President and Provost Roundtable Discussion
## *Topic: Student Success and the New "Traditional Student"*

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
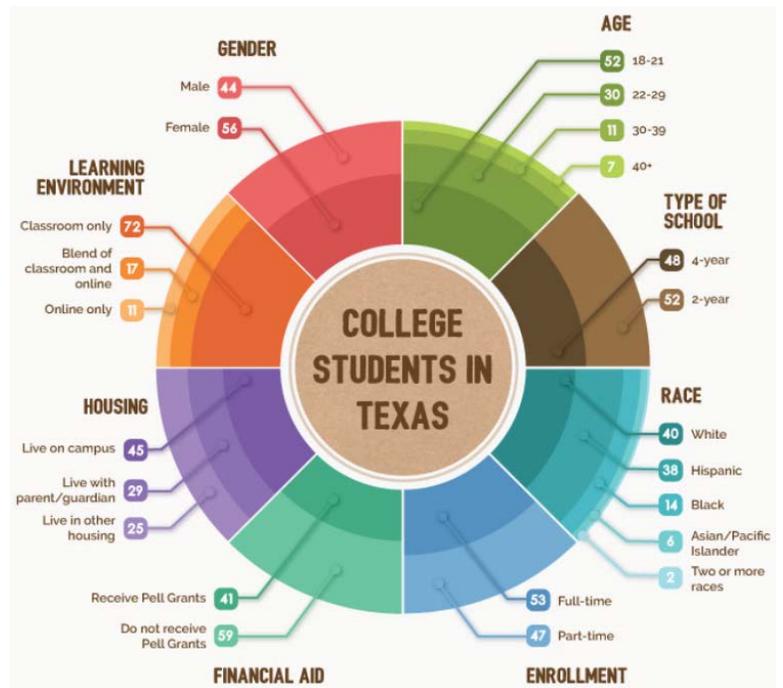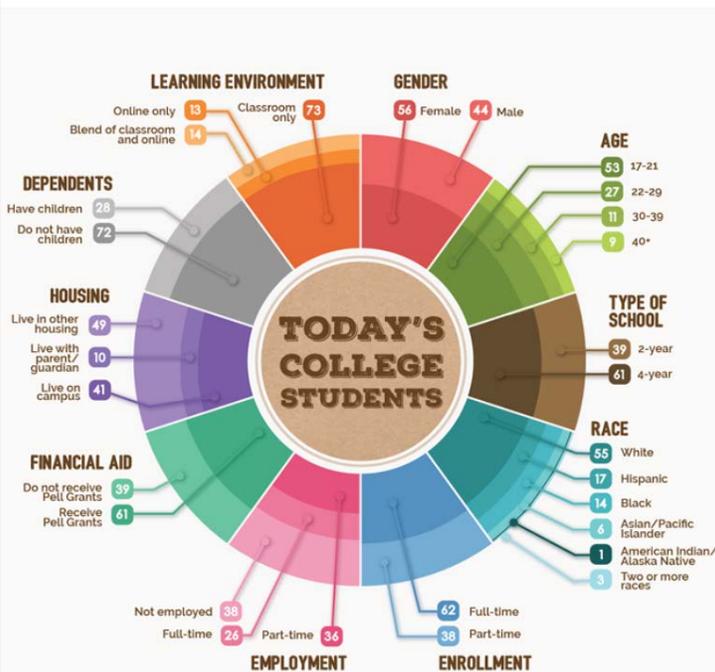
- Undergraduate
  - Traditional
    - Dual enrollment or not
    - Incoming freshman or transfer
  - Nontraditional
    - 25-45
    - Finish degree

SHSU's Response

- **Reimagining the First Year**
  - Developmental math (Bridge Program)
  - Growth mindset workshops to train campus student leaders (particularly math adjunct faculty with high D/F/W rates)
  - Faculty & graduate student workshops for classroom management and development
- **Frontier Set**
  - Improve developmental education
    - Math 0333 meets 5 days a week
    - 35-40 students
    - 2-3 teaching assistants
  - Redesign advising
    - Improve communication among advisors
    - Develop instrument for assessment for advising processes
    - ELITE Program
    - TIME Management
    - First Alert
  - Increase digital learning – digital platform for MATH 0333
  - 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)**

Resources
1. Blum, J. N. (2017, September 8). Worthy Speech, Not Free Speech. The Chronicle Review, 64(2), B3-B3. http://www.chronicle.com/article/Don-t-Bow-to-Blowhards/241048
2. College Students in Texas. (n.d.). Retrieved September 15, 2017, from https://postsecondary.gatesfoundation.org/college-students-texas-infographic/
3. Lukianoff , G., & Haidt, J. (2015, September). The Coddling of the American Mind. Retrieved September 15, 2017, from https://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/
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].
5. Today's College Students Infographic. (n.d.). Retrieved September 15, 2017, from https://postsecondary.gatesfoundation.org/areas-of-focus/incentives/policy-advocacy/advocacy-priorities/america-100-college-students/