	15:1	.58:1	$2,232,369
University of Minnesota, Morris	12.6:1	.56:1	$2,609,622
University of Montevallo	16:1	.62:1	$4,246,135
University of NC at Asheville	13:1	.48:1	$2,360,630
University of Science & Arts of Oklahoma	14.4:1	.69:1	$2,006,500
University of Virginia College at Wise	14:1	.48:1	$1,321,239
University of Wisconsin, Superior	16:1	.58:1	$710,882
Average	16.4:1	.54:1	$3,874,532

Expectations -- The College of 2020: Students

This report from the Chronicle Research Services is based on reviews of research and data on trends in higher education, interviews with experts who are shaping the future of colleges, and the results of a poll of members of a Chronicle Research Services panel of admissions officials.

1. <u>What is college? And why should I go?</u>
   "The migration of most learning to computers may lead to a new kind of "dispersed university," with students working in their own homes. All teaching and monitoring of progress and quality would take place online. That leads to a profound question for college leaders: Why go to a bricks-and-mortar college, except for the socialization, when virtually all learning takes place online? Obviously, the savings to parents and students could be significant. Colleges need to be thinking about what value they are adding to a student's learning."

2. <u>The New Millennials see their educational futures built almost entirely around technology.</u>
   "Today's high –school students, the so-called New Millennials, see their educational futures built almost entirely around technology."
   - Use mobile computing devices to extend learning beyond the classroom.
   - Incorporate Web 2.0 computing tools into instruction.
   - Create new "digital textbooks" that would allow students to do the following:
     - Personalize the book with electronic highlights and notes.
     - Take quizzes and tests on their own.
     - Include links to real-time data or the expertise of an online tutor.
     - Link to PowerPoint presentations of class lectures.
     - Explore concepts through games or simulations.
     - Watch video clips about topics they are studying.
   - Get beyond the classroom walls and make learning truly experiential.

   Parents have similar expectations:
   - Parents believe that schools are not preparing students for the 21st century.
   - Parents believe that using technology is essential for learning.
   - Parents believe that information literacy is crucial to their children's success.
   - "It is critical for educators to continue to explain and reinforce how they are developing and implementing instructional strategies that will indeed prepare students for the 21st century challenges and success."

3. <u>Students' convenience is the future.</u>
   - "Colleges that attempt to cram their styles down students' throats on the basis that it is 'good for them' may quickly find themselves uncompetitive."

4. <u>Business models must change.</u>
   - "The business model for the most elite colleges with sterling brand names, and for most flagship public universities will continue to work for the foreseeable future."
   - "The model for for-profit colleges and community colleges is also strong."
   - "Many colleges that have focused on a residential, four-year model will find that they need to attract more adult students, more part-time students, and more students who will want all or many of their courses online."

- "They emphasize a liberal-arts learning model that has been increasingly seen as elitist and out of touch with the job market."
- "Three basic types of colleges and universities are emerging. There are "brick universities," or traditional residential institutions; "click universities," or new, usually commercial virtual universities, like Unext.com and Jones International University; and "brick and click" universities, a combination of the first two. If current research on e-commerce is correct, the most competitive and attractive higher-education institutions will be "brick and click." While consumers appreciate the convenience, ease, and freedom of services online, they also want a physical space where they can interact with others and obtain expert advice and assistance face-to-face. Who will control the brick-and-click institutions? Will the for-profit sector buy "bricks" before traditional colleges develop the capacity to operate in the "click" environment?" (Arthur E. Levine: *"The Future of Colleges: 9 Inevitable Changes".* The Chronicle of Higher Education (education.gsu.edu/ctl/Programs/Future_College.htm)

Opportunities

1. Can we find a way to ensure that our past traditions facilitate rather than stifle our response to the future?

   "The lack of compelling pressure to improve undergraduate education helps to explain the manner in which most faculties carry out their shared responsibility for the enterprise – their casual treatment of its purposes, their neglect of basic courses that develop important skills, their reluctance even to discuss issues of pedagogy, their ignorance of research on student learning, and their unwillingness to pay attention to much of what goes on outside the classroom." (Bok, Derek [2006] Our Underachieving Colleges: A Candid Look at How Much Student Learn and Why They Should Be Learning More. Princeton, N.J.: Princeton University Press. p. 313.

   "Higher education seeks to nurture critical thinking to provide opportunities to develop those skills across multiple domains. But colleges and universities have also profited enormously from the fact that they have been seen as gateways to information as well, and that function is – or will soon be – gone" (James Hilton*: The Future of Higher Education: Sunrise or Perfect Storm* March/April 2006*,* Educause Review. p. 59).

2. Can technology be used to better "exploit" the power of the Truman experience?

   "What is the role of higher education in the knowledge economy? Though the perfect storm always looms, I am placing my bet on the sunrise. The technology-driven disruptions of the knowledge economy offer higher education an enormous opportunity to remake ourselves – this time around collaboration, exploration, and engagement with the wider world" (James Hilton*: The Future of Higher Education: Sunrise or Perfect Storm* March/April 2006*,* Educause Review. p. 71).

   "If we are to succeed in preserving our individuality against such technological tyranny, we need to slow the tempo of our lives and extend the span of our attention. We need to emphasize a form of humane education that helps students to establish a rich interior life and an enduring openness of mind. We need to enable students to maintain a sturdy private self where moral self-examination can occur, so that they can find sustenance in what Hawthorne called 'the

communications of a solitary mind with itself'" (James O. Freedman (2003) <u>Liberal Education & the Public Interest</u> . Iowa City: University of Iowa Press, pp. 56-57).

3. <u>Can we transcend some of the traditional dichotomies in order to better meet student needs and expectations while fulfilling our mission?</u>
   a. Knowledge as an end and a means to an end
       "…The following developments in educational reform also have contributed significantly to the shift toward a more engaged and public-spirited conception of college learning and liberal education:
       - The growing interest in integrative or connected learning, in which social questions or problems – such as the rise of inequality – become a catalyst for helping students connect insights across disciplines.
       - Influential research on cognition and intellectual development. . . (transformational learning)
       - The pressure from employers to teach students how to function and solve problems in teams" (Kezar, Chambers, Burkhardt, and Associates. (2005) <u>Higher Education for the Public Good: Emerging Voices from a National Movement.</u> San Francisco: Jossey-Bass, p. 136-137).

       "To sum up, attempts to prescribe a single overriding aim or to limit the purposes of college to the realm of intellectual development take too narrow a view of the undergraduate experience and threaten to impose a moratorium on efforts to nurture some extremely important human qualities during four formative years in students' lives. Instead, colleges should pursue a variety of purposes, including a carefully circumscribed effort to foster generally accepted values and behaviors, such as honesty and racial tolerance. Within this ample mandate, several aims seem especially important:
       - The ability to communicate. . .
       - Critical thinking. . .
       - Moral reasoning. . .
       - Preparing citizens. . .
       - Living with diversity. . .
       - Living in a more global society. . .
       - A breadth of interests . . .
       - Preparing for work. . ."
       (Bok, Derek [2006] <u>Our Underachieving Colleges: A Candid Look at How Much Student Learn and Why They Should Be Learning More.</u> Princeton, N.J.: Princeton University Press. p. 67.

       "Higher education contributes most to society and is most faithful to its own deepest purposes when it seeks to use its considerable intellectual and cultural resources to prepare students for lives and significance and responsibility. College is, indeed, concerned centrally with developing in students a 'life of the mind.' Students should become enabled and disposed to join others respectfully to explore, probe, and engage our increasingly global culture and intellectual heritage. This is the long-standing ideal of liberal education. We affirm this ideal here, but we assert that students also need to develop a life of the mind *for practice"* (Sullivan & Rosin (2008). <u>A New Agenda for Higher Education: Shaping a Life of the Mind for Practice</u>. San Francisco: Jossey-Bass. p. XV).

   b. Faculty *and* staff as facilitators of learning

"The evidence from NSSE and DEEP suggests unequivocally that the most effective institutions are those that emphasize student learning as the responsibility of both faculty and student affairs professionals. Once again, the research shows that student learning extends well beyond the classroom and the faculty reach…On college campuses, student growth knows no boundaries; learning takes place everywhere. The classroom stimulates intellectual growth, but is not the exclusive domain for such growth. Likewise, cocurricular programs may inspire self-reflection and meaning-making, but these are not the only places where students learn deeply about themselves and the world around them. The "Eureka!" moments, whether small or monumental, occur when the mind and heart are engaged in critical reflection and faculty are not the only ones who can create conditions for students to lessen the distance between the head and heart" (Nash, R., & Murray, M. [2010] Helping College Students Find Purpose: The Campus Guide to Meaning-Making . San Francisco: Jossey-Bass. p. 279).

c. Curriculum and cocurriculum working in harmony to meet desired outcomes
"…The last recurring problem in debates over undergraduate education is the frequent failure to take careful account of activity outside the classroom…Studies repeatedly show that many undergraduates consider extracurricular life to be just as valuable as coursework to their overall college experience. In fact, when students are asked to recall the defining years, moments that led to real gains in understanding and self-knowledge, they are more likely to mention happenings outside class than memorable lectures or sudden insights in a seminar" (Bok, Derek [2006] Our Underachieving Colleges: A Candid Look at How Much Student Learn and Why They Should Be Learning More. Princeton, N.J.: Princeton University Press. p. 51).

d. Efficiency and effectiveness
"Every college and university has built new capacity to deliver new experiences for students through study abroad, community service, career development, health and fitness, cultural understanding, or spiritual growth. These capacities have arisen, though, without much attempt to coordinate them with one another or to connect them to the traditional learning that remains the reason colleges exist. One way to gain efficiency during hard times, therefore, is to make sure we are getting the most from these substantial investments and that new investments enhance rather than merely compete with the classroom and the laboratory." (Edward L. Ayers "The Experience of Liberal Education." *Liberal Education,* Summer 2010*. p. 10).*