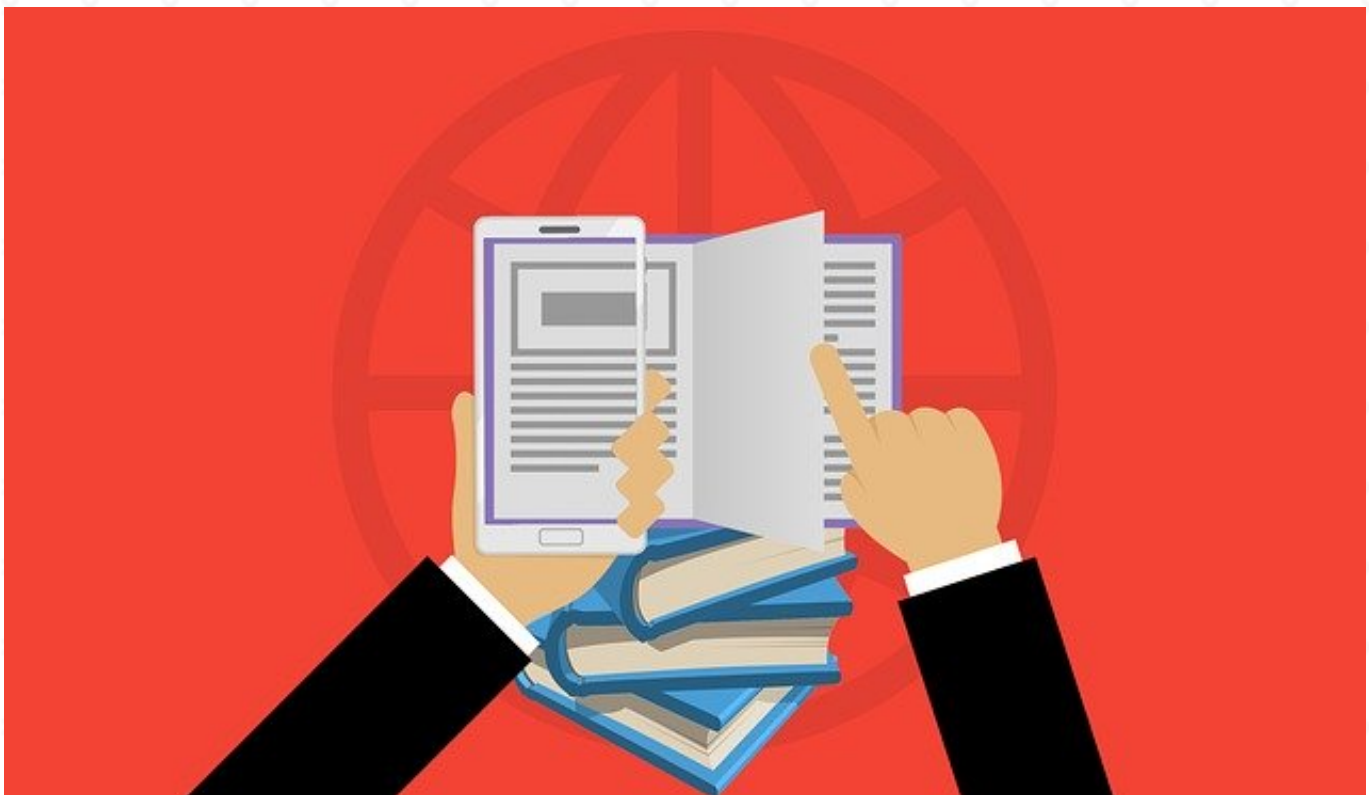# LEARNING DURING THE COVID-19 PANDEMIC:

The Story of Ten Santa Monica College Students and How Faculty Can Support Them

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SANTA MONICA COLLEGE
Institutional Research

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Introduction

In response to the threats posed by the outbreak of COVID-19, Santa Monica College (SMC), like most higher education institutions in the U.S., shut down the campus and transitioned to remote classes. The global pandemic, however, has presented SMC students with more challenges than having to quickly learn Zoom or Canvas. The crisis has left many students in a desperate and difficult situation - laid off, balancing homeschooling young children with their own schoolwork, hungry, stressed and depressed, and/or isolated. How can the College teach and serve students in these uncertain times? How can we ensure that our students continue to learn effectively amidst the challenges they face?

This report shares the stories of ten SMC students who face a wide range of adversities while struggling to remain engaged and learn in their remotely taught classes. The stories not only provide insight into the student experience, but offer best practices for addressing students' specific needs and issues. The strategies accompanying each student's story were carefully curated from the dozens of remote teaching and learning resources posted on the website of SMC Center for Teaching and Excellence (www.smc.edu/center). The "how faculty can support" content draws heavily from the webinar facilitated by Drs. Frank Harris, III and J. Luke Wood on 3/26/2020, *Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities.*

Some Notes about the Ten Student Stories

- Interviews were conducted between April 13 through April 20 and lasted 30-minutes each;
- A snowball sampling method was used to recruit students for the study. A special thank you to Marisol Moreno, Nick Mata, and Sherri Bradford for referring the initial students involved in the study;
- Pseudonyms were given to students to protect their identity. Students were offered the opportunity to choose their own pseudonyms;
- The narratives do not represent the complete stories shared by students in the interviews but rather highlight the salient parts;
- Students reviewed the narrative written about them and were asked to provide feedback about the accuracy and authenticity of the story and quotes used;
- Many of the proposed faculty strategies can be applied to more than one student but were shared only once in the report to avoid duplication and redundancies.

How to Use This Report

We hope the stories shared by students resonate with faculty and other practitioners and provide some ideas on how to revise current practices and try new ones in a virtual/remote classroom. This report will be the foundation for a multi-series professional development event hosted by The Center for Teaching Excellence (for more information, contact Edna Chavarry at chavarry_edna@smc.edu). The stories will be disseminated, two to three at a time, throughout the Spring, Summer, and Fall 2020 terms, and each set of stories will be accompanied by a training, webinar, and/or virtual roundtable discussion.

Catalina* - "Changed Circumstances"

*A pseudonym is used to protect the identity of the student

Catalina's Story

Catalina* is a 30-year old Latina completing her course prerequisites for the registered nursing program at SMC. Prior to the COVID-19 pandemic, she worked part-time (15 hours a week) at a grocery store, while her husband financially supported their family, which includes two school-aged children. Her part-time work schedule allowed her to take a nearly full-time load (10 units) of classes. However, Catalina has had to pick up extra hours in recent weeks to support her family when her husband suddenly lost his job due to circumstances related to the coronavirus. She now works 65-80 hours a week at the grocery store and is unable to make most class meetings that are being conducted by Zoom. She studies and does her homework, including watching videos taped by professors, during her breaks at work. After Catalina gets off her graveyard shift, she spends the morning homeschooling her children, making sure they are keeping up with their school work, then catches up on her own school work before she takes a nap and heads back to work.

"My circumstances have changed due to coronavirus. My teachers are treating the class as it was before, but just remote now, but for me, I can't participate in class the same way as before."

On what Catalina wishes faculty knew/did for students like her

How Faculty Can Support Students Like Catalina

Be Flexible

Demonstrate flexibility by adjusting deadlines, policies, etc. Ask, does this policy, procedure, or deadline need to be rigidly enforced at this time? If so, is it likely to have a disproportionate impact on our most vulnerable students?

Asynchronous Activities

Offer asynchronous options for class engagement like recorded microlectures (5-6 min. each), discussion boards, portfolio learning (instead of timed quizzes/tests); make optional synchronous meetings.

Refer to Relief Funds

Refer students to receive the SMC COVID-19 emergency relief aid: https://tinyurl.com/ReferCARE

Sara* – "Overwhelmed"

*A pseudonym is used to protect the identity of the student

Sara's Story

COVID-19 has wreaked havoc on both Sara's* home and school lives. Sara, a 23-year old sociology major, was looking forward to her classes this semester. Instead, she found herself struggling to keep up when her classes transitioned to remote instruction. One particularly difficult challenge she faces is staying current with the communication sent by professors and the college. The challenge, she says, is that *"Every professor has their own system [of communication]. I find myself missing deadlines and announcements. It would be better if all professors use Canvas so that I can track the notifications on there"*.

Even when Sara finds time to study, she finds it a struggle to focus because the coronavirus crisis has exacerbated the anxiety and depression she experienced before the pandemic. In addition, her undocumented parents have lost their jobs, and her family will not receive any funding from the CARES Act. The crisis has devastated her family's financial situation, and Sara now struggles with food insecurity. Sara is currently looking for a job to support her family, while juggling 15 units of classes. The new challenges she faces have left her feeling overwhelmed and alone, which impacts her motivation, concentration, and learning.

"I know for a fact that I will not remember their zoom lectures, but I will remember a professor's response to me during this time."

On what Sara wishes faculty knew/did for students like her

How Faculty Can Support Students Like Sara

Proactive Check-In

Be proactive and reach out to students. Communicate messages of authentic care, encouragement, and validation when they miss a deadline, class meeting, or are unresponsive.

Refer to Institutional Agents

Connect students to resources through people who are validating, have high expectations for students, and care about students' success. When possible refer students to "people", not "services".

Sara could be connected to institutional agents who are responsible for addressing:
- **Food insecurity** (Lizzy Moore; moore_lizzy@smc.edu)
- **Mental health & wellness** (Susan Fila; fila_susan@smc.edu)

Elena* – "Routine Lost"

*A pseudonym is used to protect the identity of the student

Elena's Story

Elena* is a 29-year old DSPS student taking two classes this semester. For students with cerebral palsy like her, a routine is critical to helping her learn and successfully complete her courses. When SMC moved instruction and services to a virtual environment, a wrench was thrown in her routine. Now, Elena, is trying to adjust to her new normal, but is struggling to keep up with her notes for her courses. She told me, *"Everything is now done on a computer, and with my limited hand mobility, it takes me longer to manage technology. I can't type as fast as other students".*

With the loss of her regular routine, Elena faces difficulty separating out the "me" time from her "school" time and managing boundaries. The "signals" that she relies upon to tell her when it's time to study versus time to take a break have to be adjusted before she can fully engage in class.

"Don't just see me as a name on the screen. Ask me, what do you need? How can I help? Make me feel like I'm there, that you care."

On what Elena wishes faculty knew/did for students like her

How Faculty Can Support Students Like Elena

Collaborative Notes

For lectures, have students participate in the collaborative production of notes. Direct students to a shared cloud-based document (Google Doc, etc.) to live-type lecture and discussion notes so that students like Elena, who have difficulty typing, can benefit. This strategy also benefits students who were not able to attend the live lectures.

Predictable Rhythm

Establish a weekly routine for your class meetings and activities. Share an agenda with learning objectives and activities for the week to help students anticipate, "what's next"? Consider simplifying the routine to account for the additional time it is taking students to adjust to the new learning environment.

Tony* – "Unanticipated Costs & Overcommunication"

*A pseudonym is used to protect the identity of the student

Tony's Story

As a student leader serving as an Associated Students (A.S.) Director, Tony* hears the stories of many students and the challenges they are facing as they transition to the new remote college environment. Compared to others, he acknowledges that he is in a privileged position, and that his life circumstances have allowed him ample time to adjust to classes being taught remotely.

However, Tony has encountered some challenges of his own. As a part-time employee (on campus, 10 hours/week), Tony couldn't afford to purchase all of his books and course materials and primarily relied on the SMC library to borrow textbooks on reserve. Without access to the library, he was left with little choice but to bear the unanticipated costs of the books.

Adding to his stress, Tony says there is an increase in the number of emails he is receiving from the college, special programs, and professors. He told me, *"There are too many emails. The important emails from professors are getting lost, and it's adding to my stress."*

"We are all going through different hurdles right now. We (students) require more flexibility from faculty."

On what Tony wishes faculty knew/did for students like him

How Faculty Can Support Students Like Tony

Open Educational Resources & Alternate Materials

Consider adopting Open Educational Resources (OER) or instructional materials and resources that are publicly accessible (free to students). For students who previously relied on software or other resources that were primarily accessed on campus (i.e., lab equipment, Adobe Photoshop), consider offering assignments that rely on alternate, free materials.

Streamline Communication

Create a centralized communication location or "hub" in Canvas. Post all announcements, assignments, and instructions as they come up. Use email sparingly (once or twice a week) to direct students to the communication "hub".

Amy* – "In Limbo"

*A pseudonym is used to protect the identity of the student

Amy's Story

Amy*, a 30-year old mother of two and full-time student, had overcome many trials and tribulations to get to SMC. After a couple of false starts to college, Amy was finally on the right track towards achieving her goal of a master's degree in social work or education - she was offered transfer admission to CSUN in the fall! However, her transfer acceptance is conditional on whether she passes her statistics class this semester. Amy was earning an A average before the COVID-19 pandemic. But since transitioning to remote learning, Amy's grade has dropped to a C-/D+ average. She struggles to keep up with homework and perform on the timed tests, which surprises Amy, who regards herself as a "good student".

Part of her challenge has been balancing her parenting, academic work, and her part-time job (30 hours/week). She says, *"My statistics class meets at 8 am, which is when the tests have been, but that is also when my kids wake up and, I have to get them dressed and fed".* On the last test, she sacrificed some of her test time to attend to her families' needs.

Amy also reports that the time it takes her to do homework has increased two-fold because now the work requires her to draw graphs and charts on a computer, which is much more difficult and time-consuming than drawing them by hand on a physical piece of paper. Amy is afraid to drop her class because it would put her transfer opportunity in jeopardy. She says she is "in limbo".

"I started off so strong in my class, but since moving remote, it's been stressful. I constantly get interrupted, I'm so frustrated."

On what Amy wishes faculty knew/did for students like her

How Faculty Can Support Students Like Amy

Validation

Communicate positive and personalized messages that convey your belief that the student is capable of doing the work, is intelligent, and can be successful in the class.

Alternative Assessments

Use alternative assessment strategies (versus timed tests) to allow students to demonstrate mastery of the content. Examples include multimedia presentations, group projects, and portfolios.

Simplify Homework

Evaluate whether the homework and assignments on the syllabus require more time on task with the use of technology. If so, simplify/revise them.

Jaclyn* – "Disconnected"

*A pseudonym is used to protect the identity of the student

Jaclyn's Story

Jaclyn*, a 19-year old English major, is on the "fast-track" to transfer. She is able to enroll full-time each semester because her parents financially support her and her college-aged sister. She dropped a class for the first time in her two-year academic career because she says, *"the transition to remote has been rough"*. She worried that she was falling behind in her text-heavy American Literature class, and that a poor performance in the course would harm her chances of transferring in the fall. *"It's funny",* she says, *"that I had such a difficult time in my remote English class because I am an English major, and I actually enjoyed the class"*.

Part of the challenge Jaclyn faces is her noisy home environment (she notes there's a lot of "arguing") which makes it difficult for her to concentrate. In addition, she struggles to stay disciplined and motivated, and feels disconnected from her learning experience. When asked why she didn't share her concerns with her professors, she replied, *"I was feeling overwhelmed. I didn't know how to talk to them. Plus, I usually try to rely on myself."*

"It's just harder to dedicate so much time to classes because of everything going on; classes are just not as engaging"

On what Jaclyn wishes faculty knew/did for students like her

How Faculty Can Support Students Like Jaclyn

Make Interaction Mandatory

Monitor students' progress and performance in the course and intervene before it's too late. For students who show signs they are disengaged or falling behind, make interactions mandatory. For example, schedule mandatory one-on-one phone or webconference check-in meetings.

Culturally Relevant Content

Connect course content to students' lived experiences and cultural contexts. For example, engage students in assignments that acknowledge what they are currently experiencing in their school and home lives during the COVID-19 pandemic.

Diego* – "On My Own"

*A pseudonym is used to protect the identity of the student

Diego's Story

Diego*, a 21-year old Latino, is feeling a lot of anxiety related to learning remotely. He had taken online classes in the past, and they didn't end well. He reported, *"online isn't for me".* Three weeks into remote learning, he is contemplating whether he should withdraw from two of his four classes. His home environment makes focusing and studying a challenge. He shares a one-bedroom apartment with his mother, stepfather, two teenaged brothers, and one half-baby brother. He says, *"there is no quiet or privacy in my house".*

He wonders if he would be able to study better if he took better notes during the lectures. When the classes met in person, he would transcribe his notes, then print them at the library or Cayton Center. At home he is unable to print his notes; he feels lost and unsure of how to approach taking notes. When he reached out to one of his professors for help, they sent a text-heavy, "how-to" link. He concluded, *"It feels like I have to figure it out all myself. I'm expected to find things on my own".*

"I find it hard to communicate with professors now. I can't read people through technology. I don't feel any warm or caring feelings from them."

On what Diego wishes faculty knew/did for students like him

How Faculty Can Help Students Like Diego

Provide Guides

Provide guidance on how students should approach readings, take and organize notes, and study for quizzes and exams. Model and provide examples when possible.

An example of this practice includes providing:
- A skeletal outline for students to take notes on for each unit to help them keep track of important concepts
- A completed outline to model how it should be done.

Ashley* – "Stressed Out"

*A pseudonym is used to protect the identity of the student

Ashley' Story

Single mom Ashley* is a CalWorks student currently pursuing a degree in medical coding at SMC. When SMC made the announcement that classes were meeting remotely for the semester, Ashley thought that it would be "business as usual" for her as she is enrolled exclusively in online courses (12 units). She did not anticipate how the COVID-19 crisis would negatively impact her emotional and mental health, and in return, her ability to learn and engage in her classes.

SMC moved to remote classes/services at the same time as Ashley's 9-year old daughter's school. The home schooling experience has been extremely frustrating and overwhelming for Ashley: *"It's driving me crazy!".* She constantly stresses about whether she is providing a robust enough learning environment for her third-grader. She always prioritizes her daughter's well-being and schoolwork over her own, so much so, that she waits until her daughter goes to sleep to start her work on their shared laptop.

"Honestly, I'm so stressed out. I want to scream, I'm depressed, but I can't show it because I want to shield it from my daughter. I sometimes let it all out and cry in the shower."

On what Ashley wishes faculty knew/did for students like her

How Faculty Can Support Students Like Ashley

Emotional Support

Proactively reach out to students individually and provide emotional support.
The research literature underscores the important role of emotion and the affective domain in the teaching and learning process (Shen, Wang, & Shen, 2009). Check in with students to let them know you are there for support. Express care by asking, "What do you need?" and "How can I support you?". Familiarize yourself with the services of the SMC Center for Wellness and Wellbeing, and be ready to refer students, when necessary.

www.smc.edu/wellness

Shen, L., Wang, M., & Shen, R. (2009). Affective e-learning: Using "emotional" data to improve learning in pervasive learning environment. *Journal of Educational Technology & Society, 12*(2), 176-189.

Marcus* – "Everybody Doesn't Learn the Same"

*A pseudonym is used to protect the identity of the student

Marcus' Story

To Marcus*, a 26-year old communications major, being on campus was his *"getaway"* from home. Before the pandemic, he was able to catch up with his Black Collegians network and use the facilities at the Performing Arts Center to practice for his music classes. Learning from home, he reports, is *"hectic"* because he is constantly interrupted by his roommate's three children. His classmates also experience distractions during Zoom meetings which adds to the disruption in the class flow.

Marcus observed that some of his professors have relied more heavily on textbooks and other readings to instruct than before going remote. He says, *"Everybody doesn't learn the same. When it comes to more book work, that's the opposite route for what I need".* In addition, he hypothesizes that faculty are assigning more work to make up for not meeting face-to-face. He is struggling to keep up with the additional readings and has missed deadlines for assignments. This experience has him worried about his ability to succeed in a remote environment, and he is reconsidering enrolling in summer and fall classes if they continue to be taught remotely.

"When I ask for help in my class, I want to be heard by my teacher. I don't want the 'work harder' vibe from them."

On what Marcus wishes faculty knew/did for students like him

How Faculty Can Help Students Like Marcus

Provide Transcripts and Captions

Provide transcripts and captions of audio and video materials. This strategy is helpful for students who are trying to engage with the course material in a noisy environment, students who are deaf or hard of hearing, and ESL students.

Balance Course Load and Provide Individualized Feedback

Reallocate time spent designing extra assignments and assessments to providing more individualized support and feedback. Spend more time calling and emailing individual students who need additional support, and provide personalized, targeted, one-on-one instruction.

Fiona (Fei)* – "Alone & Isolated"

*A pseudonym is used to protect the identity of the student

Fiona' Story

Fei*, who goes by the name "Fiona", is a third-year international student majoring in animation. For the last several weeks, she has been trying to fly home to Malaysia so that she can be with her family during the COVID-19 pandemic, but flights keep getting cancelled. The pandemic has made her feel *"alone and isolated".* She says, *"I feel suffocated to be in the apartment all day. I don't get enough sun in the apartment, and it's kind of weighing down on me. I feel stiff and heavy all the time."* The isolation has affected her productivity and motivation in her classes. Still, she says she has been able to keep up with deadlines and assignments in part due to the "Friday Mingles" that the International Education Center hosts. The weekly events are a virtual space for international students to play games, engage in topical discussions (like mental health and favorite foods), and stay connected. Fiona wishes her classes would do something similar, and that she misses the social aspect of face-to-face classes and connecting with her classmates.

"We need to socialize. I would love to receive advice and guidance, and have someone I can turn to in class. We are missing community."

On what Fiona wishes faculty knew/did for students like her

How Faculty Can Support Students Like Fiona

Create Community in Class

Create a community of collaborative learners. Provide opportunity for students in your class to engage outside of class time. For example, create study groups, set up virtual meet-ups, create a social media class page, encourage students to share contact information, and assign group projects.

APPENDIX A:
Faculty Strategies at a Glance

STUDENT STORY	RISKS & CHALLENGES FACED BY STUDENT	WHAT FACULTY CAN DO TO SUPPORT STUDENT
Catalina	Increased Demands and Responsibilities at Home	#1 BE FLEXIBLE: Demonstrate flexibility by adjusting deadlines, policies, etc. Ask, does this policy, procedure, or deadline need to be rigidly enforced at this time? If so, is it likely to have a disproportionate impact on our most vulnerable students?
Catalina	Time Limitations	#2 ASYNCHRONOUS ACTIVITIES: Offer asynchronous options for class engagement like recorded micro-lectures (5-6 minutes each), discussion boards, portfolio learning (instead of timed quizzes/test); make optional synchronous meetings
Catalina	Financial Constraints	#3 REFER TO RELIEF FUNDS: Refer students to receive the SMC COVID-19 emergency relief aid: https://tinyurl.com/ReferCARE
Sara	Loss of Focus & Motivation; Less Engaged; Missed Assignments	#4 PROACTIVE CHECK-IN: Be proactive and reach out to students. Communicate messages of authentic care, encouragement, and validation when they miss a deadline, class meeting, or are unresponsive.
Sara	Food Insecurity, Depressed, Anxious, Stressed (Need for Resources)	#5 REFER TO INSTITUTIONAL AGENTS: Connect students to resources through people who are validating, have high expectations for students, and care about students' success. When possible refer students to "people", not "services".
Elena	Limited Mobility (Challenges Using Technology)	#6 COLLABORATIVE NOTES: For lectures, have students participate in the collaborative production of notes. Direct students to a shared cloud-based document (Google Doc, etc.) to live-type lecture and discussion notes so that students who have difficulty typing can benefit. This strategy also benefits students who were not able to attend the live lectures.
Elena	Struggling with Loss of Routine; Reliant on Structure/Routine	#7 PREDICTABLE RHYTHM: Establish a weekly routine for your class meetings and activities. Share an agenda with learning objectives and activities for the week to help students anticipate, "what's next"? Consider simplifying the routine to account for additional time it is taking students to adjust to the new learning environment.
Tony	No Access to Textbooks and Course Materials	#8 OPEN EDUCATIONAL RESOURCES & ALTERNATE MATERIALS: Consider adopting Open Educational Resources (OER) or instructional materials and resources that are publicly accessible (free to students). For students who previously relied on software or other resources that were primarily accessed on campus (i.e., lab equipment, Adobe Photoshop), consider offering assignments that rely on alternate, free materials.
Tony	Overcommunication; Information Overload	#9 STREAMLINE COMMUNICATION: Create a centralized communication location or "hub" in Canvas. Post all announcements, assignments, and instructions as they come up. Use email sparingly (once or twice a week) to direct students to the communication "hub".
Amy	Loss of Motivation; Change in Class Performance Post-Coronavirus	#11 VALIDATION: Communication positive and personalized messages that convey your belief that the student is capable of doing the work, is intelligent, and can be successful in the class.
Amy	Caring for Children and Homeschooling (Limited Time)	#12 ALTERNATIVE ASSESSMENTS: Use alternative assessment strategies (versus timed tests) to allow students to demonstrate mastery of content. Examples include multimedia presentations, group projects, and portfolios.

Faculty Strategies Continued

STUDENT STORY	RISKS & CHALLENGES FACED BY STUDENT	WHAT FACULTY CAN DO TO SUPPORT STUDENT
Amy	Technology Increases Time on Task	**#13 SIMPLIFY HOMEWORK:** Evaluate whether the homework and assignments on the syllabus require more time on task with the use of technology. If so, simplify/revise them.
Jaclyn	Decreased Engagement in Class	**#14 MAKE INTERACTION MANDATORY:** Monitor students' progress and performance in the course and intervene before it's too late. For students who show signs they are disengaged or falling behind, making interactions mandatory. For example, schedule one-on-one phone or webconference check-in meetings.
Jaclyn	Disconnected	**#15 CULTURALLY RELEVANT CONTENT:** Connect course content to students' lived experiences and cultural contexts. For example, engage students in assignments that acknowledge what they are currently experiencing in their school and home lives during the COVID-19 pandemic.
Diego	Difficulty Studying; Taking Notes in Remote Environment	**#16 PROVIDE GUIDES:** Provide guidance on how students should approach reading, take and organize notes, and study for quizzes and exams. Model and provide examples when possible. An example of this practice includes providing a skeletal outcome for students to take notes on for each unit to help them keep track of important concepts and a completed outcome to model how it should be done.
Ashley	Stress, Anxious	**#17 EMOTIONAL SUPPORT:** Proactively reach out to students individually and provide emotional support. The research literature underscores the important role of emotion and the affective domain in the teaching and learning process (Shen, Wang, & Shen, 2009). Check in with students to let them know you are there for support. Express care by asking, "What do you need?" and "How can I support you?". Familiarize yourself with the services of the SMC Center for Wellness and Wellbeing (www.smc.edu/wellness), and be ready to refer students, when necessary.
Marcus	Noisy Learning Environment	**#18 PROVIDE TRANSCRIPTS AND CAPTIONS:** Provide transcripts and captions of audio and video materials. This strategy is helpful for students who are trying to engage with the course material in a noisy environment, students who are deaf or hard of hearing, and ESL studentsQ. .
Marcus	Increased Required Reading and Added Assignments	**#19 BALANCE COURSE LOAD AND PROVIDE INDIVIDUALIZED FEEDBACK:** Reallocate time spent designing extra assignments and assessments to providing more individualized support and feedback. Spend more time calling and emailing individual students who need additional support, and provide personalized, targeted, one-on-one instruction.
Fei (Fiona)	Loss of Community	**#20 CREATE COMMUNITY IN CLASS:** Create a community of collaborative learners. Provide opportunity for students in your class to engage outside of class time. For example, create study groups, set up virtual meet-ups, create a social media class page, encourage students to share contact information, and assign group projects.

APPENDIX B:
Profile of Student Interviewees

STUDENT	GENDER	ETHNICITY	AGE	MAJOR	LIVING SITUATION	CURRENT WORK	ED GOAL	UNITS ENROLLED AT TIME OF INTERVIEW
Catalina	Female	Latina	30	Registered Nursing	With husband and their 2 children	65-80 hrs at grocery store	Employment after graduating	10
Sara	Female	Latina	23	Sociology	With parents and her 2 siblings	Unemployed; actively looking for job	ADT with transfer	15
Elena	Female	Latina	29	History/Art History	With parents	Unemployed; not looking for work	Transfer to CSU	6
Tony	Male	Latino	19	Communications	With 2 adult sibilings	Part-time on campus	ADT with transfer	15
Amy	Female	Latina	30	Early Childhood Education	With boyfriend and their 2 children	Part-time off campus	Transferring to CSUN in Fall 2020	13
Jaclyn	Female	Asian	19	English	With parents and 1 sibiling	Part-time on campus	Transferring in Fall 2020	9
Diego	Male	Latino	21	Communications	With parents and his 3 siblings	Part-time on campus	Transferring in Fall 2020	14
Ashley	Female	Latina & White	29	Medical coding	With her child	Part-time on campus	Employment after graduating	12
Marcus	Male	Black	26	Communications	With 2 adult roommates and 3 children (no relation)	Unemployed; not looking for work	Undecided	7
Fei (Fiona)	Female	Asian	19	Animation	With roomate (is an international student from Malaysia)	Part-time on campus	Transferring in Fall 2020	7