Given the changed/changing makeup of the traditional college student, what are we doing to help faculty and staff promote student success?

**The Coddling of the American Mind**
- **Microaggression**
  - Small actions or word choices that seem on their face to have no malicious intent but are thought of as a kind of violence nonetheless
- **Trigger Warnings**
  - Alerts that professors are expected to issue if something in a course might cause a strong emotional response
- **Vindictive Protectiveness**
  - The ultimate aim is to turn campuses into “safe spaces” where young adults are shielded from words and ideas that make some uncomfortable
  - This new movement seeks to punish anyone who interferes with that aim, even accidentally
- **Higher Education “Emotional Reasoning”**
  - “I’m offended,” is the unbeatable trump card
- **What can we do?**
  - Rethink skills and values we want to impart to students
  - Strongly discourage trigger warnings
  - Teach incoming students how to practice cognitive behavioral therapy

**Broader & Changing Demographics**
• Undergraduate
  o Traditional
    ▪ Dual enrollment or not
    ▪ Incoming freshman or transfer
  o Nontraditional
    ▪ 25-45
    ▪ Finish degree

**SHSU’s Response**

• Reimagining the First Year
  o Developmental math (Bridge Program)
  o Growth mindset workshops to train campus student leaders (particularly math adjunct faculty with high D/F/W rates)
  o Faculty & graduate student workshops for classroom management and development

• Frontier Set
  o Improve developmental education
    ▪ Math 0333 meets 5 days a week
    ▪ 35-40 students
    ▪ 2-3 teaching assistants
  o Redesign advising
    ▪ Improve communication among advisors
    ▪ Develop instrument for assessment for advising processes
    ▪ ELITE Program
    ▪ TIME Management
    ▪ First Alert
  o Increase digital learning – digital platform for MATH 0333
  o Transformational Model – case study to identify common themes of success

• Continuous enrollment in math courses until completion of math degree requirements

• BGS Program

• Reverse transfers

• Articulation agreements

• Academic Community Engagement (ACE Courses)

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**Resources**


4. McCauley, J. (n.d.). Characteristics of Millennials that support SHSU's institutional priorities of partnering with community organizations and non-profits through ACE Course work [Summary].