WHAT IS IMPORTANT TO KNOW ABOUT PCC STUDENTS?
2015 In-service Breakout Session

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Facilitators: Jessica Howard, Sylvia Kelley
Scribe: Chabre Vickers

How would you describe the students we serve?

• Resilient
• Changing and diverse with different communications styles, different engagement tactics.
• More diverse student pool. Let’s understand different ways to teach as students bring different ways to learn.
• Students are our community: includes veterans, agriculture workers, workforce, undocumented students, different aspects of the criminal justice system, foster students, single parents, marginalized groups, first-generation students.
• Rich cultures are present in classrooms. Let’s look to what they bring as well, classrooms are enriched because of our diversity.
• Classrooms can house different learning cadences.
• Our students feel responsible for their own success, maybe too responsible. They might not understand what support resources are available or that asking for help makes sense. How do we support their success?
• Smart, savvy
• Busy! Families are a major part of students’ lives.
• Sometimes students are underprepared, with narrow horizons or backgrounds upon arrival.
• Economically challenged. Many students live on what they get for financial aid. Payment plans may be unrealistic. Stress is real.

What makes PCC students different from say, PSU students or Reed students?

• Range of abilities
• Experientially rich. Their stories are amazing and show determination and gratitude.
• Technology can be a challenge. The way we expect students to engage with technology does not accurately support their capacity at all times.
• Approachable, impressive, open to change, aware of circumstances, bring and reflect their experiences in the classrooms, aware of likeness within cohorts.
• We have many brilliant students, and they come prepared with different skill sets. We should recognize that some students come with skills or practices that are culturally influenced. (i.e., some students might not feel comfortable speaking up in class.)
• Less likely to be traditional students, possibly more complicated, also possibly part- or half-time.
• The student experience is different as a commuter college.

What does student success look like at PCC?
• Individualized—“success” can be diverse with regard to the definition each student brings.
• Students have a specific goal. Support allows for success. Students are more likely to persist with early defined goals.
• Support resources are important. People don’t know what they don’t know. Expectations may differ from other students.
• Preparation for each person at PCC. Professional development is incredibly important to ensure student success.
• There are different ways to define success and goal completion. We must fully understand our students’ individual goals before we can fully measure their success.
• Some students may define “micro-goals.” May not always be three terms out.

What role do families play in our students’ lives?
• Happy relationships with family and within the community helps to define success.
• Families play a significant role in students’ lives. Students define success in school often times related to what families hold as important aspects of education, systems etc. Small successes make a difference and are essential to success.
• Family is defined more broadly than a “standard” definition of family. How do we welcome all support systems?
• Students may not always be able to disclose all ways of support.
• Motivated by being able to support their family and their children.
• Bringing parents and families on campus to share success.
• Not all students have familial support that looks like traditional family support, but the MCs WRCs QRCs etc. help build support, and sense of family.
• Students may be caretaker at home, which creates a different level of stress. How do we advocate for these students though resource-sharing etc.?
• Student govt., clubs etc. are vital to support and advocacy for individual students and lead toward success.
How do we balance serving many kinds of students? Do we do a good job?

- We do a good job. We have some diverse staff, faculty etc.
- We do not do a “brilliant job” – 10 weeks may be a hindrance for students who are also parents. The parent-student’s job is never over.
- Our system may be out of date, and doesn’t fit our students to attempt to mirror a university system.
- We do not serve all students equally. Students of color do not succeed here at PCC as well as they should. We need to do a better job.
- CTE programs have allowed for the celebration and use of the diverse backgrounds and experiences of our students.
- Student services work well if they get there. Students with barriers/gaps in prior education need more comprehensive support...such as ROOTS, Future Connect, etc.
- Work is not done for LGBTQI, students. We have more work to do.
- 1,100 students are in “high-touch” programs compared to 50,000 students.
- We need to work side-by-side with our students. Our students are driven and we should work with them rather than for them.
- Students who are able to come during “regular” business hours receive better support. We should attempt to reach out during off hours. Technology is still an issue. Students may “give-up” without better access to answers.
- How do we challenge ourselves to help our students succeed? We need synchronized system support throughout the college. Broken system needs to be fixed.
- Employees do a good job helping ESOL students to learn English, but moving to the next level is important step toward future success. PCC staff, faculty do a great job building support for students who may come with English as a second language. Instructors play a vital role in student success and access to student services.
- We may lose students at the engagement phase. How do we ensure students feel like they belong early on? Students may be isolated due to life pressures. How do we connect personally to each student to ensure early success that helps to create student success?
- Teacher-student relationship is important but there is also a deeper opportunity for mentoring within those relationships.
- How do we keep the ROOTS mindset alive despite lack of finances?
- Passion from instructors/staff makes a positive difference. Relationships can be built when we engage authentically with students.
- Chocolate works!
- Engage students in activities that allow for contribution from students towards others. Allow for interaction with other students to build inclusive environment.
- Financial aid can be an issue if classes that are taken do not impact completion goals.
• We do a good job, but resources are needed to continue to provide the great service we all hope for. Means time and money must be invested.
• How does the college support faculty toward serving a diverse student population in a systemic way? Where is our culture of professional development?