



HIGHER EDUCATION: STUDENT SUCCESS & SUPPLEMENTED EDUCATIONAL PARTICIPATION



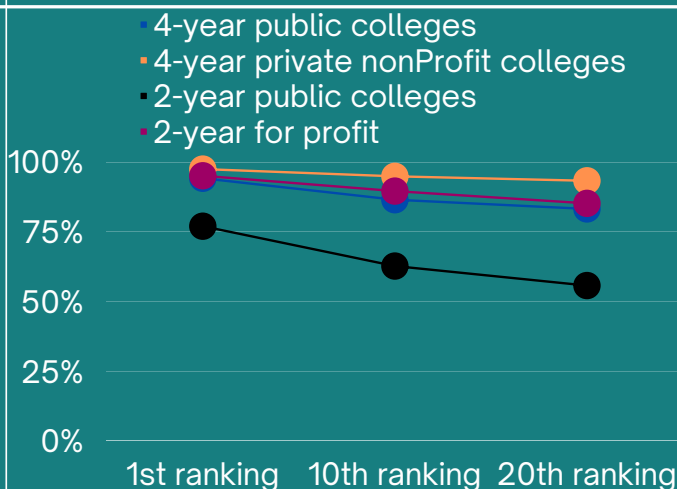
Serena Camacho Undergraduate Health Psychology Student
Mentored by Camille Frank PhD

Trio McNair Eastern Washington University Psychology Department

The structure of supplemented programs/clubs within the community college setting is the fundamental ideology behind my research. How does the student's participation in supplemented programs both academically and non-academically such as clubs and student organizations affect their academic success? Identifiable programs are TRIO McNair, LGBTQ+ clubs and organizations, diversity club, Honors societies, etc. For the remainder of this literature review supplemented educational clubs both academic and non-academic will be referred to as supplemented student programs. Current research does identify a need for the student with specific relation to gender, race, or wealth (Zamani, 2016)

1 Introduction

My intended goal is to identify any correlations between supplemented student programs, groups, or clubs and the students' success. My demographic will be community college students, I will investigate the experiences of community college students from 4 different community college campuses exclusive to Washington State. Through structured interviews, I will sample the experiences of community college students in supplemented student programs.



2 Objective

Societal expectations of college are presented in classrooms around the country. Some of the expectations of colleges are that you must be wealthy or have generational wealth in order to get into a "good" school. Current societal norms would lead high school and undergrad students to believe, for individuals to do well in life, they must finish their education at a 4-year university. Finishing a degree at a 4-year institution could mean earning a bachelor's degree, a master's degree, certifications, or a Ph.D.

3 Methodology

This study will take a closer look at the student programs and clubs at four different Washington state community colleges. A directory of each school's active supplemented non-educational programs and clubs will be obtained via a web-search of the colleges, the term student organizations will be entered into the search bar once at each school's site. Each school's list of identified supplemented non-educational programs will receive a provided email script. The first five programs that respond from each of the community colleges will be asked to participate in an interview completed via Zoom video conferencing technology. At any time if a club or administrator does not express interest in participating being interviewed a next club or organizations will be contacted in their place. All personal narratives to be collected from the interviews will be done so and stored in a way to maintain and assure confidentiality.

4 Conclusion

Many different programs/clubs exist for community college students, but the comprehensive social-emotional benefits of these programs compared to general community college participation remains unexplored. Judith A. Beck (2020) ponders her own problematic concerns with the mental state of students regardless of their "professional training, age, institution or degree" (p.1). Although programs survey their students for their current stress levels, pre and post to program participation; it is not identified how they follow up with the students after leaving undergraduate education. Institutions can identify a need for certain populations to be mentored or aided but they do not clearly identify if participation is ideal for all students' success. An identifiable gap in community college research makes it harder to identify a specific trend in data. Research is plentiful in the minority and underrepresented lens of inclusion. My concerns are that it is underestimated how many boundaries may exist for the student learner regardless of age, race, or wealth status, and without support these students may not succeed.

5 References

1. Beck, J. A., Harmon, J., Kornegay, E., & Phillips, C. (2020). Student Wellness: Stress in Dental Hygiene Programs. *Journal of Dental Hygiene*, 94(5), 55-2. Zamani, G. E. M., & Choudhuri, D. D. (2016). Tracing LGBTQ Community College Students' Experiences. *New Directions for Community Colleges*, 2016(174), 47-63. <https://doi-org.ezproxy.library.ewu.edu/10.1002/cc.20202> 3. Colleges With the Best 6-Year Graduation Rates in 2014. (2016, August 19). *Chronicles of Higher Education*, 62(43), 41.