



Fall 2019 Course Registration

Fall 2019 registration is here! Advisors should encourage their advisees to schedule advising appointments now and not wait until it's too late. As a rule of thumb, after the advising appointment and once priority registration has begun for your students, the first year academic advising hold (FY) should be lifted for 48 hours (2 days) for students to register for their fall 2019 classes. In addition, all advising notes must be entered in Starfish.

Fall 2019 Priority Registration Groupings

| <u>Date/Time</u> | <u>Eligible Students</u> |
|--|--|
| Monday, April 1st | <i>Seniors - (90+ earned credits), Graduate Students, Honors, Athletes, Veterans</i> |
| Friday, April 5th | <i>Juniors - (56 - 89 earned credits)</i> |
| Monday, April 8th | <i>Sophomores - (25 - 55 earned credits)</i> |
| Thursday, April 11th | <i>Freshmen - (0 - 24 earned credits)</i> |
| Monday, April 15th - Saturday, August 31st | <i>General Registration for All Currently Enrolled Students</i> |

April 2019

In this Issue:

- ⇒ **Fall 2019 Course Registration**
- ⇒ **Important Dates**
- ⇒ *Student Services*
- ⇒ **Spotlight: Beyond Financial Aid (BFA)**
- ⇒ *Featured Advising Article Excerpt:*
- ⇒ **Generation Z: Educating and Engaging the Next Generation of Students**

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Student Services Spotlight: Beyond Financial Aid (BFA)

The Beyond Financial Aid Campus-wide Work Group was assembled as a part of Morgan's 50 x 25 Campaign and Lumina Foundation Initiatives to address the unique financial and social needs of students in varying capacities to support matriculation and student success. The primary task of the BFA Work Group was to first identify issues financial and otherwise that posed a barrier to student success and degree completion. Additionally this group sought to examine other needs and underlying problems that unique populations may have to include among others: housing security, hunger, veteran's concerns, returning citizens, clothing distribution, and the LGBTQIA community.

After conducting a needs assessment, the group then went on a mission to identify local, state, and federal resources to help address these various needs and concerns. The goal of the group was then to create a website where students could independently seek personal resources in a discreet and dignified manner.

The Work Group, Chaired by Dr. Tiffany Mfume, Assistant Vice President for Student Success, was comprised of faculty and staff representing various offices and divisions of the university. Most importantly, the voices of the students were well represented by student members of the committee that had actual firsthand knowledge of unique financial and social needs, which impede matriculation.

The BFA Work Group then delved into a branding campaign designed to keep the mission focused, centered, noticeable and user friendly. In keeping with the Morgan Bear fighting spirit of determination the motto "Go BFA" became the mantra as the campaign slogan "*I'm Absolutely Unstoppable, Its Positively Achievable – I Go BFA!*" was birthed. This led to the production of a student centered YouTube video and chant created by Mr. Thaddeus Price, Coordinator of the Academic Improvement Mandate Program!

The diligent and dedicated work of Morgan's BFA initiative, though still in its formative stage has already garnered some national attention, in fact, the Lumina Foundation, impressed with our efforts, decided to feature and highlight our initiatives in their annual fall FOCUS magazine report, which is shared with over 14,000 partners! Lumina officials called our efforts exemplar and said that we were now a model institution for BFA! The efforts and commitments of our BFA initiative are ongoing and we look forward to launching our new BFA Print resource document Fall 2019, be on the lookout for it! Be sure to check out the Lumina Focus Magazine at <https://www.luminafoundation.org/resources/focus-magazine-fall-2018-student-aid-remade> and remember to visit Morgan's Beyond Financial Aid program at <https://www.morgan.edu/bfa>.

*Source: Mr. Thaddeus Price
Office of Student Success and Retention*

Important Dates

April 2019

April 1st

Fall 2018
Priority
Registration
Begins

April 4th

Honors
Convocation

April 5th

Spring Open
House

April 10th

Spring Job Fair

April 29th

Final Exams for
Prospective May
Graduates Begins

Featured Academic Advising Excerpt:

Generation Z: Educating and Engaging the Next Generation of Students

In 1995, the Internet was born. So, too, was Generation Z. With so many books, articles, and research studies focused on Millennials, this younger, lesser-known generation grew up right before our eyes without much fanfare. The oldest of this post-Millennial generation arrived to college in 2013, and more than four years later, Generation Z students fill our classrooms, campus programs, and residence halls.

In order to recruit, educate, and graduate this new generational cohort effectively, educators must understand the overarching characteristics, perspectives, and styles of these students. Although not everyone born in a generational period shares the same values or experiences, they do share a common context that shapes their worldview. Thus, generational research can provide institutions with valuable information to design effective policies, programs, and practices.

Generation Z piqued our interest in 2013, when the first cohort of students was arriving to college. At that point, little research was available about Generation Z and higher education. In 2014, we decided to conduct a study of more than 750 Generation Z students from 15 institutions of varying sizes and types across the country. Our study provided insights on this generation's perspectives, styles, preferences, concerns, and beliefs as they related to politics, spirituality, motivation, communication, social issues, community engagement, relationships, leadership, and learning. We supplemented our findings with emerging generational research, market research, social and behavioral science studies, and national polling data. We present our study's findings, as well as results from several large studies that include more than 150,000 students, in our 2016 book, *Generation Z Goes to College*. This research shows that while Generation Z shares some characteristics with Millennials, it is a vastly different generational cohort. Current campus environments have been designed for previous generations, which do not and cannot fully meet the needs, interests, and learning preferences of Generation Z students

Understanding Generation Z

Born from 1995 through 2010, Generation Z has been profoundly shaped by the advancement of technology, issues of violence, a volatile economy, and social justice movements. While these issues also have affected those in other generations, the historical context of these individuals is much deeper than those in Generation Z, who may have never known anything different.

Learning Preferences

No different from generations before them, Generation Z's focus when coming to college is to learn and acquire the skills necessary for their future careers. Learning for them, however, is markedly different from that of previous generations.

Continued on page 4

Featured Academic Advising Excerpt (continued):

Generation Z: Educating and Engaging the Next Generation of Students

Findings from Northeastern University's *Innovation Survey* highlight that Generation Z students prefer to engage in hands-on learning opportunities in which they can immediately apply what they learn to real life. One Generation Z student from our study described the ideal learning environment as “need[ing] to be actively doing the learning to obtain the most information.”

Community Engagement

Generation Z students' perspectives on community engagement also seems to be different from those of previous generations. Findings from the Higher Education Research Institute's 2014 *CIRP Freshman Survey*, by Kevin Eagan, Ellen Bara Stolzenberg, Joseph J. Ramirez, Melissa C. Aragon, Maria Ramirez Suchard, and Sylvia Hurtado, report that fewer than 34% of Generation Z in their first few weeks of college indicated that there was a very good chance they would engage in volunteer work in college despite the fact that nearly 60% of them participated in some required form of community service during high school. Their interest in volunteerism appears low as they are not seeking out traditional community service opportunities like their Millennial counterparts. Instead, we found that community engagement opportunities that make a lasting impact on an underlying societal problem appeal more to Generation Z students than do short-term volunteer experiences that address the symptoms of that problem. For example, instead of volunteering five hours a week at the food bank, Generation Z students would rather engage in a social change initiative aimed at eradicating hunger.

Career Aspirations

Generation Z students are coming of age in an era that is known as the gig economy, which the Bureau of Labor Statistics, in an article by Elka Torpey and Andrew Hogan, defines as an economy comprised of workers who engage in freelance work rather than holding long-term contracts with one employer. According to findings from the *Freelancing in America: 2016* study by the independent contractor site, Upwork and the Freelancers Union, 55 million people engaged in freelancing in 2016. This context might help explain why many Generation Z students want to work for themselves after college. However, these students know that they have a lot to learn about entrepreneurship as nearly two-thirds think that colleges and universities should teach students skills they can use to run a business, according to findings from Northeastern University's *Innovation Survey*. Their desire for self-employment as a career might affect their major and course selection along with their use of the career center for job preparation.

Four Things Campus Can Do to Effectively Engage With Generation Z

1. Utilize video-based learning
2. Incorporate intrapersonal learning into class and group work
3. Offer community engagement opportunities for students to address underlying societal needs
4. Connect Generation Z to internship opportunities

Reflections

The most important lesson we have learned, both from our research and from our experiences with Generation Z students, is that this generation is a unique cohort whose needs, expectations, perspectives, and aspirations are different from those who entered college before them.

Source: Seemiller, C., & Grace, M. (2017). *Generation Z: Educating and Engaging the Next Generation of Students*. *About Campus*, 22(3), 21–26. <https://doi.org/10.1002/abc.21293>