

A Critical Evaluation of Millennial Aged: Community College Students

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Abstract

The purpose of this study was take a deep dive into Millennial aged students in the community college settings.

Millennials are socially and demographically defined as confident, connected, and agile; they use multiple modes of self-expression, have good relationships with their parental figures, and are poised to be the most educated generation in American history (Hosek and Titsworth, 2016). In the classroom this same group of individuals has been labeled with many negative attributes with one of the most common being entitled. Entitled students are more likely to provide excuses for their work and express negative complaints when they dislike a course (Goldman & Martin, 2014; Goodboy & Frisby, 2014). The challenge begins with how to handle such students, while keeping them enrolled and engaged. The findings of this research suggest some tips directed towards our community college ‘traditional aged’ students, the millennials.