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Conferences and Continuing Education | Research and Assessment | Publications

# New Faces in Our Spaces: Who are Our Students and How Do We Best Serve Them?

Jennifer R. Keup



@jrkeup @NRCFYESIT



FRATERNITY & SORORITY LIFE  
**SUMMIT**  
OF THE CAROLINAS  
Hosted by Pi Kappa Phi Fraternity & the Association of Fraternity/Sorority Advisors

  
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# Let's begin at the beginning...



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**What are words you  
would use to describe  
today's college students?**



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MILLENNIAL CHARACTERISTICS<sup>®</sup>

TECH-SAVVY OPTIMISTIC  
CONNECTED 24/7

INDEPENDENT COMFORTABLY SELF-RELIANT  
GOAL ORIENTED LIFESTYLE  
SELF-CONFIDENT CENTERED  
SUCCESS DRIVEN hopeful

youth entitled  
selfish lucky spoiled  
TechSavvy  
young lazy dreamers  
ok  
learning generation  
time new  
future disrespectful unemployment  
self-absorbed kids children

- 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



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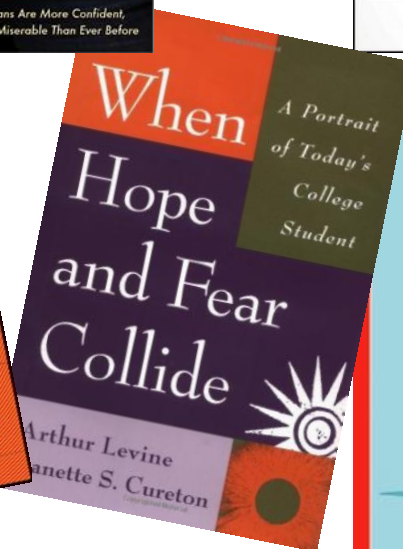
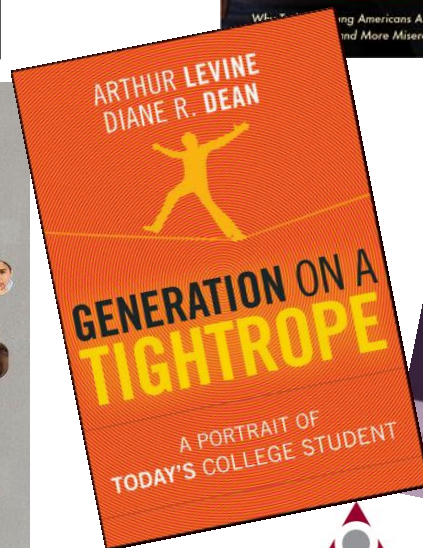
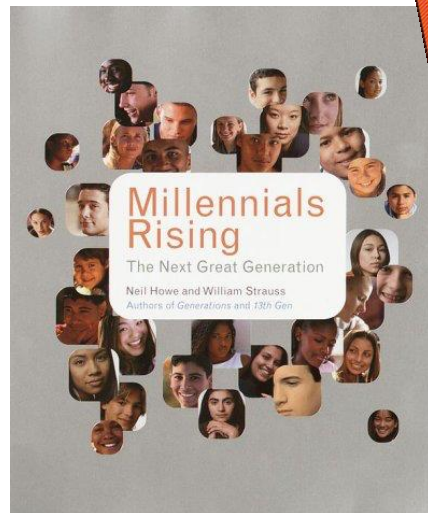
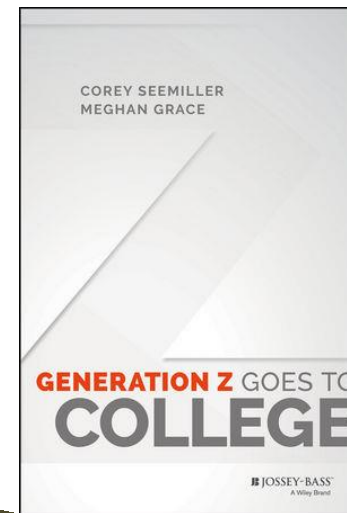
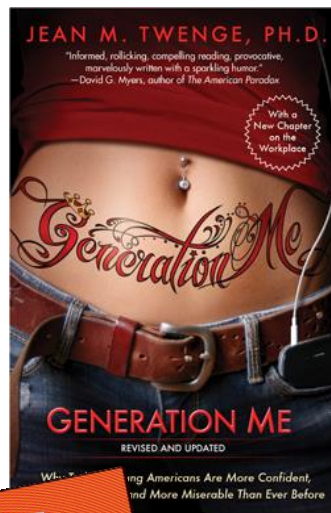
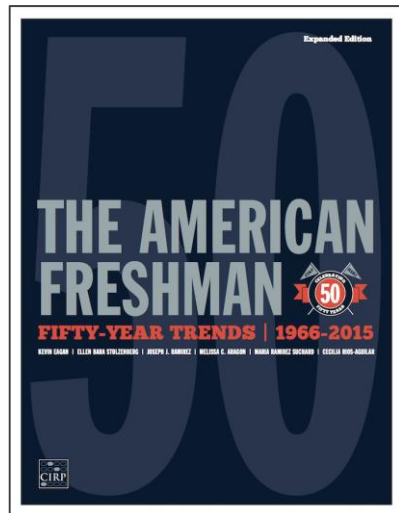
# 2021 Beloit College Mindset

- “They are the first generation for whom a “phone” has been primarily a video game, direction finder, electronic telegraph, and research library.”
- “Electronic signatures have always been as legally binding as the pen-on-paper kind.”
- “There have always been emojis to cheer us up.”
- “By the time they entered school, laptops were outselling desktops.”
- “Women have always scaled both sides of Everest and rowed across the Atlantic.”



Beloit  
College





  
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# THE HUFFINGTON POST

“Millenials are lazy and self-absorbed, often found taking selfies, telling the world every detail of what they’re doing and feelings, hyper-aware of [social media] ‘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 marker this particular generation, we have yet to truly look at the facts.”**



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Why  
should  
I care?



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**“We need to meet students  
where they are”**



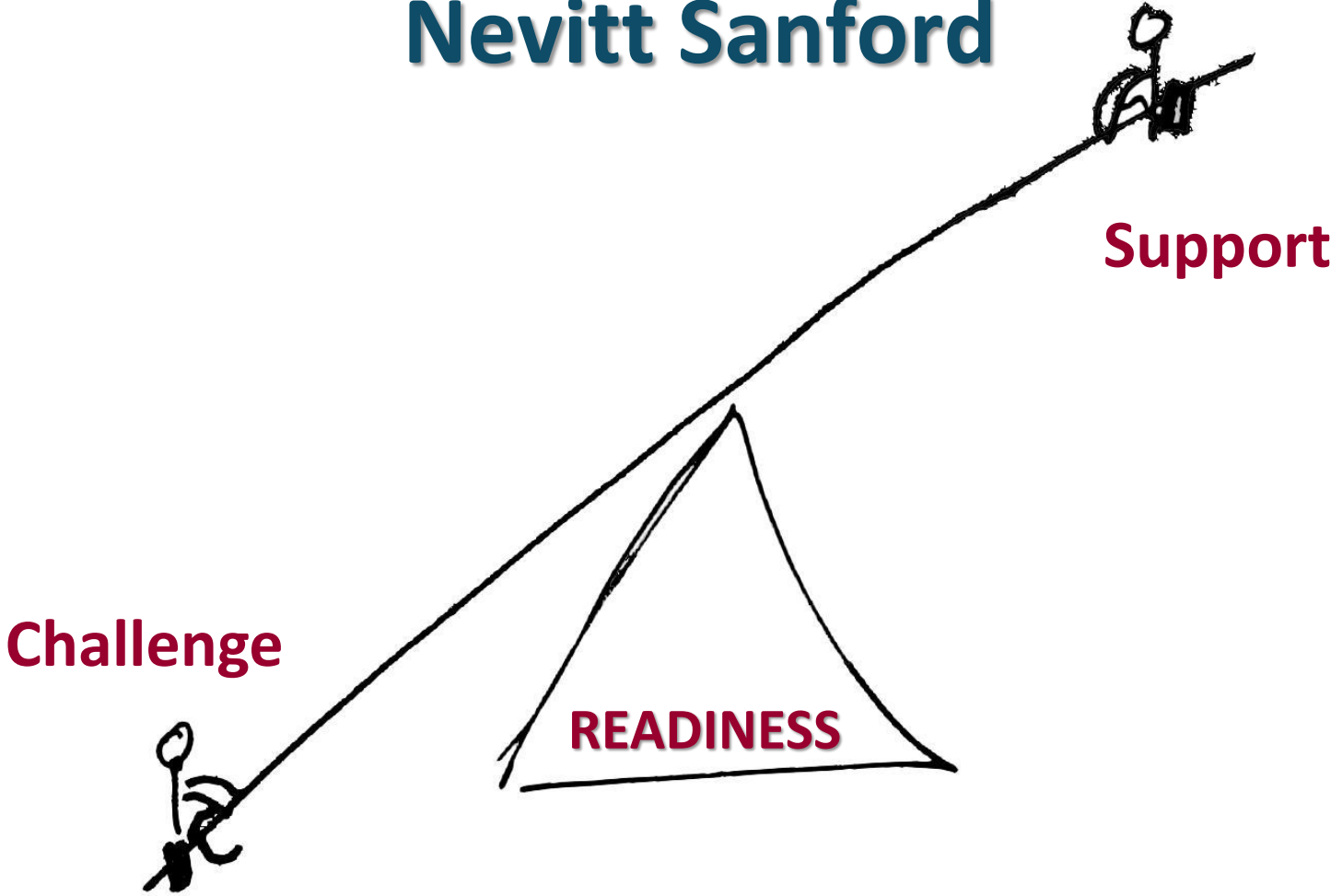
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**“We need to meet  
students where they are.”**

**“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.”**

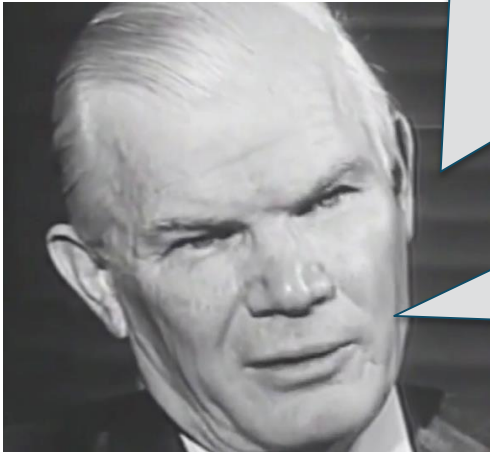
*(Keup, 2008)*

# Nevitt Sanford



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**“Readiness [is] the notion that certain kinds of responses can be made only after certain states or conditions have been built up in the person. What the state of readiness means, most essentially, is that the individual is now open to new kinds of stimuli and prepared to deal with them in an adaptive manner.”** (Sanford, 1968)



**“The idea of readiness underlies many of our common-sense practices in child training and education.”**

**How are the  
characteristics of today's  
college students affecting  
how you interact with  
them?**



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# Topics & Learning Outcomes

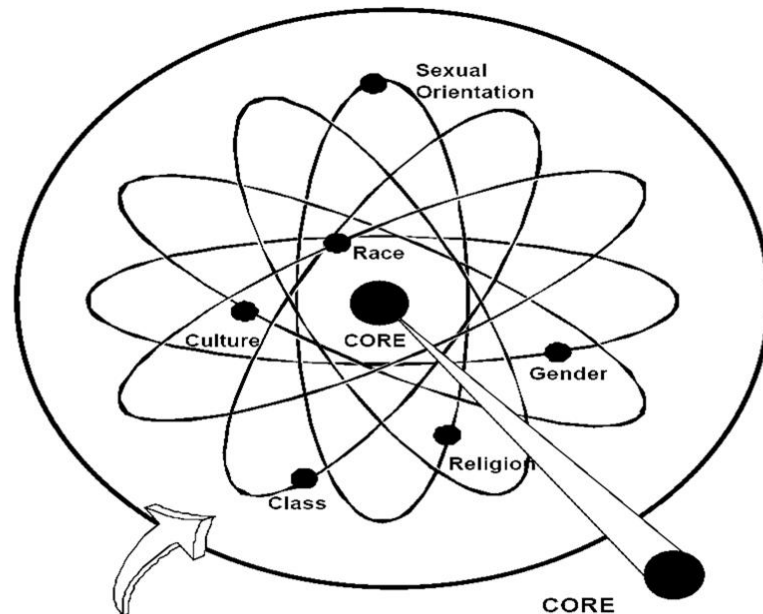
- Overview of today's college students
  - Changing demographics and multiculturalism
  - Learning and critical thinking
  - Health, well-being & support
  - Co-curricular involvement
- Learning outcome:
  - Explore recent national data on undergrads and first-year students to inform your work and affect their transition, development, learning, and success

# Qualifications



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**CONTEXT**  
 Family Background  
 Sociocultural Conditions  
 Current Experiences  
 Career Decisions and Life Planning

**CORE**  
 Personal Attributes  
 Personal Characteristics  
 Personal Identity

Section 1a:

# DEMOGRAPHICS & MULTICULTURALISM



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# Changing Demographics: Gender

- Women will continue to outpace men in **enrollment, numbers, and persistence**
- Women are making gains in **educational aspirations**
- More women are **pursuing traditionally “male” fields**



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# Changing Demographics: Race & Ethnicity

- White, Non-Hispanic students represented 90% of new students in 1969
- Decrease in HS grads (less pronounced in NY)
- Projected changes in the demography of HS grads
  - 50% increase in Hispanic public HS graduates
  - 30% more Asian/Pacific Islander public HS grads
  - Small declines in American Indian/Alaska Native
  - 6% fewer Black, non-Hispanic public HS grads
  - 14% fewer White, non-Hispanic public HS grads

# Changing Demographics: Multiculturalism

- 7% of undergraduates are **not US citizens** (5% are permanent residents and 2% are foreign)
- 1 in 10 college students are from families in which **at least 1 parent was born outside the US**
- The proportion of K-12 students who **speak a language other than English in the home** has increased over 10 percentage-points in 25 years
- Projections show that **multiracial** individuals will comprise 21% of the population by 2050



# Changing Demographics: 1<sup>st</sup> Gen

- **One-third** of currently enrolled undergraduates are first-generation
  - Challenged by definition
- Only **27% of first-gen students earn a degree in 4 years**; 42% for continuing-gen
- **Intersectionality** (first-gen “plus”)
- 82% of institutions offer **formal programming and support** for first-gen students



# Other special populations of first-year students?



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- Women and minorities in STEM
- Men
- Religious minorities
- LGBT students
- Students on the spectrum
- Learning disabilities/ differences
- International students
- First-generation
- Low income/working
- Adult and returning
- Veterans/GIs



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**How do these students “see” themselves at the institution and in your work?**



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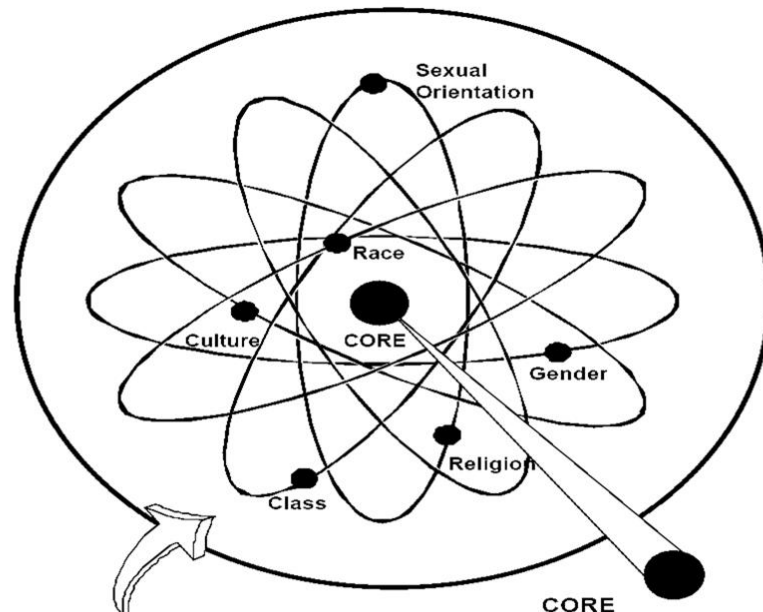
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**How do these students “see” themselves at the institution and in your work?**

**How do we make it safe for “invisible” populations to self identify?**



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**CONTEXT**  
 Family Background  
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**CORE**  
 Personal Attributes  
 Personal Characteristics  
 Personal Identity

Section 1b:

# DEMOGRAPHICS & MULTICULTURALISM



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**Not just who they are  
but also  
what they do.....**



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# 4 Elements of Diversity and Campus Culture

- Historical
- Structural
- Behavioral
- Psychological



*(Hurtado, Milem, Clayton-Pedersen, & Allen, 1998)*

# Diverse Interactions in HS

- 97% of freshmen report that they **socialized** with someone of another racial/ethnic group.
- 86% report that they **discussed politics** within the last year
- 81% of first-year students agree that **same-sex couples should have the right to legal marital status\***
- 59% report that “**improving understanding of other countries/cultures**” is “Very Important” or “Essential”
- 47% indicate that “**helping to promote racial understanding**” is “Very Important” or “Essential”

# Self-Rated Diversity Skills

	2016
Ability to work cooperatively with diverse people	85%
Tolerance of others with diverse beliefs	79%
Ability to see the world from someone else's perspective	76%
Ability to discuss and negotiate controversial issues	75%
Openness to having my own views challenged	67%



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# A Rose by Any Other Name...Choosing Your Words

**Diversity**

**Bias**

**Intersectionality**

**Intercultural**

**Identity  
Areas**

**Majority/  
Minority**



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**“The human foot was not built for ballet. Only with discipline, training, and pain can it endure the strain and produce beauty. The human mind was not built for independent thinking. Only with discipline, training, and pain can it endure the strain and produce knowledge.”**

*(Daly, 2015)*



Section 2:

# **LEARNING & CRITICAL THINKING**



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# Building Blocks of Critical Thinking

- Knowledge base
- Information literacy
- Academic/study skills
- Research skills
- Writing and oral communication skills
- Self-efficacy
- Desire, drive, and motivation
- Challenging learning tasks and opportunities
- Learning and thinking strategies and support



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# HS Learning & Critical Thinking

- 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.”



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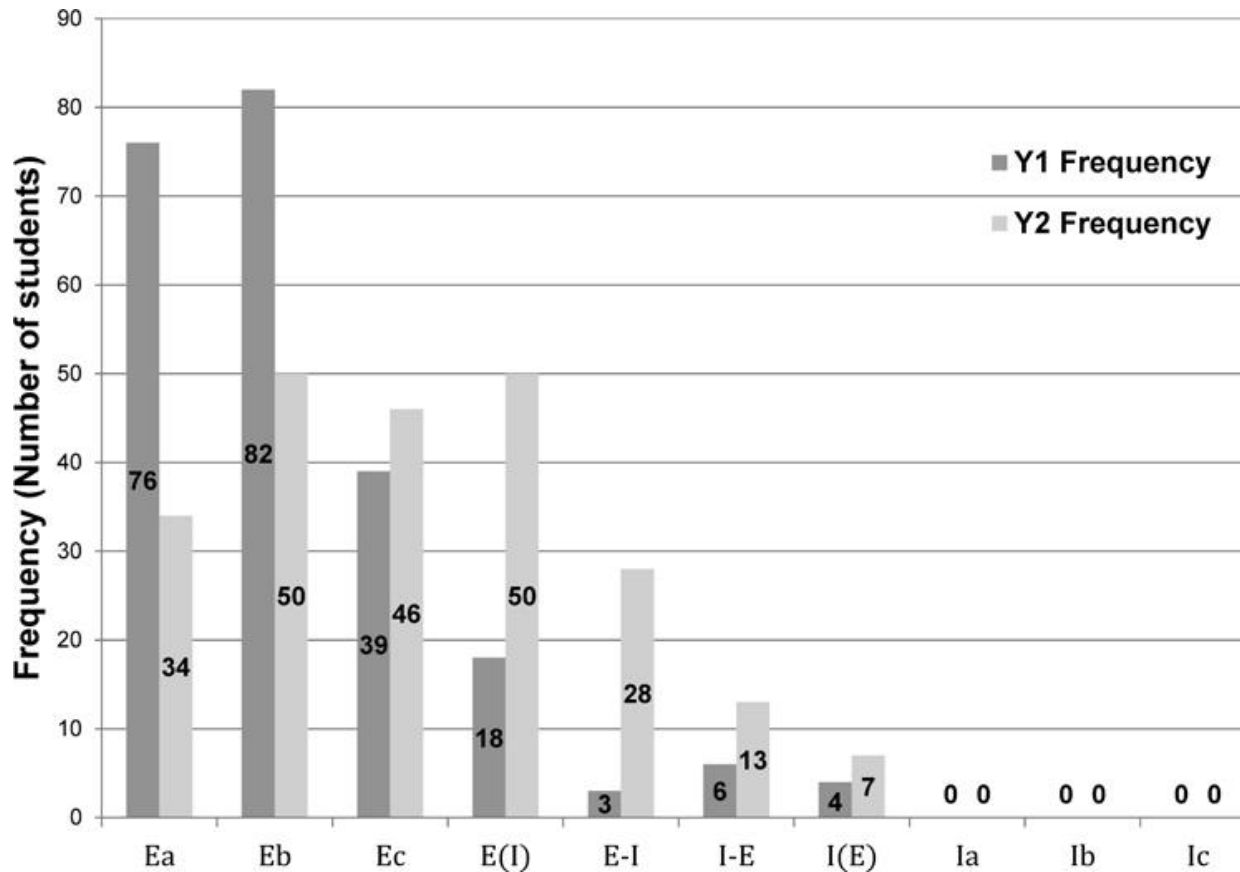
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“NCLB [*Common Core*] went into effect for the 2002-03 academic year, which means that America’s public schools have been operating under the pressures and constrictions imposed by that law for a decade. Since the testing requirements were imposed [*in grade school*], the students arriving in your institution have been subject to the full extent of the law’s requirements.”

(*Bernstein, 2013*)



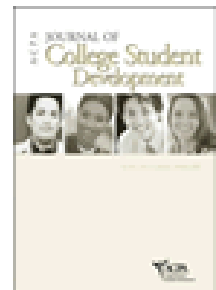
# First-Year to Sophomore: Developmental Potential



## Source of identity and meaning-making:

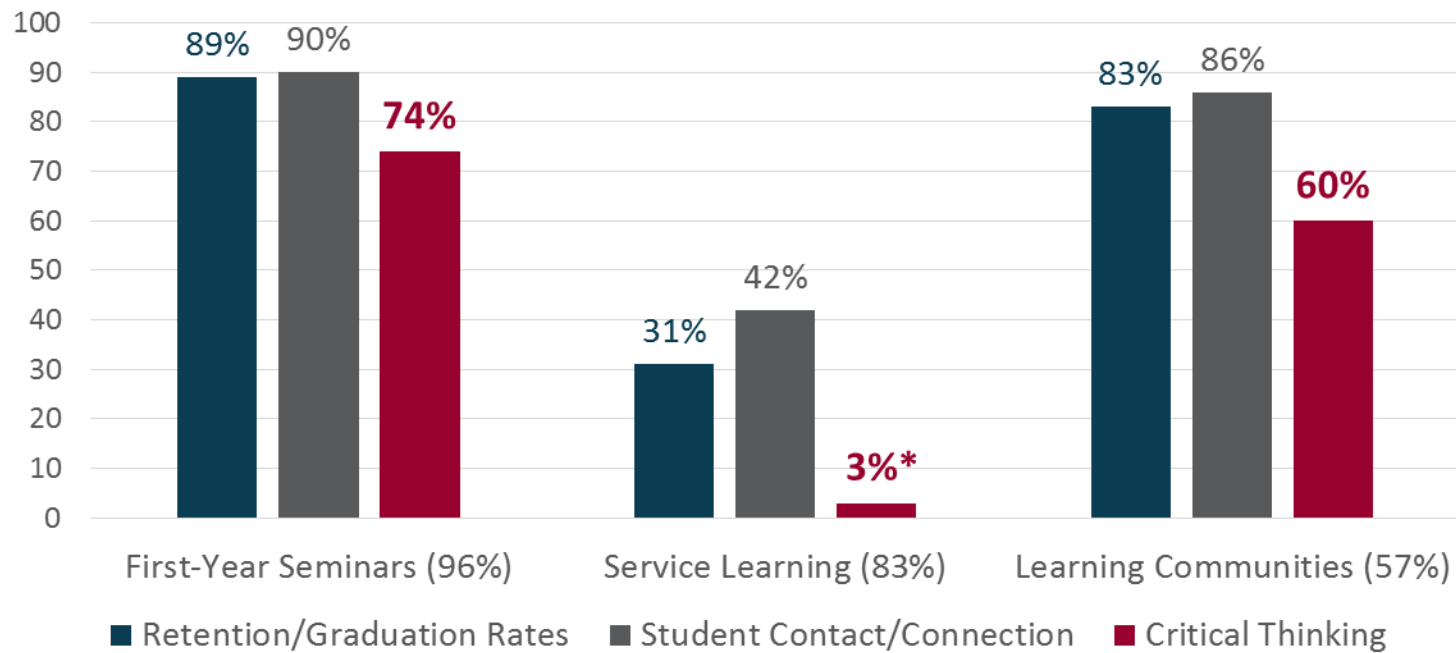
- Ea-External voice-unquestioning
- Eb-External voice-low tension
- Ec-External voice-high tension
- E(I)-External with awareness of internal
- E-I or I-E: Balanced
- I(E)-Internal with acknowledgement of external
- I(a-c): External

Baxter-Magolda, M.B., King, P.M., Taylor, K.B., & Wakefield, K.M. (2012). Decreasing authority dependence during the first year of college. *Journal of College Student Development*, 53(3), 481-435.



# Critical Thinking as a Goal

## Goals for HIPs



A National Study

Enhancing Student Success and Retention

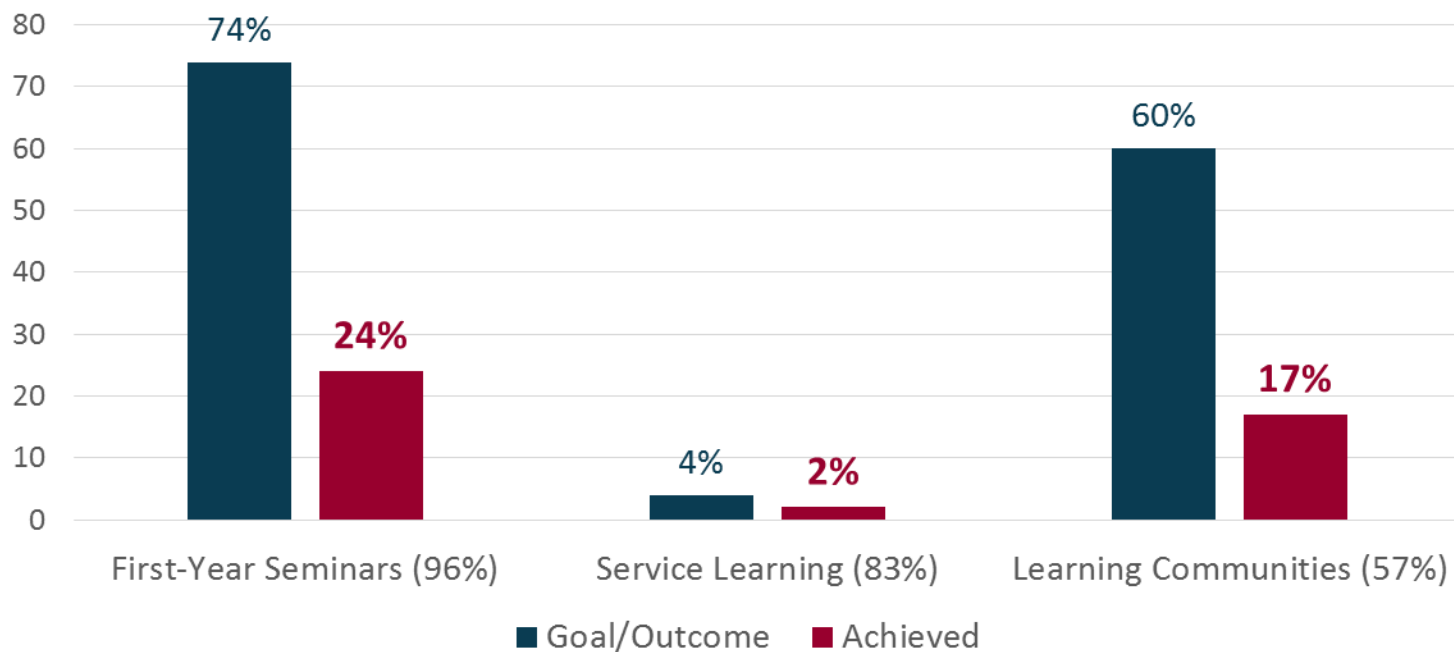
Throughout Undergraduate Education





# Critical Thinking as an Outcome

## Outcomes of HIPs



A National Study

Enhancing Student Success and Retention

Throughout Undergraduate Education



# Employment Metacompetencies

- Multicultural competence
- Civic engagement/development as citizens
- Ability to identify, seek, and utilize organizational resources and student programs
- Leadership skills
- Moral and ethical development
- Project management
- Information literacy
- Quantitative literacy



**How is what you are  
doing contributing to  
critical thinking and  
learning?**



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# Health & Wellness

Section 3:

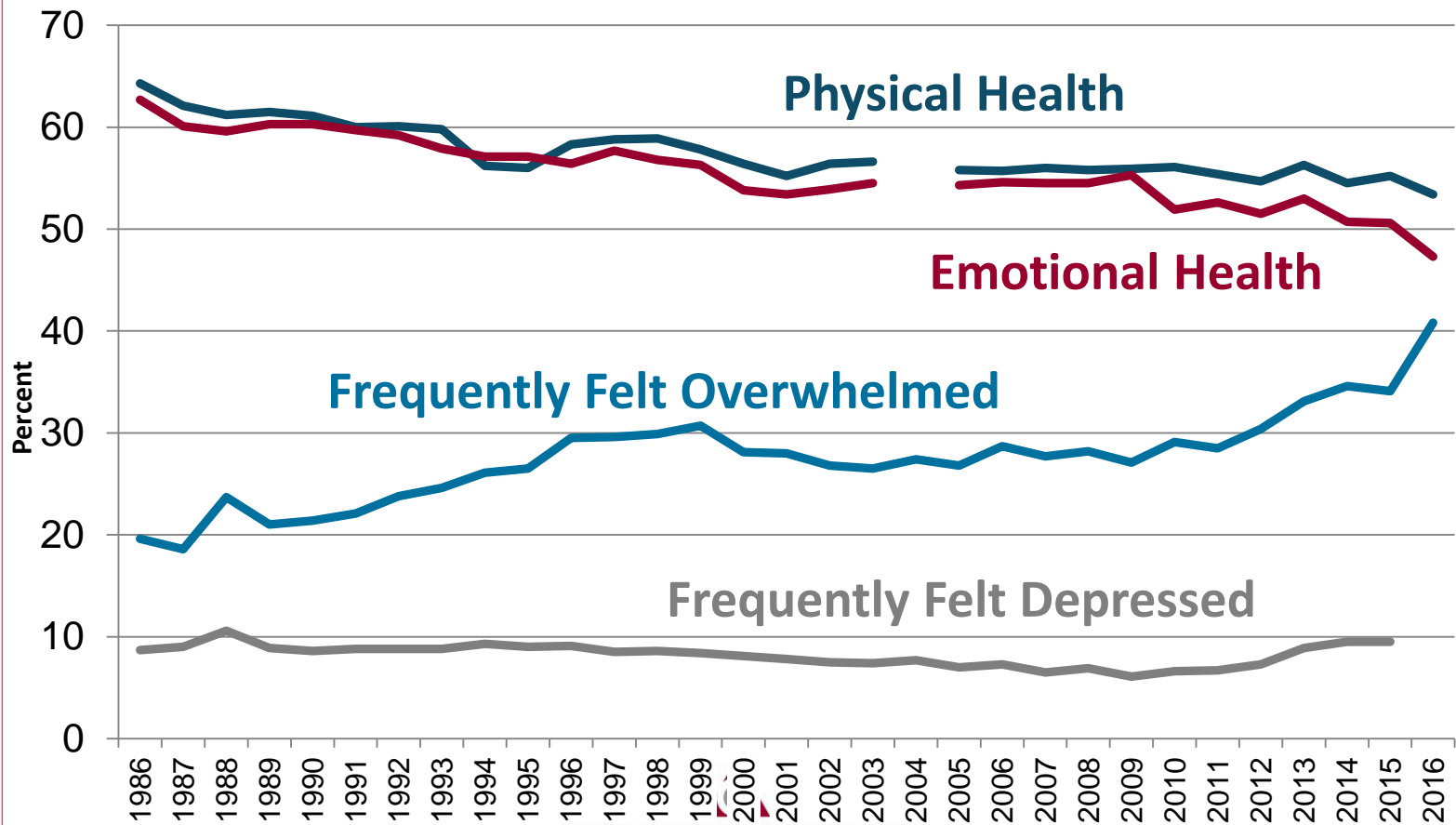
## **HEALTH, WELL-BEING, & SUPPORT**



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# Self-Rated Well-Being in HS



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# Challenges During the First-Year

## *% of students reporting that they “frequently” or “occasionally” felt:*

Lonely or homesick	71
Isolated from campus life	57
Worried about their health	53
Had difficulty getting along with roommate(s)	46
Unsafe on campus	24

## *% of students reporting that they “frequently” felt:*

Overwhelmed by all you had to do	47
Depressed	19

# Physical Health & Wellness

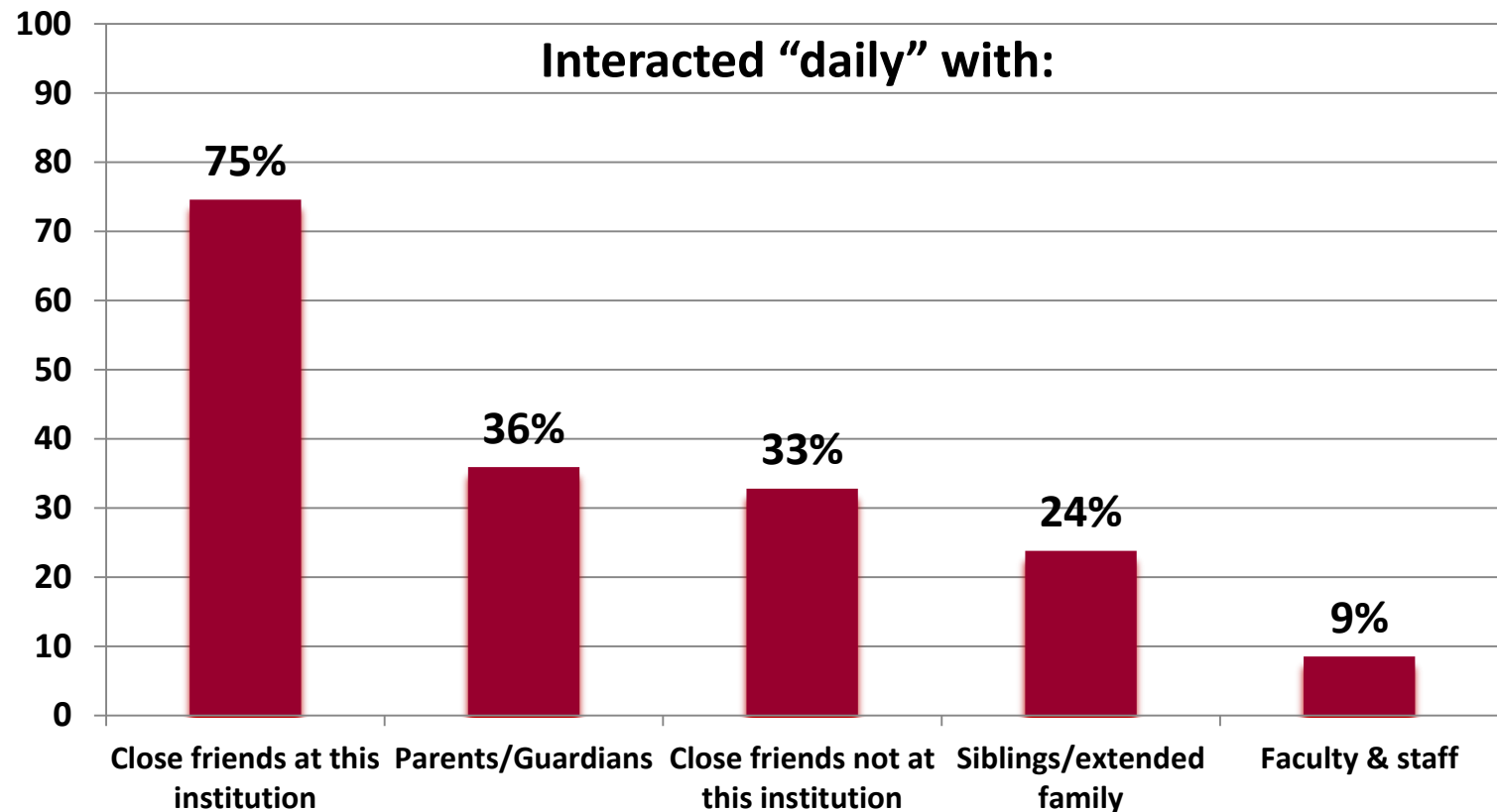
- HS drinking among new students is decreasing
  - Drinking goes up 10-12% during the first year
  - 39% of male & 25% of female colleges students reported binge drinking the last time they socialized
  - Students with learning disabilities, ADHD, & psychological disorders report higher rates of drinking
- First-year students experience a decline in HPW spent on exercising or sports & leisure activities
- 42% of undergraduates reported getting enough sleep to feel rested  $\leq 2$  days per week

# Emotional Health & Wellness

- The number of student self-injury cases is rising
- Significant increases in students who enter college already on psychotropic medication
- Directors of campus counseling centers report:
  - 52% of clients have “severe psychological problems”
  - 8% have impairments such that they cannot remain in school or do so with extensive psychological or psychiatric help
- Few first-year students reported at least “occasionally” using student psychological services (18%) or the disability resource center (12%)



# Support Networks in the First Year

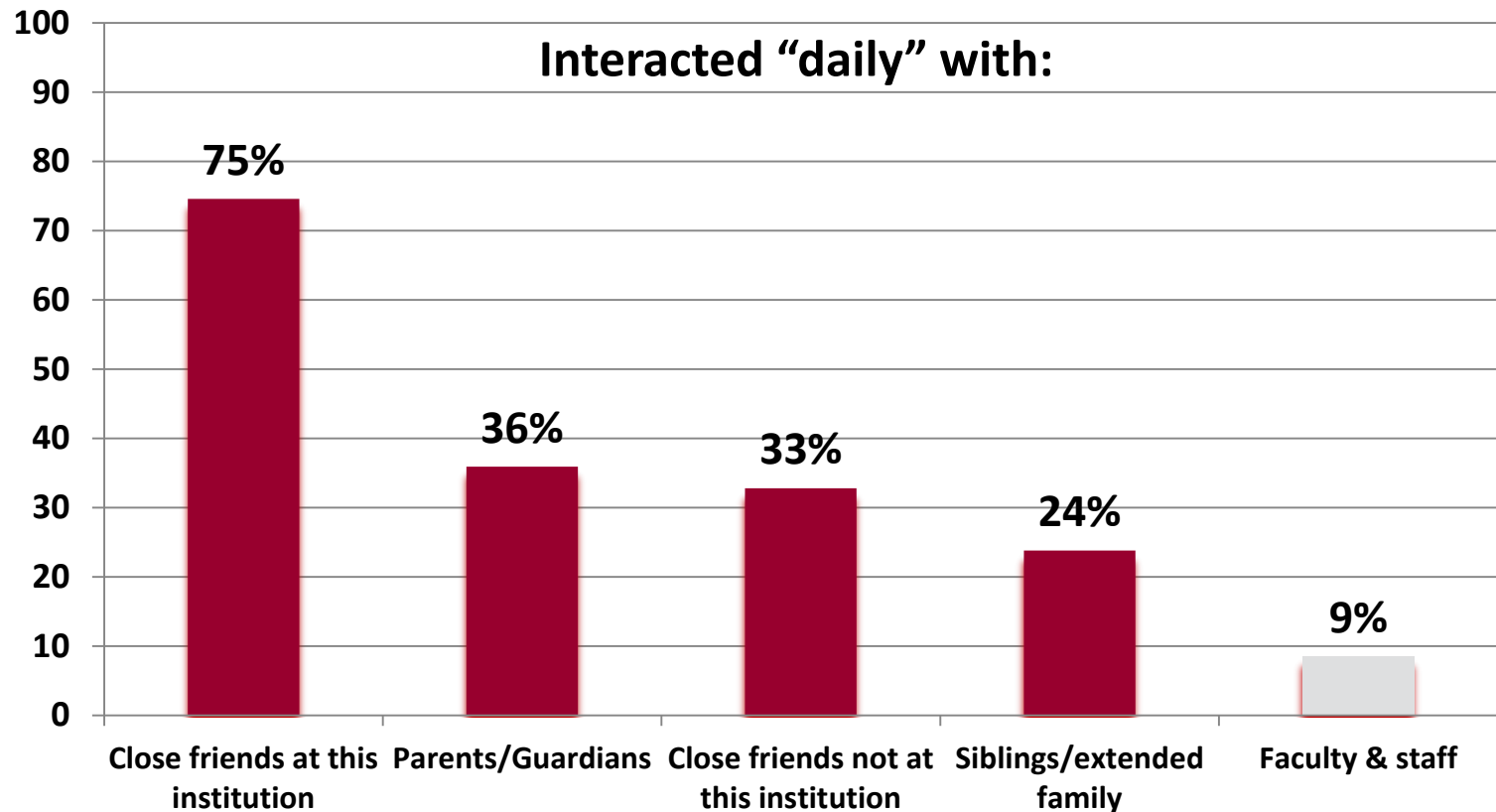


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\*2015

[www.sc.edu/fye](http://www.sc.edu/fye)

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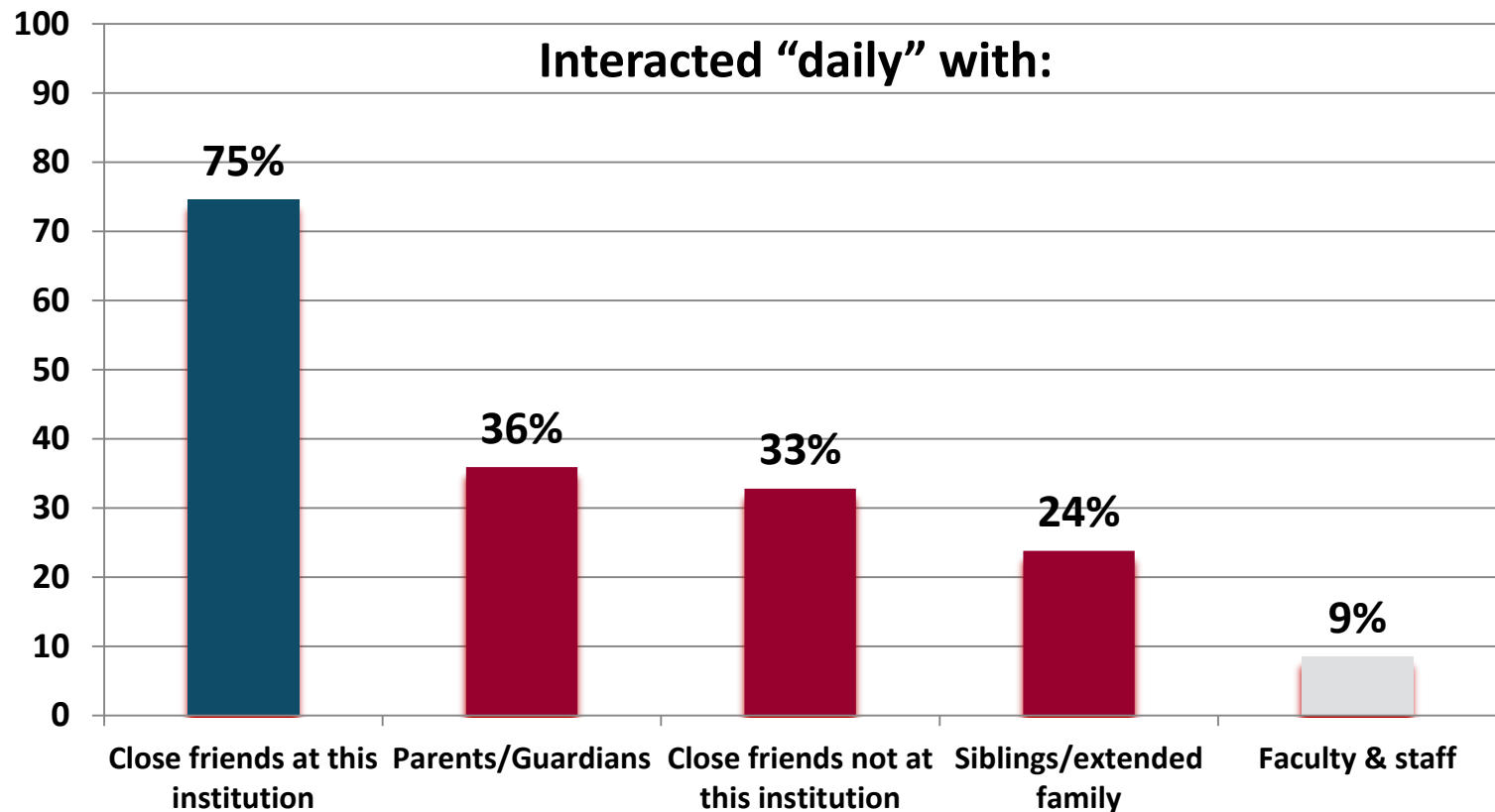


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# Support Networks in the First Year



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\*2015

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Section 4:

# STUDENT INVOLVEMENT



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WOULD  
YOU  
RATHER?



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**Socialize with friends**



**Online social networks**



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**Socialize with friends**



**Online social networks**



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**Partying**



**Volunteering**



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**Partying**



**Volunteering**



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**Studying**

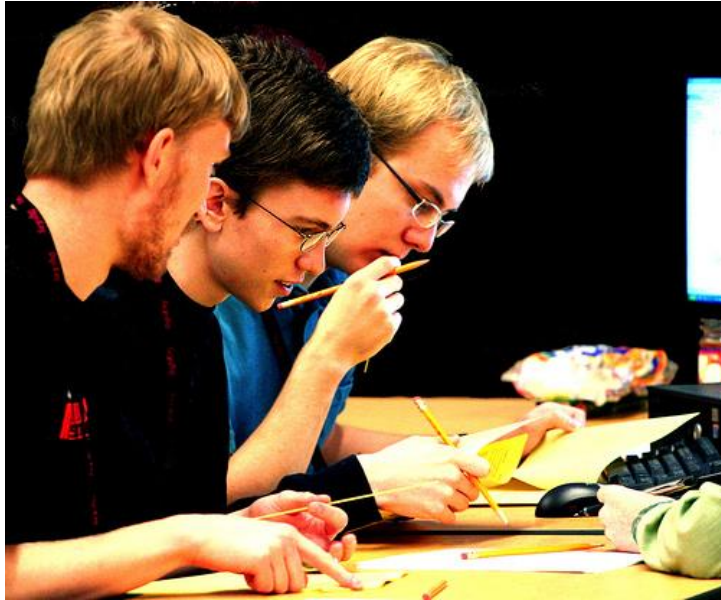


**Working for pay**



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**Studying**



**Working for pay**



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**Student clubs/groups**



**Watching TV**



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**Student clubs/groups**



**Watching TV**



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**Partying**



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**Household/childcare duties**



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## Partying



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## Household/childcare duties



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# HS Time Management...

<b>6 or more hours per week spent on:</b>	<b>%</b>
Socializing with friends	60.9
Exercise or sports	56.7
Studying/Homework	38.4
Working for pay	37.2
Online social networks	33.6
Student clubs/groups	20.7
Partying	11.6
Household/childcare duties	10.7



# Student Employment

- “Many Undergraduates Work Long Hours Balancing Jobs with Studies” THE CHRONICLE
  - 23% of FT students work 20 or more hours/week
  - 62% of PT students work 20 or more hours/week
- The greater the number of hours worked, the more likely students are engaged in off-campus employment
- 33% of first-year students report that their job responsibilities “interfere with their schoolwork” at least occasionally



# Economy & College Choice

	2006	2016	Diff
Very important reason for going to college:			
To be able to get a better job	70%	85%	15%
Very important factor for choosing your college:			
The cost of attending this college	32%	47%	15%
I was offered financial assistance*	34%	47%	13%
Graduates get good jobs	49%	55%	6%

\*Continuing reliance upon loans: 47% of incoming students expected to use aid which must be repaid (loans, etc.) to cover their first year's educational expenses.

# Expectations for College

<b>“Very good chance” of:</b>	<b>%</b>
Make at least a “B” average	67.9*
Participate in student clubs and groups	50.4
Get a job to help pay for college expenses	50.4
Participate in volunteer/community service	36.1
Participate in study abroad	32.8
Play club, intramural, or rec sports	31.9*
Play intercollegiate athletics	14.8*
Participate in protests/demonstrations	8.5*
Participate in student government	7.0

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**Thought is action in rehearsal.**  
Sigmund Freud

Section 4:

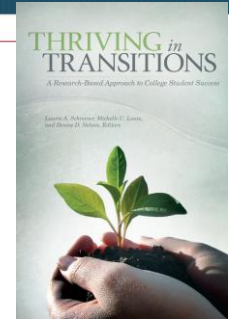
# CONCLUSIONS & TAKEAWAYS



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# Thriving



“The construct of *thriving* as an expanded vision of student success provides a framework for conceptualizing new ways of helping students reap the full benefits of higher education. The very word thriving implies that success involves more than surviving a four-year academic obstacle course. Students who thrive are vitally engaged in the college endeavor—intellectually, socially, and emotionally. They experience what Tagg (2003) calls *deep learning*; they are investing effort within the classroom and managing their lives well beyond it.” (Shreiner, Louis, & Nelson, 2012)



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# Questions & Comments



Jennifer R. Keup

[keupj@mailbox.sc.edu](mailto:keupj@mailbox.sc.edu)

[www.sc.edu/fye](http://www.sc.edu/fye)

 @jrkeup 



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# Data Sources

