

Part-time SRJC students

Meeting notes ISSC Committee 11/20/2020

Members present: Andrea Alexander, Regina Guerra, Candy Owens, Victor Tam, Jenn Perez, Jake Aharonian, Anne-Marie Donegan, Pedro Avila, Paulette Bell, Kyle Wallstrum, Li Collier, Geoff Navarro

Homework for next time:

- Please review last year's PDA presentation by ISSC Committee.
- Consider doing research about this: What does the literature say about part-time community college students?

Team discussion questions:

1. What is the topic about?
2. What is your hypothesis about part-time SRJC students?
3. What observations have you made related to this topic?

Breakout group defined a part-time SRJC student as any student taking fewer than 12 units.

There has been a 19% decline in headcount from Fall 2019 to Fall 2020.

Anne-Marie said that SRJC needs to do a better job of supporting students economically.

Pedro shared data regarding SRJC enrollment from Fall 2017, 2018, 2019 and 2020.

Problem statement: Persistence rates are lower for part-time SRJC students versus full-time SRJC students.

What are the major problems for part-time students that might hinder academic success?

- Childcare is an issue for part-time students
- Finances (lack of)
- Working a lot/multiple jobs
- Fewer resources in student services are open during evening class time hours when many part-time students take their classes.

Anne-Marie: one suggestion is to conduct a presentation to SRJC students during the first three weeks of each semester that outlines available student services.

Regina: What internal structures do we have for students? How can SRJC change/evolve?

Li: Do SRJC students know the various services that are available to them?

Pedro: Is SRJC a student-ready community college for part-time students?

Anne-Marie & Geoff: Part-time students need more financial aid awareness. One common myth amongst part-time students is that they do not qualify for financial aid (FAFSA) since they are not taking 12+ units.

Candy: SRJC doesn't offer/have enough services available for part-time students in the evening. Candy has taught evening courses and students comment that many services that they would utilize are unavailable to them in evenings.

Next committee meeting is Friday, December 4.

The Mystery of Non-Participation

11/20/20

Our initial inquiry questions:

- What is this topic about?
- What hypotheses do you have about this topic?
- What observations have you made related to this topic?
- What areas would you want to explore related to this topic?

What we talked about:

Should we change our focus from "mystery of non-participation" to "barriers to participation"?

- Non-participation is deficit-framing
- All students are potential participants!
- Exploring barriers can lead us to tangible interventions and recommendations

How do we want to define participation and engagement?

- One idea: use a broad definition that encompasses how students engage and participate in all four areas of the college (classroom, services, programs and projects, and cultural norms)

Our ideas and observations about potential barriers to participation/engagement:

- Childcare issues, not just for parents but siblings too
- Mental health, especially anxiety
- Classroom concerns: cost of textbooks, large class sizes, increased homework/workload for online courses
- Differences in home environments and lack of access to study space on Campus right now

Next step: Team Leaders met with Blair on 11/24

Remote Instructions

What is this topic about?

What challenges are students facing with remote learning?

How we can improve now, and long term with our online offerings

How are students connecting with instructors and other students in the remote environment?

What hypotheses do you have about this topic?

Anecdotal that the female re-entry students are enrolling at a higher rate

Some students are not able to learn in this environment. They may not have the technology skills, or language skills, or they may have disabilities.

Are there certain subjects that are harder online? Math, science labs, speech, vocational programs.

This is about equity in access. Some students have many resources at their disposal while others have "virtually" none.

What observations have you made related to this topic?

Some students are having to learn technology through technology (when they've never used it before). We have spent a lot of time teaching our students the tools to learn and this takes time from the curriculum.

A good number of noncredit students have expressed interest in having remote instruction when the college goes back to in-person classes.

Students with disabilities are struggling in the online environment.

What areas would you want to explore related to this topic?

How to address different learning styles with limited options?

How we can adapt our systems to meet the needs of students in remote environments

How can we be more creative in our outreach?

What is the difference in student success between synchronous vs. asynchronous?

How to help students not give up in the midst of non-ideal learning environment

How are instructors connecting with each other for best practices?