Helping Part-Time Students Succeed

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Vice Chancellor for Academic Affairs
Integrated Student Support

This is foundational work, based on the intentional design of student-centered operations and processes.
The Takeaways

- Providing equitable access to services to all students
- Designing intentional supports for students when they need them
Providing equitable access to services to all students
EQUALITY imagines an equal world.

"I care about all students equally"

CENTER FOR URBAN EDUCATION
But the world ISN’T EQUAL.

Poorly Funded Schools
Less-Skilled Teachers
Counselor Ratios: 1:1000
Truncated Curriculum

Scholarships
Educated Parents
SAT / ACT Tutors
Middle to Upper Class
Honors Courses, AP Credit & Highly Skilled Teachers
Active Social Networks and Social Capital
In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.
Designing intentional supports for students when they need them
THE TYPICAL STUDENT EXPERIENCE

@Achieve The Dream
INTEGRATED STUDENT SUPPORTS EXPERIENCE
The Leeward Team

- System initiated in Fall 2016
- ISS Core Team created in Fall 2017
  - William Albritton, Tao Feng, Kami Kato, Jan Shimabukuro Lee, Tiana Loo, Chris “Poki” Pokipala, Della Teraoka
  - Michelle Igarashi, Erin Thompson, Shuqi Wu added in Fall 2018
- Attended AtD Institute, worked with AtD Coach, and analyzed data from various sources
The Work

- ISS Core Team decided to focus on supporting part-time students

Initial data collection included:
- CCSSE data for part-time students
- Focus groups - 152 students (10 classes)
- Online qualitative survey - 95 students
- Reviewed and coded part-time student survey data only (32 students)
What Do We Know So Far?

- More than 60% of students are part-time.
- 92% of PT students intend to earn a degree/certificate or transfer to a four-year institution.
- Reasons for attending college included:
  - Pursuing of better life/future
  - Earning degree (AA and/or beyond)
  - Supporting family
  - Improving skills
  - Advancing work/career
Spring Headcount (2012 -- 2018)

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Legend: Full-Time, Part-Time
Some students start full-time and move to part-time in subsequent semesters.

Note: data source is ODS. Only includes student who were registered for a minimum of two semesters in the time period from Fall 2017 to Fall 2018.
One third of part-time students take online classes only, who have minimum presence on campus and are more difficult to reach.

Note: data source is ODS. Only includes students with 3 or more credits
Lack of finances is the number one factor that may cause students to withdraw. Part-time students are more likely to cite "Working full time" and "Caring for dependents" as their obstacles compared to other groups.
Over 50 percent of students never sought financial aid advising. The majority of the service users are somewhat or very satisfied with financial aid advising.
Part-Time Students’ Advice to the College

- Offer more online and accelerated options
- Offer more evening classes
- Provide Mental Health awareness and emotional support
- Give more financial support – financial aid, scholarships, stipends to help with costs
- Have free activities and food events on campus
- Provide campus childcare options
Part-Time Students’ Advice to the College, continued

- Offer stress-management strategies during peak semester periods
- Reconsider pace of classes that might be too fast
- Improve communication
  - Upcoming deadlines (for financial aid or other important deadlines)
  - Campus events, e.g., Transfer Day
- Create faculty mentors to work with students
Next Steps

- Attend Breakout Session Today!
- Generate ideas on ways to support part-time students
- Continue to analyze the data
- Create an action plan to implement and help all students

Thank you!
Round One Break-out Sessions

➤ Budget and Facilities Update (ED 201)
➤ Title IX at Leeward CC (ED 101)
➤ Helping Part-time Students Succeed (ED 102)
➤ Assessing GELOs (ED 103)
➤ Shared Governance Policy (ED 104)
➤ Interstate Passport (ED 112)
Round Two Break-out Sessions

➢ Budget and Facilities Update (ED 201)
➢ Kū Kia‘i Mauna: The Heart of the Mauna Kea Issue (ED 101)
➢ ADA/Accommodations for Students (ED 102)
➢ Make It Count: Revamping Leeward CC’s Early Alert Program (ED 103)
➢ Faculty Senate Overview (ED 104)
➢ Service Committee (ED 112)