1180

Student Affairs

Scott Verzyl
To Session Participants:

This is one of the most exciting and challenging times to be a Student Affairs Professional. Our citizens expect colleges to solve all the ills of society, and the list of ills are growing in number and complexity. And by extension; every employee at an institution of higher education is charged with contributing efforts towards maintaining an optimal learning environment. There has never been a time more important to learn what student affairs does for our institutions, our students, and society. Join us to better understand how we can all “deliver on our promise”. Also, time will be reserved for new emerging topics important to student affairs and their institutions and a glimpse at selected functional areas.

Learning Outcomes for CBMI Attendees

- Learn a sense of the educational and philosophical foundations for student affairs.
- Acquire an understanding of the functional roles and services provided by student affairs educators for students, faculty, staff, and the institution and its external constituencies.
Learning Outcomes for CBMI Attendees

- Be exposed to a wide range of trends and issues facing the student affairs profession.
- Have the opportunity to participate by providing questions, comments and personal insights.

P.S. Who are you? At what type of institution are you employed? What do you want/need to learn from this presentation to advance your own work?

P.S.S. Disclaimer

"Everything we hear is an opinion, not a fact. Everything we see is a perspective, not the truth."

-Marcus Aurelius
What is Wisdom?

Wisdom:
- Is not simple accumulation of knowledge
- Is not paralyzed by ambiguity, but in fact embraces uncertainty
- Is expert knowledge about life in general and good judgment in the face of complex, uncertain circumstance
- You know it when you see it

*Ansberry (2000)*

**wisdom** [wiz-duh m]: the ability to view more things with a “blank slate.”

*Ansberry (2000)*

**wisdom**: can also be the ability to see things “from the perspective of others”

*Ansberry (2000)*
**Mission:** Collaborate with campus and external constituents to provide access, facilitate students’ progress and persistence, advance learning, and shape responsible citizens and future leaders.

**Goals**
- Manage the comprehensive and collaborative efforts of the university to meet student enrollment goals, and provide essential programs and services to recruit and enroll new freshmen and transfer students and facilitate their successful transition to the university.
- Improve student progress and persistence to degree completion by increasing student engagement in campus life and by providing and supporting essential programs, services, and educational activities that lead to student success and satisfaction.
- Collaborate with campus and external constituents to provide essential programs and services that advance learning, at the university and in the higher education community.
- Provide essential programs and services that shape responsible citizens and develop future leaders, in collaboration with university, community and external partners.

**Historical Role of Student Affairs**
What happened to the Good Ole Days of In Loco Parentis?
Historical Role of Student Affairs

- Disciplinarian
- Custodian
- Educator
- Integrator
- Combined: contingency (threats and opportunities) manager

Student Affairs is a Profession

- Theories and Models
- Statement of Ethics
- Standards of Good Practice
- Professional Associations and Organizations
- Certification Programs
- CAS Standards for Professional Practice
- Professional Preparation Programs
- Degree Programs
- Graduate assistantships/apprentice programs
- Practicum and internship programs
- Journals, Books, Monographs, Research Studies
- Listservs, social media, websites
- Foundations

Anyone can do Student Affairs, right?

Let’s find out!
**Why Student Affairs?**
The academic mission of the institution is preeminent. Colleges and universities organize their primary activities around academic experience:
- the curriculum,
- the library,
- the classroom,
- and the laboratory.
The work of student affairs should not compete with, and cannot substitute for, that academic experience. As a partner in the educational enterprise, student affairs enhances and supports the academic mission.

**Principles of Good Practice in Student Affairs**
- Engages students in active learning
- Helps students develop coherent values and ethical standards
- Sets and communicates high expectations for student learning
- Uses systematic inquiry to improve student and institutional performance
- Uses resources effectively to achieve institutional mission and goals
- Forges education partnerships that advance student learning
- Builds supportive and inclusive communities

- Chickering and Gamson (1991)

**Derek Bok**
*Author of Our Underachieving Colleges*

“In his book, *Our Underachieving Colleges*, Derek Bok (2006) states that there is not one single overarching purpose or goal of higher education and the outcomes of a college education should not be limited to intellectual development.”

- McPherson, P., and Shulenburger, S. “Improving Student Learning in Higher Education Through Better Accountability and Assessment”
Derek Bok  
**Author of Our Underachieving Colleges**

Bok identifies several purposes he believes are essential for a 21st Century college education, including:

- Learning to communicate
- Living with diversity
- Learning to think
- Preparing for a global society
- Building character
- Acquiring broader interests
- Preparation for citizenship
- Preparing for a career

A Reader’s Digest Philosophy for Student Affairs

**Basic assumptions**

- Ensure students have a meaningful college experience—help students make meaning of the college experiences they have
- Student involvement and engagement enhances learning, but yes, it takes a village (or a community) to achieve educational outcomes
- Personal circumstances and out-of-class environments affect learning
- Students are ultimately responsible for their own lives
- Each student has worth and dignity—even the “misfits”
- Each student is unique

Student Affairs Educational Service Delivery Models

- Medical model
- Front-loading model
- Student involvement/engagement model
- Customer service model
- Holistic model
- Student development model

Question: How can student affairs prevent customer (student) failure?
Traditional Models of Student Affairs Practice

- Extracurricular
- Functional Silos
- Student Service
- Competitive/Adversarial
- Co-Curricular
- Seamless Learning

Innovative Models of Student Affairs Practice

- Student Centered, Ethic of Care
- Student-Driven
- Student Agency
- Academic-Student Affairs Collaboration
- Academic-Centered

Sample Student Affairs Functional Areas

- Academic Advising
- Academic Support Services
- Admissions
- Adult Student Services
- Alumni Relations
- Athletics
- Campus Ombudsperson
- Campus Recreation/Intramurals
- Career Services, Advising
- Community Service Programs
- Commuter Student Services
- Counseling
- Data Analytics & Assessment
- Disability Services
- Emergency Management Services
- Enrollment Management
- Family Services
- Facilities Management
- Financial Aid & Scholarships
- Greek Life
- International Student Services
- Law Enforcement and Safety
- Minority Student Affairs
- Multicultural Student Affairs
- Non-Traditional Student Services
- Orientation
- Parent Programs
- Registrar
- Residential Life/Housing
- Retention Programs & Intervention
Sample Student Affairs
Functional Areas

- Sexual Assault Services & Prevention
- Student Activities & Programs
- Student Conduct & Academic Integrity
- Student Government
- Student Health Services
- Student Legal Services
- Student Life
- Student Media
- Student Success Programs
- Student Union
- Testing Services
- Title IX
- Veteran's Services
- Visitor's Center/Tours
- Women's Student Services

Student Affairs Provides Programs and Services to Institutions and Directly to Students

Institutional Services

- Provide essential services such as admissions, counseling, financial aid, health care, student activities, residence life, and placement which contribute to the institutional mission and goals.
- Support and explain the values, mission, and policies of the institution.
- Participate in the governance of the institution and share responsibility for decisions.
- Advocate student participation in institutional governance.
- Assess the educational and social experiences of students to improve institutional programs.

- "A Perspective On Student Affairs" (NASPA, 1987)
**Institutional Services**

- Provide and interpret information about students during the development and modification of institutional policies, services, and practices.
- Establish and support policies and programs that contribute to a safe and secure campus.
- Support and advance institutional values by developing and enforcing behavioral standards for students.
- Encourage faculty-student interaction in programs and activities.

- "A Perspective On Student Affairs" (NASPA, 1987)

**Institutional Services**

- Encourage appreciation for ethnically diverse and culturally rich environments for students and the campus community.
- Assume leadership for the institution’s responses to student and other crises.
- Establish and maintain effective working relationships with the local community and the various publics.
- Coordinate student affairs programs and services with academic affairs, business affairs, university advancement, and other major components of the institution.

- "A Perspective On Student Affairs" (NASPA, 1987)

**Direct Student Services**

- Assist students in successful transition to and from college.
- Help students explore and clarify values.
- Encourage students to develop healthy relationships with parents, peers, faculty, and staff.
- Help students acquire adequate financial resources to support their education.
- Help students clarify career objectives, explore options for further study, and secure employment.
- Establish programs that provide health care to students, encourage healthy living, and confront abusive behavior.

- "A Perspective On Student Affairs" (NASPA, 1987)
**Direct Student Services**

- Create opportunities for students to expand their aesthetic and cultural appreciation.
- Teach students how to resolve individual and group conflicts.
- Provide programs and services for students who have learning difficulties.
- Help students understand and appreciate racial, ethnic, gender and other differences.
- Design opportunities for leadership development.
- Provide opportunities for recreation and leisure time activities.

- "A Perspective On Student Affairs" (NASPA, 1987)

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**Roles of Student Affairs Professionals**

- Student experts
- Enforcers of community rules and standards
- Contingency managers
- Institutional conscience
- Spokespersons for a student-centered approach
- Boundary spanners
- Crisis intervention specialists
- Conflict Managers

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**A Perspective on Student Affairs**

- The academic mission of the institution is pre-eminent
- Each student is unique
- Bigotry cannot be tolerated
- Student involvement enhances learning
- Personal circumstances affect learning
- Out-of-class environments affect learning
- A challenging and supportive community life helps students learn
- The freedom to doubt and question must be guaranteed
- Effective citizenship should be taught
- Students are responsible for their own lives
- Student affairs professionals should be experts on students and their environments
- Students should have meaningful experiences that assist in learning and practicing good life management skills and habits

- "A Perspective On Student Affairs" (NASPA, 1987)
High Impact Practices

Important student behaviors include:

- Investing time and effort (engaged beyond involvement)
- Interacting with faculty (or professional educator) and peers about substantive matters
- Experiencing diversity
- Responding to more frequent feedback
- Reflecting and integrating learning
- Discovering relevance of learning through real-world application

Senior Student Affairs Officer (SSAO)

- Role of the SSAO
- Relationships of the SSAO
- Responsibilities of the SSAO
- Real work of the SSAO
  
  Institutional mission and shared issues – the SSAO is a visionary for future pull
Organizational Models for Student Affairs

- Report directly to the president
- Report to provost, chief academic officer, or dean for undergraduate studies
- Report to advancement/VP for administration
- Report to business affairs
- Collaborations

Effective Educational Practices

- Academic challenge
- Active learning and collaborative learning
- Student-faculty interaction
- Enriching educational experiences inside and outside of the classroom
- Supportive campus environments


Working With Students

- Be honest
- Be a good listener
- Be caring, respectful attitude
- Be consistent
- Involve students in policy formation, program development and decision-making
- Have a sense of humor
- Remember that things take time
- Today it's high touch – high tech!
- Know your students and their subcultures - and let them get to know you!
Mistrust and the social contract on college campuses

Faith in Higher Education on Shaky Ground after Varsity Blues Scandal

Mistrust of the Admissions Process
Rigged in favor of wealthy and connected students
Test Scores can be gamed if you know how
Everyone trying to “beat the system”
Proliferates the myth that “where you go to college” is more important than what you do while you are there.

A Culture of Mistrust
from don’t trust anyone over 30
to don’t trust anyone
- and -
from “figuring out the system” to “creating a system that works for me”
Public Shaming, Social Media, and Non-Comprising
-as empowering tools for the voiceless

Three Destructive Trends Impacting our country - and - our campus

Three Destructive Trends
- Economic disparities
- Moral confusion
- Disconnect between leadership and the populace
1. The impact of college on desired outcomes is cumulative, the result of many experiences inside and outside of class over a substantial period of time.

2. Cognitive and affective development are inextricably intertwined, influencing one another in ways that are not immediately obvious or knowable.

3. Certain out-of-class activities have the potential to enrich student learning, especially with regard to practical competence.
The business model for higher education is crumbling - is the academic/teaching/learning model crumbling as well?
“A ‘crumbling paradigm’ is a condition in which an institution or industry has outlasted its operating assumptions. The condition is detected when the business or the mission results of an industry or a company within an industry are flat or declining while more and more resources are consumed. When this happens, the institution or industry goes into an irreversible decline until a new operating model takes its place.”

-Gartner (Lopez) (2013)

“Every few hundred years throughout Western history, a sharp transformation has occurred. In a matter of decades, society altogether rearranges itself – its worldview, its basic values, its social and political structures, its art, its key institutions. Fifty years later a new world exists. And the people born into that world cannot even imagine the world in which their grandparents lived and into which their own parents were born. Our age is such a period of transformation.”

- Peter Drucker

**New Performance Criteria**

- Freshman to sophomore retention rates
- Sophomore to senior persistence rates
- Graduation rates
- URM’s, Low SES, 1st Gen students served
- # of Pell Grant recipients
- Length of time to degree
- Degrees Produced
- Workplace readiness
- Life Management skills
- Cultural Competencies
- Civic Service Competencies
- Gainful employment
- Earnings
- Manageable debt/ debt at graduation
- Institutional loan default rates
- Value added/ROI
- Life-long learner
Beyond The Classroom Matters*

*Records of educationally purposeful activities and individual student involvement

**Purpose:**
- Improvement
- Accountability
- Consumer information

www.novamind.com/planning/strategic-planning.php

Beyond The Classroom Matters

For self-reflection, advising:
BTC opportunities to
- Apply knowledge
- Practice skills
- Develop personal capital

BTC Transcript:
- Applied knowledge
- Practiced skills
- Developed personal and career capital

Making beyond-the-classroom learning visible.

Current Data System

Academic Records

Co-curricular Records

Major changes
Course changes
Student centered
Course 1
Course 2
Course 3
Course 4

Dept. centered
Student 1
Student 2
Student 3
Student 4
Student 5
Student 6
Student 7
Astin’s Input - Environment - Outcomes Model

**INPUT**
- Average freshman SAT scores
- Motivation to attend and graduate
- Scholarship skills / habits
- Financial status
- Life goals
- Class rank
- High school service, leadership

**ENVIRONMENT**
- WTC – Degree Programs, Courses
- BTC Matters - Involvement
  - Student Affairs & Academic Support
  - Undergraduate Research
  - Intensive programs
  - Internships
  - Service
  - Leadership Services
- Total undergraduate enrollment
- Quality advising
- Technology resources

**OUTCOMES**
- 6 year graduation rate
- Students’ learning achievements
- College completion
- College completion – value added
- Graduates’ employment status
- Employability
- Life long learner
- Competency, and proficiency in chosen field
- Admissions to professional/graduate school

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**FIGURE 1. PRESSURES ON THE FORMAL CURRICULUM**

- Informal Learning
- Participatory Culture
- High-Impact Practices
- Experiential Co-Curriculum

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**Involvement and Student Learning**

- Involvement refers to the investment of physical and psychological energy in various objects.
- Regardless of its object, involvement occurs along a continuum.
- Involvement has both quantitative and qualitative features.
- The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.
- The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement.

Using BTC Data for Improvement

- Are most students involved in something?
- Are some students involved too much?
- Are some student populations involved at higher or lower rates?
- What patterns of involvement are related to persistence, timely graduation, employability?
- Are we doing the right things? (strategy)
- Are we doing them the right way? (structure)
- Are we doing them well? (delivery)
- Are we getting the benefits? (value)

E-Portfolio as a Learning Tool

“E-Portfolio is a tool for documenting and managing one's own learning over a lifetime in ways that foster deep and continuous learning.”

Skills needed:
- Collect: document learning
- Self-regulate: become aware of and exercise behavior that leads to learning
- Critically reflect: contextualize the meaning and significance of learning in terms of goals and value systems
- Integrate learning: synthesize experiences and transfer them to new situations
- Collaborate: build on existing knowledge by applying it in community with others

Jenson, J.D., Treuer, P. (March/April 2014)
Principles of Good Practice for Assessing Student Learning (AAHE 1992)

1. The assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multi-dimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing not episodic.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public.


Biggest Challenges to Higher Education According to Moody's

Uncertainties concerning:
- Enrollment
- Tuition pricing for private institutions
- State spending for public institutions

Moody's Investors Service

Research Announcement: Moody's - US higher education outlook remains sensitive to low tuition revenue growth
9 December 2012

New York, December 9, 2012 -- Increasing expenses and constrained revenue for most universities and colleges,
- Private universities face greater challenges than publics with nearly 60% projected to achieve revenue growth of 3%.

The 2013 outlook for the US higher education sector remains negative for the second consecutive year owing to constrained tuition revenue growth, the main revenue stream for most universities and colleges. Moody's Investors Service's analysis of its 1,000 major US private and public universities and colleges

"Operating revenue growth will remain low for many four-year colleges and universities over the outlook period resulting in constrained investment business models. According to Moody's analysis, a sector-wide average of $9.2 billion net tuition revenue growth between 2012 and 2013 for most universities will continue to strain overall revenues.

College and university enrollment stall for further sector costs, which will lead to long-term challenges related to programmatic and capital investment. For most colleges, rising operating costs, which are roughly 60% to 70% of expenses, will remain the largest hurdle.

The higher education sector is generally adaptable to systemic changes, revenue, the sector has amassed healthy financial reserves during the slowdown followed by several years of robust investment returns. This strength has bolstered endowment pools and institutional capital. Moody's continues to consider the broadening assessment of favorable credit conditions that will affect the standstill positions of the sector for the next 1-2 years.

For more information, visit Moody's Investors Service at www.moodys.com/corporate/investorcenter.aspx?head=M0S1_114477

- Moody's Investors Service
Biggest Challenge for Student Affairs?

How do we Keep our Customers (oops!) Students from Failing?

How to Prevent Your Customers from Failing

Steven S. Tax, Mark Colgate and David E. Bowen

Spring 2006
Behavioral Synch

How do we Keep our Customers (oops!) Students from Failing?

- How do we create high expectations that our students will move from surviving to thriving?
- How do we get students to assume ownership for their learning, both in the classroom (ITC) and beyond the classroom (BTC)?

How do we facilitate our students (or customers, clients, consumers) to move from a “survival” mode to a “thrival” mode for their education experiences?

- Schermer, et al. (2012)
A learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights.

- Garvin (1993)

Predominate Culture = Campus Culture
student expectations aligned with actual student experiences

Campus Cultures = Optimum Learning Environment

- Safe
- Non-discriminatory
- Civil
A Collaborative Agenda for Student Affairs and Academic Affairs

Is your institution focusing on:
- Personalized learning systems? (Big Data?)
- Integrated ITC-BTC Learning?
- Managing Bad Behavior?
- Complying with state and federal laws?
- Using educational and business “best practices?”
- Employability and workplace readiness?
- Assessing ITC-BTC learning to drive relentless focus on student success?

What’s Ahead?
What's Ahead?

- Tuition discounting
- Differential pricing
- Merit vs. need-based aid
- Federal and institutional aid for low SES
- Federal and institutional aid for under-represented majors
- Pricing studies
- Tuition resets
- Special fees
- Student debt
- Federal and state legislation to control college costs
- State lottery scholarship programs
- Affirmative Action
- Income Shares
- Loan forgiveness
- Outcomes measures

What's Ahead?

- Net pricing calculators
- Paid recruiters
- Gainful employment act
- Price increase and default rates
- Adult education: increasing number of college graduates
- Digital textbooks
- On-line, distributed education
- Student migration (transfer & int’l students)
- Recruitment of special populations
- Addressing the cost of misbehavior
- College health programs

What's Ahead?

- Men’s programs and services
- Sustainability
- The literacies: (financial, information, digital, and health)
- Spirituality and religion
- Veteran’s programs
- Justifying the ROI for a college education
- Beyond the classroom experiences – for residential and on-line educational experiences
- Use of social media
- Future of Greek Life
**Obstacles to our Success**

Elements that are holding us back:

- managing performance
- poor supervision
- silo thinking
- turf wars
- professional rivalries
- resource allocations
- unclear future direction
- vacuum thinking

**Internal Communications**

* think about how research universities are structured and operate

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**The Mindset of Our Students**

From This…. To this!

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**Projected Change in US Public High School Graduates By Race**

2015 - 2024

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Native American</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>31,684</td>
<td>186,448</td>
<td>414,653</td>
<td>602,242</td>
<td>1,699,256</td>
</tr>
<tr>
<td>2024-2025</td>
<td>38,152</td>
<td>261,979</td>
<td>443,882</td>
<td>807,087</td>
<td>1,639,604</td>
</tr>
<tr>
<td>Change</td>
<td>+6,468</td>
<td>+75,531</td>
<td>+29,229</td>
<td>+204,845</td>
<td>-59,652</td>
</tr>
</tbody>
</table>

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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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Of the 17,272,044 U.S. college students:
- 57.2% Are female
- 42.8% Are male
- 61.4% Are full-time
- 38.6% Are part-time
- 30.4% Are minority
- 56.7% Are under 24 (undergrad)
- 43.3% Are 25 or older (undergrad)
### Why Students Attend College

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To gain a general education and appreciation of ideas</td>
<td>83.9</td>
</tr>
<tr>
<td>To be able to get a better job</td>
<td>76.4</td>
</tr>
<tr>
<td>To get training for a specific career</td>
<td>75</td>
</tr>
<tr>
<td>To make me a more cultured person</td>
<td>63.5</td>
</tr>
<tr>
<td>To be able to make more money</td>
<td>58.8</td>
</tr>
<tr>
<td>To prepare myself for graduate or professional school</td>
<td>56.3</td>
</tr>
<tr>
<td>To learn more about things that interest me</td>
<td>54.6</td>
</tr>
<tr>
<td>To please my family</td>
<td>24.9</td>
</tr>
</tbody>
</table>

% of students that considered the reason "very important" in deciding to go to college. 

The American Freshmen National Norms (CIRP) 2014

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### Millennials

- Who are they?
- What is their perspective?
- Generations by the numbers
- How will they impact IHEs?
- Seven core traits
- What to expect

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### Millennials: How will they impact IHEs?

"Helicopter Parents"

- "...always hovering—ultra-protective, unwilling to let go, enlisting 'the team' (physician, lawyer, psychiatrist, professional counselors) to assert a variety of special needs and interest...."
- "...fussing, meddling, tearing, and even ranting if they think their very special child isn't getting the very best of everything.
- "When they don't get their way, they threaten to take their business elsewhere or sue" (p. 11).
- Student success as a reflection of parental powers.
**Millennials: Seven Core Traits**
- Special
- Sheltered
- Confident
- Team-oriented
- Conventional
- Pressured
- Achieving

- Strauss, W., and Howe, N. Millennials Go to College. pp. 51-52.

**Can You Identify with These Student Traits?**
- Just in time/ the organized kid
- Work is effortless
- Confident to cocky
- Low receptivity to help
- Expectations are low
- Multi-task - yes; mull - no
- What is relevant?

**Students with multiple identities**
Meet Generation Z

Disclaimer

Generational research is often first developed by MARKETERS as a way to understand how best to reach a population and is often presented in broad sweeping GENERALITIES.

It is important to know that students will exist along a SPECTRUM of experiences within these characteristics. The term “in general” is omitted but implied with this disclaimer in mind.

- Ellis, 2017

Characteristics

- 1996 – 2011
- 60 million strong
- Digital Natives
- Small Windows of Interest (8 second)
- Aware of their Social Media Presence
- Pragmatic
- Accepting of Identity
- Most Diverse
- Debt Averse
- Want to Make an Impact
- Ambitious/Career Focus
- Wary of “Establishment”
- Expect Authority Figures to be Coaches and Collaborators
- Value Applied Education

- Ellis, 2017
Additional Characteristics

- 1 in 10 incoming freshmen plan to participate in student protest (HERI)
- 15% + of minority students report feeling “unsafe” on campuses (NSSE)
- Increased usage of Counseling and Psychology
- Increased reporting of suicidal ideation
- Increased reports of disruptive behavior in the classroom

- Ellis, 2017

Additional Characteristics

- Increased exposure to medication (both prescribed and illicit)
- Increased abuse of alcohol (Columbia campus transports are significantly up)
- Increased use of marijuana as drug of choice
- Increased number of Title IX related claims
- Parents continue to play a big role in students’ lives beyond high school

- Ellis, 2017

Implications

- Social Media and Internet are viewed as reliable sources of fact
- Expect to receive information rapidly...if delayed students are less likely to trust the reliability of information and/or are more likely to accept rumors as truth
- Trend toward use of snapchat/secret/whisper because information is deleted rapidly...hard to know what information is being released

- Ellis, 2017
Implications

- Students are less interested in working within a system or process to create solutions and often blame the system (establishment) for problems that exist.
- Expect demands to be met immediately and lack patience to work through change.
- Often do not bring solutions to problems to the table and/or the demands they bring are unreasonable.

Implications

- Due to limited attention span, it is hard to engage students in a meaningful dialogue/conversation or get them to commit to a long-term plan.
- Approach the world with an expectation that they will make a difference (and they will get credit for it).
- Parents often “come to the rescue” if a student is met with a challenge or obstacle.

Implications

- Approach college as a consumer with consumer like demands and may be less likely to pursue a college if perceived as a “bad value,” not affordable, or not meeting their expectations.
- Highly competitive and the individual good is seen as more important than the societal good.
Implications

- Expect to see, speak to and interact directly with University Presidents
- Quick to dismiss authority figures if that person is perceived as part of the system or part of the problem
- Quick to use stigmas to label others who are perceived to not agree with their viewpoint (i.e. sexist, racist, agist, etc)

Impact on Campus Staff
How do we help front line staff address the following issues...

- Support for the emotional and physical drain
- Support when they may side more with students
- Address the expenditure of time and energy
- Develop patience during difficult incidents
- Develop trust in process and administration
- Draw the line between activist and state employee
- Overcome their own use of stigmas and labels

Today's College Students: A Profile

- Less Studying, Better Grades
- High self-esteem
- Academic Trends
- Social Life
Anxiety that would have put a student in the top 16% in the 1950s made a student merely average in the ratings for anxiety in the 1990s. Students' anxiety began to rise in the early 1950s, and the increase has continued at a steady pace ever since.

In the fall of 1999, 30.2% of college freshmen reported feeling “frequently overwhelmed,” compared with 26% in the fall of 1985.

Anxiety makes people more likely to suffer from panic disorders and depression. Many students attempt to cope with those conditions by drinking alcohol and using drugs. Others deal with their anxiety by withdrawing from others, skipping classes, and holing up in their residence hall rooms for days at a time.

"The Bottom Line" for dealing with these feelings:

- Self-care is not the same as being selfish.
- Be honest with yourself about what you’re feeling.
- Eat, sleep, and exercise.
- Stay connected to others.
- Think of proactive ways to address problems.

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 (17%) or the disability resource center (16%)*
**CIRP Data**

- 82% of freshmen agree that same-sex couples should have the right to legal marital status.
- 73% of freshmen report that they “frequently” socialized with someone of another racial/ethnic group.
- 47% report that “improving understanding of other countries/cultures” is “Very Important” or “Essential”.
- 34% indicate that “helping to promote racial understanding” is “Very Important” or “Essential”.
- Approximately 26% report that they “frequently” discuss politics within the last year.

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**Consumer Mentality**

- Students prefer a relationship like those they already enjoy with their bank, the telephone company, and the supermarket.
- They want convenience: easy, accessible parking; no lines; and polite, helpful, and efficient staff service.
- They want high-quality education but are eager for low costs. They do not want to pay for activities and programs they do not use. Their focus is on convenience, quality, service, and cost.

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**Prolonged Graduation Dates**

- Students are taking longer to graduate.
- Reasons for extended college time:
  - Increased number of students attending school part-time and working long hours
  - Increased time required for remediation
  - Quickly rising cost of college tuition
  - Institutions make students stay longer by offering required courses in inadequate numbers, at inconvenient times, and out of sequence
  - Effect of state scholarships on graduation rates
- BUT: Almost 30 percent of first-year students who enroll in college leave school before the beginning of their second year—however, a majority of these students return to some type of postsecondary education within five years.
How do we do our work?
Who pays for all of this?

That's where YOU come in!

Financing Student Services

- E & G funds
- Auxiliary
- Dedicated student fees
- Value-centered/responsibility-centered management
- Private funds

How we do our work...

What *is* our work???

To graduate successful and satisfied students!
ACPA/NASPA Professional Competencies

- Advising and Supporting
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Leadership
- Organizational and Human Resources
- Personal and Ethical Foundations
- Social Justice and Inclusion
- Student Learning and Development
- Technology
- Values, Philosophy, and History

4 Stage Model to Student Affairs

<table>
<thead>
<tr>
<th>Enrollment Management</th>
<th>Get 'em here!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Life/Student Development</td>
<td>Keep 'em here! (Deliver on the promise!)</td>
</tr>
<tr>
<td>Career Center/Registrar</td>
<td>Help 'em use their college degree!</td>
</tr>
<tr>
<td>Alumni Services</td>
<td>Keep 'em connected ($$$)!</td>
</tr>
</tbody>
</table>

Functional Areas

Enrollment Management:
- Capstone Scholarship Program
- Career Center
- Fellowship and Scholars Program
- Financial Aid and Scholarships
- National Resource Center for the First-Year Experience and Students in Transition
- Office of New Student Orientation
- Preston College

- Registrar
- Student Success Center
- Testing Services
- TRIO Programs
- Undergraduate Admissions
- University 101 Programs
- Veteran Services
- Visitor Center
- West (Green) Quad Learning Center
Functional Areas

Student Life:
- Campus Recreation
- Carolina Campus Ministries
- Carolina Productions
- Community Service Programs
- Development
- Fraternity and Sorority Life
- Leadership Programs
- Multicultural Student Affairs
- Off-Campus Student Services
- Parents Programs
- Russell House University Union
- Student Government
- Student Media Student Organizations
- Substance Abuse Prevention and Education Programs
- Women’s Student Services

Functional Areas

Student Development and University Housing:
- Academic Integrity
- Behavioral Intervention Team (BIT)
- Gamecock Gateway
- Student Conduct
- Student Disability Services
- Student Engagement
- Student Health Services
- University Housing-sustainability initiatives

Office of the Vice-President for Student Affairs

- Research & Assessment
- Strategic Planning
- Ombudsperson
- Professional Development
- HR & Finance
- Special Projects/Contingency Management
- Public relations and internal marketing
Tensions Between Student Affairs & Business Affairs

- Medical Model:
  - Orientation
  - Prevention
  - Early Intervention
  - Intervention
  - Recovery
- Do these activities produce revenue?
- How do we measure the return on investment?

Working With Other Key Constituents

- Students and student subcultures not in the mainstream (at-risk populations)
- Faculty
- Parents
- Alumni
- Board of Trustee members
- Legislators
- Community members and high profile citizens
- Churches and spiritual organizations
- Law Enforcement & Safety
- Others?
- Most Importantly:
  - Business & Finance!

Student Affairs Partnerships and Collaborative Efforts

Collaboration: Issues of Control, Cost, and Credit
- Obstacles and opportunities
- Learning communities
- Service learning
- Orientation and advisement
- Auxiliary services
- Academic support services
- Campus sexual assault services
Current Challenges for the Profession

- New pressures for accountability
- Working with limited resources
- Legal parameters affecting Student Affairs practice
- Risk management
- Academic and social misconduct
- Self-discipline (Carolinian Creed)
- Parents of Millennials Generation Z

New Pressures for Accountability

- Performance-based funding
- The Higher Education Reauthorization Act: Access, Accountability, and Affordability
- Evaluation, assessment, research, strategic planning, program funding, and accountability
- Using transactional data, data mining, data warehouses, and fact banks for rankings, responding to critics, and data analytics.
- Tuition and fee caps

New Pressures for Accountability

Common assessment tools

- E-Portfolios
- Dashboards
- Competition Studies
- Student Success and Satisfaction Studies
New Pressures for Accountability

Common assessment tools
- Workplace Studies
- Retention Studies
- Ranking Benchmark

The Social Compact for State and Federal Compliance
(hazing, discrimination, alcohol and drugs, campus sexual assault)

Legal Parameters Affecting Student Affairs Practices
- Public vs. private institutions
- Assumption of risk and consequence of errors
- “Duty to care”
- State and federal constitutions
- Case law
- Contractual agreements
- Institutional policies (consistency and compliance)

*Disclaimer: I am not an attorney. Consult legal counsel regarding any statements or recommendations you hear before you act on them!
What We Worry About The Most:  
RISK MANAGEMENT

- Weapons  
- File sharing  
- Alcohol/drug laws  
- Hate crimes  
- Privacy acts  
- Clery Act (Campus Security Act)  
- Campus sexual assaults  
- Drug-free schools and community  
- High profile student violations  
- Crimes of violence  
- SEVIS  
- Natural disasters

What We Worry About The Most:  
RISK MANAGEMENT

- Terrorist acts  
- Arsonists  
- Visitation rules  
- Searches and seizures  
- Due process and equal protection  
- Freedoms of Speech and Peaceable Assembly  
- Section 504 and accommodations for people with disabilities  
- Affirmative Action: New parameters for admissions and scholarship awards  
- Mental illness

The Carolinian Creed

The community of scholars at the University of South Carolina is dedicated to personal and academic excellence. Choosing to join the community obligates each member to a code of civilized behavior.

As a Carolinian...  
I will practice  
personal and academic integrity;  
1 will respect  
the dignity of all persons;  
I will respect  
the rights and property of others;  
I will discourage  
bigotry, while striving to learn from differences in people, ideas and opinions;  
I will demonstrate  
concern for others, their feelings, and their need for conditions which support their work and development.  
Allegiance to these ideals requires each Carolinian to refrain from and discourage behaviors which threaten the freedom and respect every individual deserves.
Campus Trends in Student Life

- Free speech for me, but not for thee - Ideological diversity
- Title IX Compliance
  - Campus sexual assaults
  - Violence Against Women Act
- Campus Safety
  - Behavioral Intervention Teams
  - Threat Assessment Teams
  - On and Off-Campus Safety
- Gaming, Gambling and Comfort Animals

Campus Trends

- Freedom of and freedom from religion
- Legalization of student affairs
- Student employability
- Outcome measurements: length of time to graduation, student debt, default rates, gainful employment/employability
- Creating an optimum learning environment
- Guns on campus
- Gallup well-being
Campus Concerns

- High-risk student behavior
- Value added/high impact Beyond the Classroom Experiences
- Mental Health, Wellness, and Well-Being
- Campus suicides
- BIG DATA - tracking student learning experiences
- Social media mastery
- Student digital identity

Campus Concerns

- Employability
- Cost of student (mis) behavior
- Hashtag student activism
- Social justice, diversity, and inclusion
- Civility, free speech, and hate speech
- Academic Integrity
- Classroom Behavior
- Athletic cost of attendance
- 1st generation college students

Trend Summary

Student Affairs Professionals Engage in:
- constituent/cultural management
- contingency management (threats and opportunities)
- compliance management
- critics management
- community management
- constraint and accountability management
- commitment and pride management
Other Issues for Us to Consider

- Terrorism
- Plagues and worldwide epidemics
- Temporal student affluence
- IHE as a seedy place
- IHE as an elixir for society's ills
- The maturation of vendor entrepreneurs
- Spirituality and new world religions
- LGBT-friendly IHE
- Education temporarily suspended to go to war
- Freedom of expression issues
- Returning veterans

Students are...

- The most important people on the campus...
  ...without students there would be no need for the institution
- Not cold enrollment statistics...
  ...but flesh and blood human beings with feelings and emotions like our own.
- Not people to be tolerated so we can do our thing...
  ...they are our thing.
- Not dependent on us...
  ...rather, we are dependent on them.
- Not an interruption of our work...
  ...but the purpose of it. We are not doing them a favor by serving them. They are doing us a favor by giving us the opportunity to do so.

Noel-Levitz. “Enrollment Strategies That Work in Attracting and Retaining Students”
Anyone can do Student Affairs, right?

Questions and Discussion

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References


Aurelius, Marcus. “Everything we hear is an opinion, not a fact. Everything we see is a perspective, not the truth.” Cartoon. Ibtheoblast’Web.


