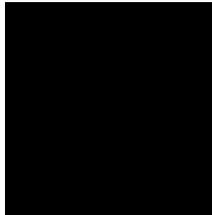
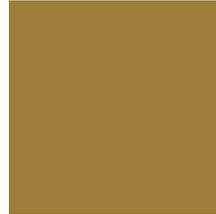




Effective Business School Support Systems: Developing our Graduate Students



Southern Business Administration Association 2016 Annual Meeting

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Wake Forest University School of Business



Our Agenda:

- Who we are
- A new approach in progress
- The contemporary student affairs profession
- Benefits of a new approach
- Opportunities for innovation
- Questions/feedback/discussion

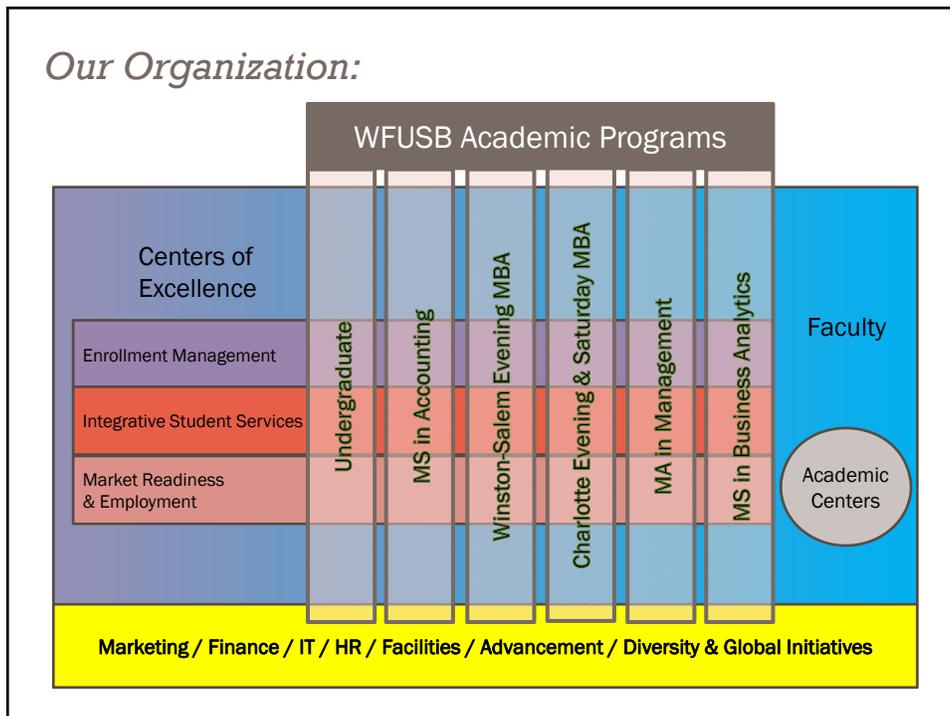


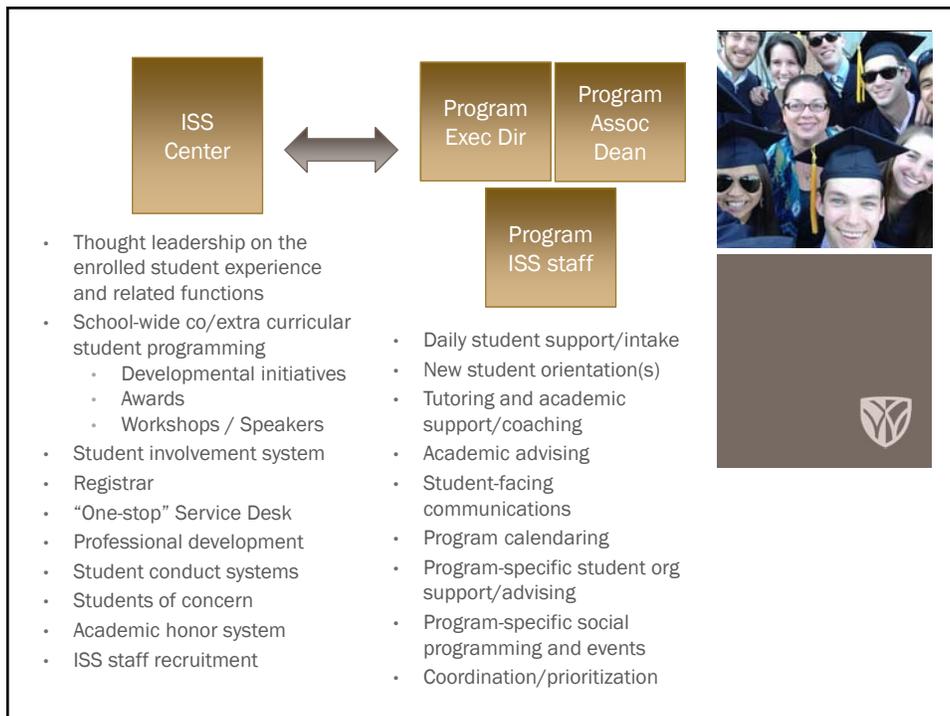
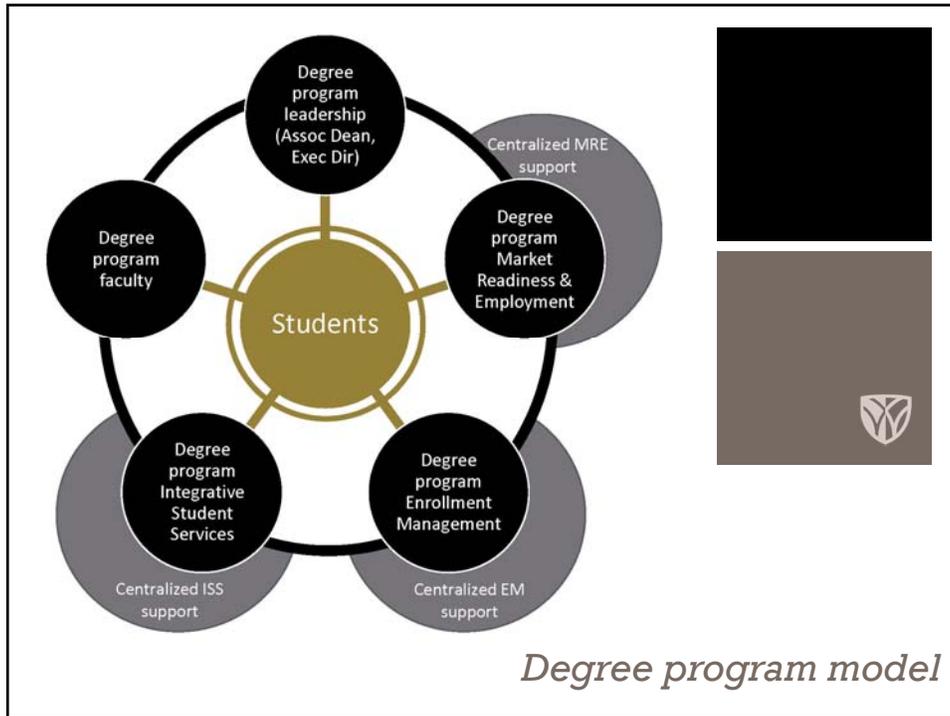


The Wake Forest School of Business

- Core principles
- Program portfolio
 - Programs
 - Students
- Integration & professionalization
- New organizational model









Traditional model for graduate student support in professional education



Emerging observations about grad students

- Found to experience more negative life events, greater depression, and higher anxiety than undergraduate peers – especially in special populations.
(Mallinckrodt & Leong, 1992)
- Advanced degree status does not mean appropriate self-care amidst stressors, and they will wait longer than undergraduates to seek help.
(Caple, 1995; Kidwell & Flagg, 2004)
- Study at Cal-Berkeley indicated that 67% of graduate students reported feeling hopeless in the past year, 54% to the point that they have difficulty functioning, and 10% considered suicide.
(Fogg, 2009).
- Negative impacts of stress observed to be greater for students from underrepresented populations.
(Patton, 2009; Patton & Harper, 2003; Pontius & Harper, 2006).





Graduate and professional student services potentially heeding a call to “move away from a single-source, support service model designed to prevent failure to an integrated model that focuses on student success and is delivered in collaboration” (Culp, 2015).



Student Affairs as a Profession:

- Grew “from the campus up” (Cowley, 1934)
- Campus growth in the 1800s/1900s and changing faculty demands
- Deans of Men/Women in early 1900s
- The Student Personnel Point of View (1937/49)
- G.I. Bill and major changes to U.S. Higher Ed
- Rise of Student Development Theory/Literature in 1960s and beyond
- Specialized graduate preparatory programs emerge
- Established functional areas within the profession
 - (Academic services, Admissions, Financial Aid, Orientation/FYE, Campus life, Greek life, Student conduct, Student activities, Veteran’s affairs, Career services, Counseling, Health services, Disability support, International student services, Multicultural affairs, Campus ministry, Residential life, Campus recreation, Dining services)
- Today: changing students, institutions, resources



Benefits of a Student Affairs approach:



Meeting growing complexity

- Mental health and wellness concerns

Results of a spring 2016 ACHA study:

- 17% of college students diagnosed or treated for anxiety during the past year
- 14% were diagnosed or treated for depression

(Up from 11.6% and 10.7% in 2011)

Uptick in severity and students bringing long psychological histories to college

Benefits of a Student Affairs approach:



Meeting growing complexity

- Mental health and wellness concerns
- Student diversity
- Rising enrollments nationwide

57% rise in grad enrollments last 20 yrs
(45% rise in undergraduate)

CGS reports 3.5% rise in first time grad enrollment between 2013 and 2014, largest since 2009 (Business 2nd most with 15% of total)

Estimates that 40% of bachelor's grad will go on to grad or professional degree

Benefits of a Student Affairs approach:



Meeting growing complexity

- Mental health and wellness concerns
- Student diversity
- Rising enrollments nationwide
- Increasing competition
- Expectations of students/families
- Governmental and regulatory accountabilities

Benefits of a Student Affairs approach:



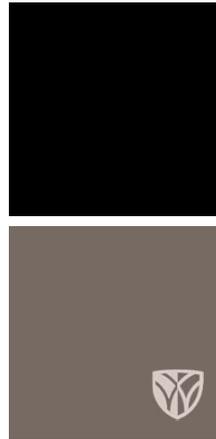
Student Retention

- Intrusive advising practices
- A “SEM” approach
- Early alert systems
- Special populations support

Inclusive Environments

- Skills/values for engaging differences
- Social media
- National coverage
- Influencing enrollment decisions





Benefits of a Student Affairs approach:

Our own experiences at Wake Forest



Benefits for us:

- Professional development of our degree program staff
- *Operational* standards for the student experience
- A culture of assessment for experiential outcomes
- Escalation point for issues
- Liaison to other campus units
- Agility/flexibility
- Strategic School-wide programming
- Success for our changing student populations





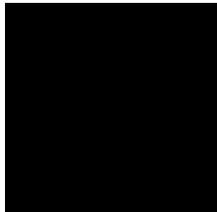
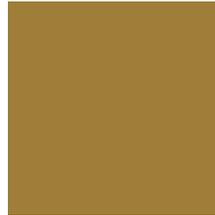
How to leverage these opportunities on any campus:



- Possibilities are as diverse as campus needs
- Tinkering with existing staff positions
- How and where to find these professionals and conversations
- Student Affairs is in a developmental state itself
- Business education as an exciting prospect

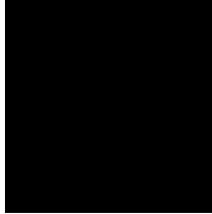
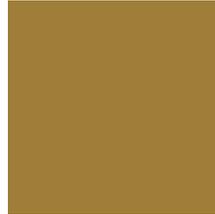


Questions & Discussion





Thank you!



We welcome your contact

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