

Student Services with Generation NeXt
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This handout is provided as a courtesy to attendees of the MCCSSA Conference October 20- 21, 2011 and is intended to be a supplement to the afternoon program; not as a "stand alone" document. It should not be distributed to non-attendees.

Goals and outcomes of Student Services

Four general goals/ desired outcomes of services to students?

How do our services contribute to each of the following?

1. Persistence/ membership

Making the school a place they want to come to every day

Promoting a Customer Service orientation

Facilitating social integration- see Astin, Tinto, Kuh

Helping students develop the relationships that help keep them in school

Relationships with other student, faculty and staff that you facilitate

A relationship with you

2. Support of the academic mission. Students are mainly in school to be academically successful, get a degree, graduate and move on. Student services must support the academic mission.

Direct support of the academic mission

Academic support services like advising, tutoring, registration, disability

Indirect support of the academic mission

Counseling, Career services

3. Helping student reach specific learning outcomes

What are the learning outcomes of student services?

Developing Knowledge, Skills, Values

4. Developmental outcomes, including workplace readiness

Citizenship/ character development/ "community"

Through service, leadership

"Workplace readiness"/ ethics

Workplace expectations- What the workplace wants.

Specific professional skill set

"tools of the trade"

understanding of mission/ relation of work to mission

General workplace competencies/ skills

deep reading for understanding

budget, computational skills

technology base, learning ability

critical thinking/ problem solving

creativity

Interpersonal skills

communication

writing, listening/ speaking

cooperation/ leadership/ influencing skills

working with customers

Personal qualities

manageability, ability to take correction
independence/ self-management
productivity orientation, willingness to work and stay on task
flexible/ multitask
adaptable
dependability/ honesty/ integrity/ loyalty?
self-confidence/ positive attitude.

Generation NeXt

The products of Reactionary Parenting- while people used to parent the way they were parented, Boomer parents raise children in reaction to the way they were parented. "I'm going to have a different relationship with my children."

1. "Parent as friend"
 - No authorities or experts
2. Relentless options and choices
 - Value own opinion
 - Expect choices/ easy to quit
 - Self-important
3. Constant programming
 - "Constructed childhoods"
 - External/ responsibility issues
4. Self - esteem programming
 - "Unlimited horizons"
 - Value ability/ talent over effort
 - Limited feedback/ consequence
 - Sensitive/ defensive to criticism
 - Overrate own skills/ good enough.

High School Prep Issues

- Record lows for time spent studying in high school
- According to ACT (and others)
 - Core courses lack rigor to prepare students for college coursework success
 - especially in math/ science
- Students identified as "college ready" often are not

Helping students understand the different expectations college has from high school

- Academic
 - Effort
 - Attendance
 - Responsibility/ self-supervision issues
- Service
 - College offers many new/ different services
 - Accessibility issues- how are the available to students?
 - Awareness issues- how do we let students know services are available?

Community college students are stressed!

- Busy, busy, busy! Too many expectations
- Work, money, debt issues
 - 1/2 of 4 year and 2/3 of cc students fear academic future for money
- Concerned about future
- No down time
- Probably inadequate skills.

Mental Health Issues among college students

- Increases in severity of psychological problems
- More diagnosed before they come to college (LD, ADHD)
- Increases in frequency of “adult” mental health issues
 - anxiety, depression
- Newer meds improve functioning to allow attendance by students who might not have attended in the past
- Disability services welcomes and accommodates.

Student Services to Today's Digital Natives

Students who have grown up digital

- More time inside
 - Less physically active
- Spent record high time with media
 - Videos
 - Games
 - Text
 - Social networking

Tech Impacts all parts of life

- Tech oriented/ High stimulation
- May prefer text to F2F
- Difficulty disconnecting
- Blur virtual and real
- Tech services are necessary for credibility

Balancing Tech and Touch

- They may expect services that are
 - Available anytime/ anywhere - on demand
 - Personalized/ diagnostic
 - Linked to other services
- Tech options actually humanize services as it improves the “quality time” for students who want to be seen face to face.

An Intro to Workplace Readiness

Preparing for the Multigenerational Workplace

Students may benefit from knowing about the traits/ expectations of the the generational groups they will join in the workplace

Traditionals- few, but powerful

- Duty/ Rules- “allow us to predict behavior/ know what to expect”
- Loyalty- to company
- Formality- language, address, dress

Boomers- bosses

- Mission- articulate understanding of the big picture
- Loyalty- to team/ each other, them
- Relationships- be nice, try to get along/ be easy to work with, share appropriately
- Critical thinking/ problem solving figure out what to do
- Responsibility/ follow-through
 - “You handle it”, “Don’t make me manage you”

Xers- managers/ colleagues

- Contribute- carry your share of the load
- Digital literacy- doing, finding, fixing
- Expect general competence and specific skill sets

Identify and move to clear outcomes.

Serving Students for Success

Improve future orientation through goal setting

May be adaptable, but not resilient, so may leave in face of difficulty

Shove them into the future with clear maps

Clear explication of what students need to do, and when they need to do it

“Admission geared to graduation”

“Starting with the end in mind”

Individual Goal Setting

Clear identification of “talents”

interests- what they want to do

competencies- what they can do

aptitudes- what they may be able to do

expectations- what they will be required to do

Link to “real world”

What occupations are available/ needed?

Rely on feedback, assessments that are

external, objective. quantifiable measures.

Honest Recruitment/ Outreach

Most entering students don't understand college

Different than high school

Academic expectations

Mechanical issues

Orientation

Registration

Payment

Completion

Life balance issues

With family issues

With work

Full time students should not expect to be successful if they also work full time, especially if they have any other responsibilities

Best Practices in Intake and intervention

Seamless admission - the “fall into school” model

Admit all high school graduates from your area

“Rapid integration” into campus life

“Starting with the end in mind” goal setting

“Investing in the front end” with orientation/ student success classes

Placement testing into appropriate classes

Developmental/ remedial courses

Managing transitions- especially from high school (or work) to school

Increasing availability of support services

Increasing student use of support services.

Best Practices in Customer service

Basic Principles

- Courtesy
- Responsiveness
- Attention
- Professionalism
- Assistance
- Responsibility
- Follow-up

Caring attitudes of faculty and staff most important factor in students' staying in school
(according to students)

“Active friendly” milieu

Relationship with one person

Coordinated services, no “run around”

“Checking for” availability of service before sending student there

Best Practices Student Orientation

Links to advising but separated from registration

Required

Extended

Peer led

Active

Offers a map to success

Involves lots of staff

Rolls into first year experience/ college success class.

Early Alert Systems- Risk management

Designed to manage community risk

Designed to identify student at risk

Not attending

Not performing

Failing

Standardized/ formalized process

Requires available support

Academic advising

Academic support/ tutoring

Services to students with disabilities

Career/ choice services

Counseling/ problem solving

Mental health professional(s).

Successful College Success Classes

Small

Active

Linked to students' major when possible

Not “class-like”

Low stress

Supports academic mission

Skills based

Study skills

Time management.

Intrusive developmental advising for student success

- Lots of trained advisors
- Faculty for majors/ transfer students
- “Counselors”/ advisors for undecided/ at risk students
- Developmental orientation, not just schedule making
 - Future orientation/ goal setting
- Frequent “check-ins”
 - Early in the semester- adjustment
 - Middle of the semester- preregistration
 - End of semester- finals, dropping, schedule changes
- Compliance brings priority registration.

Student activities programming

- For membership- making school a fun place to be and facilitating relationships
- For development
 - Should be
 - Linked to mission/ academics/ community
 - Clubs/ organizations should developmental
 - Leadership/ networking/ skills use and development
 - Based on
 - Pre-professional interest
 - Interests/ fun.

Retention and on-campus work

- Time on-campus helps in student persistence
- On-campus work is better than most other work
- Increases
 - Membership
 - Relationships
 - Mentoring opportunities
 - Improves work-readiness

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