



GROWING STRONG

with the MDHE

MDHE

Missouri Department of Higher Education

*Building Missouri's future...
by degrees*

Planting seeds: Communicating with younger audiences

Fall Workshop 2008

Wendy Baker

Julie Meyer

MDHE

Missouri Department of Higher Education

*Building Missouri's future...
by degrees*

GROWING STRONG WITH MDHE

Today's Agenda

- Generational shifts that have impacted college campuses
- How do students born after 1990 differ from previous generations?
- Just how techno-savvy are today's teens and what tools and services work best to reach them?
- How can today's technology help you better communicate with students about financial aid matters?



Generational Shifts



U.S. Generations

- **GI Generation** Born 1901-1924
- **Silent Generation** Born 1925-1942
- **The Boom Generation** Born 1943-1960
 - a.k.a. “baby boomers”
- **Generation X** Born 1961-1981
- **Millennial Generation** Born 1982-early 2000s
 - a.k.a. Gen Y,
“echo boomers”



**How are students born after
1990 different than previous
generations on your campus?**

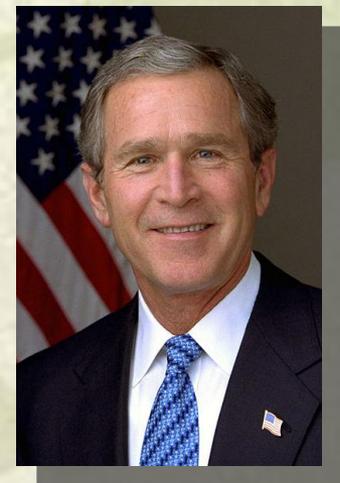


What Millennials Don't Remember



The Soviet Union has never existed and therefore is about as scary as the student union.

They have only known two presidents.



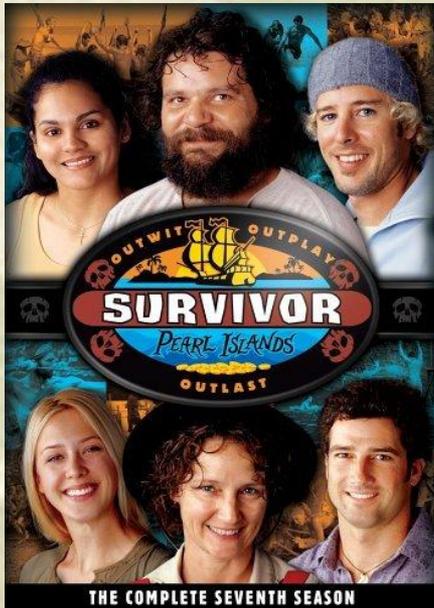
What Millennials Don't Remember

There has always been only one Germany.



They have never “rolled down” a car window.

What Millennials Don't Remember



Reality shows have always been on television.

Professional athletes have always competed in the Olympics.

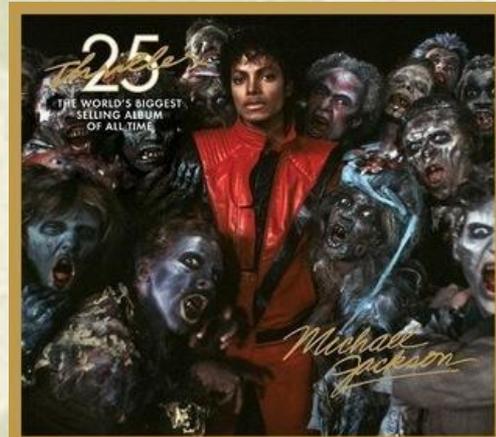


What Millennials Don't Remember



Stadiums, rock tours, and sporting events have always had corporate names.

MTV has never featured music videos.



Millennials entering college

- Close to their parents
- Focused on grades and performance
- Intensely focused on the college admissions process
- Packing their resumes with extracurricular and summer activities
- Eager to volunteer for community service
- Talented in digital-mobile technologies
- Capable of multi-tasking and interested in interactive learning



Millennials entering college

- More interested in math and science, relative to the humanities
- Insistent on secure, regulated environments
- Respectful of norms and institutions
- Conventionally minded
- Ethnically diverse, but less interested than their elders in questions of racial identity
- Majority female, but less interested than their elders in questions of gender identity



Millennials entering college

- As a group, they are more numerous, more affluent, better educated, and more ethnically diverse than their predecessors.
- As more Millennials hit college campuses, a shift is being seen as Gen X parents replace Baby Boomer parents
 - Accountability
 - Personalized service
 - Reputation
 - Workplace performance



So what does this mean to you?

Information and services must be:

- More accessible
- More immediate
- More electronic

To help determine if your organization is fully meeting this expectation, it might be helpful to first illustrate how large a role technology plays in the life of the average teenager...



**Just how techno-savvy are
high school students . . . and
what tools and services work
best to reach them?**



Teens and Technology

- Approximately 93% of teens use the internet.
 - 39% of online teens share their own artistic creations online.
 - 33% create web pages or blogs for others.
 - 28% have created their own online journal or blog.
 - 27% maintain their own personal web page.
 - 26% remix content they find online into their own creations.
- The percentage of those aged 12-17 who said “yes” to at least one of the above:
 - 64% of online teens
 - OR, 59% of ALL TEENS



Teens and Technology

- Email increasingly replaced by text messaging and other communication methods
- Of teens that communicate with friends using social networking:
 - 84% post messages to a friend's page.
 - 82% send private messages.
 - 76% post comments to a friend's blog.
 - 61% send messages to a group of friends.
 - 33% “wink,” “poke,” and give “e-props” to friends.



Teens and Technology

Facebook

myspace



Millennial Communication

Examples of “old school” communication with financial aid office versus what students want today

- 1980s: paper and mail
- 1990s: paper, mail, and fax
- 2000-2007: paper, mail, email, and online self-serve
- 2008 and beyond: online self-serve, text messaging, podcasts, and new technologies



**How can I use technology to
better communicate with
students about financial aid
matters?**



Rate your services

- Do you send e-reminders to your students?
 - FAFSA deadline approaching
 - Verification not complete or information missing
 - Graduation and exit counseling approaching
- Are your procedures, deadlines, and requirements easy to access and easy to interpret online?
 - State aid
 - Institutional aid
 - Pell Grants and other federal programs
 - Work study
 - Student loans



Rate your services

- Are your students readily aware of online Entrance and Exit Counseling?
- Do you offer:
 - live chat sessions online?
 - Webinars or webcasts?
 - Podcasts?
 - Blogs?



New tools allow you to . . .

If you answered “no” or “sort of” to any of these questions, a more modern platform may help you better communicate with your students.

- Reach students using “their tools”
- Introduce your own topics
- Monitor student response
- Interactive approach viewed as positive customer outreach



Wrap-up

- Although we have an advanced, technologically savvy group of incoming college students, we also have a group that thrives on structure and knowing what is expected of them.
- The goal of all financial aid offices should be to find the best ways to communicate with those increasingly conventional-thinking students – by using the technology of their generation.



Questions?

3515 Amazonas Drive
Jefferson City, MO 65109

(800) 473-6757

(573) 751-3940

Fax (573) 751-6635

info@dhe.mo.gov

www.dhe.mo.gov



*Building Missouri's future...
by degrees*





GROWING STRONG

with the MDHE

MDHE

Missouri Department of Higher Education

*Building Missouri's future
by degrees*