

5-2021

Supporting CSUMB Students Struggling with Online Learning

Alexandra Gonzalez
California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

Recommended Citation

Gonzalez, Alexandra, "Supporting CSUMB Students Struggling with Online Learning" (2021). *Capstone Projects and Master's Theses*. 1046.

https://digitalcommons.csumb.edu/caps_thes_all/1046

This Capstone Project (Open Access) is brought to you for free and open access by Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

Supporting CSUMB Students Struggling with Online Learning

Alexandra Gonzalez

Csumb Campus Health Center

Collaborative Health & Human Services

Department of Health Human Services and Public Policy

California State University Monterey Bay

May 19, 2021

Author Note

Alexandra Gonzalez, Department of Health Human Services and Public Policy, California State University Monterey Bay. This research was supported by AGENCY. Correspondence concerning this article should be addressed to Alexandra Gonzalez, California State University Monterey Bay, 100 Campus Center, Seaside, CA, 93955. Contact: alexagonzalez@csumb.edu.

Abstract

This part will be drafted during Milestone #3 and finalized for Milestone #4.

Supporting CSUMB Students Struggling with Online Learning

The Campus Health Center's focus is to assist students in achieving their highest academic goals by maintaining their health, providing health education and student advocacy, and promoting self-responsibility for wellness. The community this project is aiming to serve are CSUMB students, staff, and faculty. The macro-level problem facing CSUMB is students dropping out due to lack of awareness of resources/support. The contributing factor to this issue is that not everyone is at an equal academic advantage anymore with remote learning. The project will help assess students' needs for online learning by using a survey. The data findings will be reported to IT Student Services Program at CSUMB to improve resources being offered. The findings will show if the students need more laptops, software updates, or wifi upgrades. After the survey, a social media announcement about the resources available to them will be posted to raise awareness. This project will improve a student's academic success during remote learning.

Keywords: *Online learning, support, pandemic, survey, resources*

Agency & Communities Served

My internship is at the CSUMB Campus Health Center (CHC) in the Health and Wellness Department. They are a nonprofit, and their mission and philosophy states, “The medical professionals at the CHC are committed to responsible stewardship and providing health care within the highest ethical standards. Our primary focus is to assist students in achieving their academic goals by maintaining their health, providing health education and student advocacy, and promoting self-responsibility for wellness. We strive "to focus proactively on students' health enhancing behaviors and measures that aid student learning in ways that are not limited solely to problems, symptoms, or illnesses" (Council for the Advancement of Standards in Higher Education [CAS] p. 83, 2003). The CHC offers several services to students, staff and faculty, and members of the campus community. These services include STD checks/tests, throat and culture tests, urinalysis tests, women’s health services, student disability resources, birth control and other prescriptions. The wellness programs available are “health promotion and education” and “POWER peer education.” According to Gary Rodriguez, health promotion and prevention manager, the Health Promotion and Education Program is supposed to motivate and increase the application of wellness at CSUMB. The POWER peer education program strives to encourage healthy living for students through education and resources. The Campus Health Center collaborates with various outside sources to provide the necessary resources to the community being served. To provide medical care, the CHC has a contract with Doctors on Duty. The CSUMB CHC is also an affiliate of American College of Health Association (ACHA) and the Pacific Coast College Health Association (PCCHA). They also collaborate with many local health resources, but it differs year to year who they use (CSUMB Wellness Programs, 2020).

The communities my agency serves ranges because the CHC offers so many services. The population served are mostly CSUMB students: part time or full time, student veterans, and international students. Junior students came into the CHC most frequently (2020). Students participate in health promotion and education workshops and training offered the most.

Problem Description

The CSUMB Campus Health Center has recently had to adjust its format due to COVID-19. The issue that the agency has run into is that students are not aware of the resources available to support virtual instruction needs. My agency has been struggling to inform all students about the resources available because the only way to communicate anything is online. Students are very burnt out from zoom, so the chances of students attending an optional event to inform them about the resources are very low. Reaching out to them by email has also not been working because students tend to delete or ignore emails. We have acquired funds to help support students this semester, but so much of it has been unused.

The problem is that students are dropping out due to lack of awareness of support/ resources. Not all students are at an equal advantage financially, some students may not have wifi in their household. Some students may have no laptops or limited laptops in their household. This may discourage students to attend college which will mean they find jobs that do not require schooling. Therefore, less of the population will be educated.

Problem Model

Supporting CSUMB Students Struggling with Online Learning

CONTRIBUTING FACTORS TO AGENCY PROBLEM	AGENCY-SPECIFIC “MICRO-LEVEL” PROBLEM ADDRESSED BY PROJECT	CONSEQUENCES TO AGENCY
Not all students are at an equal advantage financially	CSUMB students do not realize there are resources available to support virtual instruction needs.	Disadvantaged students being discouraged to attend college due to lack of resources
Getting the funds to help students for this issue then not spending it because student are unaware		Excess amount of funds to use that expire after an academic school year
Students burnt out from zoom and email		Students not showing up to optional events anymore

Capstone Project Description and Justification

Project intervention/ Strategy: I will be administering a survey and collecting data to find out how many students need updated software and/or laptops. This will help me inform the CSUMB library how many students are impacted by this issue and where to improve the program.

Project Justification: This project should be implemented to help students that need a laptop, computer, or other technological devices to participate in virtual instruction. The goal of this

project is to provide students with the resources needed to help their academic success during this online learning process. Juggling working full time and school has been very difficult for students right now. A lot of students have lost their job or someone else in their household has, which has made the financial load on them heavier.

“statistically, they’re often the first in their family to pursue post-secondary education and likely to come from a lower socioeconomic bracket – which impacts access to distance learning necessities like high-speed internet. And during the pandemic, they’re dropping out or sidelining their education plans” (Schnell, 2020).

As mentioned earlier, getting a lack of students to participate or even acknowledge announcements, events, or surveys has been difficult. The transition from in person to zoom has been reported by students as tiresome. Since March, we have come up with its own terms like “zoom fatigue” or “zoom gloom.” According to Sklar, the reason people are feeling so worn out from zoom is because it takes more concentration since you are just listening to a voice on a screen. “For some people, the prolonged split in attention creates a perplexing sense of being drained while having accomplished nothing. The brain becomes overwhelmed by unfamiliar excess stimuli while being hyper-focused on searching for non-verbal cues that it can’t find” (Sklar, 2020). We are struggling to inform students about resources because students don’t want to look at their laptops anymore since they are on them so much. The health center has funds to assist students with many academic issues they face.

According to the CSUMB Basic Needs Initiative (2020) the students who need resources will fill out an application, this will gauge if they are eligible to receive assistance. Some students are

using their phones to access their classes (Choi, 2020). There is a program in the library that allows students to rent a laptop all semester. My short term objective is to create a survey that will find out how many students need resources. This will give me an accurate estimate, so that I can plan accordingly.

Stakeholders: The primary stakeholders include students, CSUMB faculty, technology support services in the library, my mentor, and the university. The students and faculty are mainly affected by the adjustment of distance learning. This has made technological assets necessary to engage in schooling. The IT services in the library will provide laptops for those who do not have access to one. My mentor has shown great interest in my capstone project and will be helping me every step of the way. The university's grant for the Basic Needs Initiative will help those who qualify for assistance to prioritize their academics.

Benefits: This will help students who either do not have a device or share a device with others in their household. This will help teachers who need their students to engage in their classes via zoom. It will also benefit working students struggling due the pandemic to not drop out. This project is in the best interest of the CSUMB population and their academic success.

Appendix A

Scope of Work

This should be drafted for Milestone #1, completed for Milestone #2 & updated for Milestones #3 & #4. Below is a sample format.

Scope of Work Template (<i>Sample phases, activities, deliverables, timeline</i>)			
Title: Supporting CSUMB Students struggling with Online Learning			
Project description: Administering a survey to students to find out how to better support their learning needs.			
Goal: Supporting students with resources to set them up for academic success.			
Primary objective of the project: After the survey is administered, find out how many students are in need of a laptop.			
Phases	Activities/Tasks	Deliverables	Timeline/ deadlines
Phase 1: Format the survey (what will the questions be?, multiple choice questions, open ended, etc.?) Phase 2: Email the survey and collaborate with other departments, so that they can send out the questionnaire to a	Phase 1: Working with my mentor to finalize the survey Phase 2: Talk to the library, IT services, and Basic Needs Initiative Committee about my capstone project. Find out if they are willing to help with it. Phase 3: After data is collected I will share it with the people I am collaborating with to see if we have enough resources for the students	The main deliverables for my capstone project are the following: A survey, data finding out how many students' virtual learning needs (laptops), and a zoom event informing students that the library has laptops available if needed.	

	different CSUMB population Phase 3: Collect Data/ see if more resources are needed Phase 4: Spread awareness of resources available in library/ basic needs initiative to students		Phase 4: Organize a zoom or another event to spread awareness about these resources.		
1	Select capstone project	1.1	Discuss capstone project ideas with mentor and agency staff	Generate a list of capstone project ideas.	Sept 2020
		1.2	Discuss ideas with agency staff	Submit a list of potential ideas to mentor for review/approval	Oct 2020
2	Plan project	2.1	Discuss questions to put on survey with mentor	Formatted survey	Jan 2021
		2.2	Talk to other Departments about my capstone project	Have other departments on board with my project	Feb 2021
3	Implement project	3.1	Email Survey	Data Collection	March 2021

		3.2	Email about zoom event		April 2021
		3.3			
4	Assess project	4.1	Staff and students will be better prepared for Fall 2021	Students informed about services available to support them for 2021	April 2021
		4.2			
5	Report on project findings	5.1	Complete reporting requirements	Final agency and capstone reports	May 2021
		5.2	Prepare capstone presentation in selected format	Present at Dress Rehearsal for grading	May 2021
		5.3	Final preparation for Capstone Festival	Final Capstone Festival presentation!	May 2021

Project Assessment Plan

Short term outcome(s)	Intermediate outcome(s)	Long-term outcome(s)/Impacts
-----------------------	-------------------------	------------------------------

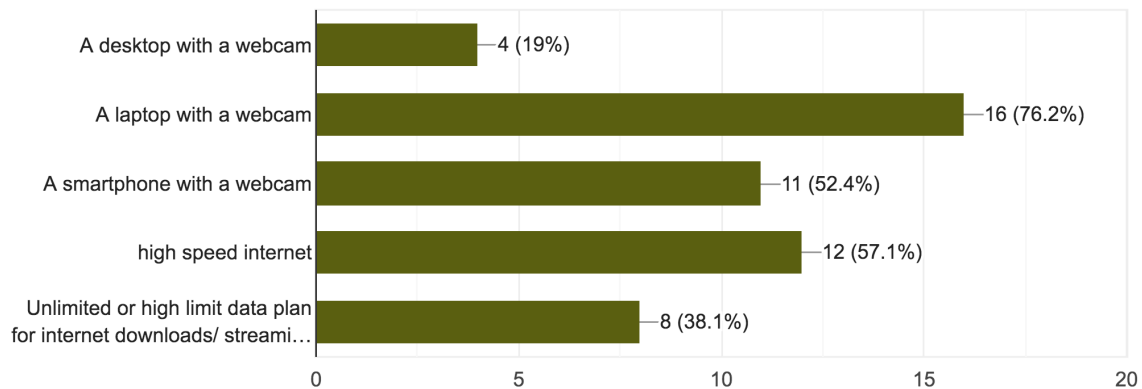
Awareness raised of resources available for the IT support program.	Students who need assistance with remote learning receive them from the IT program.	Increase in academic success.
---	---	-------------------------------

Results

The survey I had administered had 21 participants. Some of the questions I included were what types of softwares and technologies did they have regular, reliable access to. The following question asked if any of the factors previously mentioned impeded their academic success. I will attach the results below.

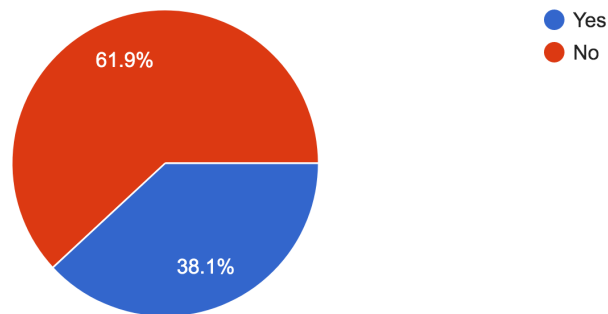
Which of the following do you have regular, reliable access to at home?

21 responses



Do any of the factors above impede with your academic success?

21 responses



This was the first time I had ever used google forms. It is a fantastic tool and I would use it again in the future. Some challenges I faced were that initially, I had planned on sending the survey to a larger number of people. I could not do this because it is a human subject study that would need to get signed off by certain people beforehand for such a large group being studied. This would put me behind on my timeline, so I ended up having to send it to a smaller cohort which was CHHS majors with a field placement.

Recommendations

As of right now, it is still unclear if CSUMB will return to in person instruction or continue with remote learning. If remote learning happens in Fall 2021, my recommendation would be to heavily promote these resources in orientation and academic planning messages. This way there is a higher chance of students being aware of these resources.

Conclusion

The theme not only from this project, but also this year was adaptability. Not only in this project did I have to adjust and be flexible, but my whole lifestyle changed during this time-span. I think everyone will remember having to transition to online learning, wearing a mask, and staying home. 10 years from now I will look back and think of how I tried to help the transition of remote learning. My advice to future students would be to find a project with more data and research on it. I struggled a lot because this topic is very new and finding concrete evidence was a difficult task. Overall, this was a great experience and I hope future CHHS students will enjoy this process as well.

References

CAMPUS HEALTH CENTER HEALTH PROMOTION & EDUCATION 2019-2020 Annual Report (pp. 1-2, Rep.). (2020). Monterey, CA: Doctors on Duty.

CSUMB (2020). Retrieved October 25, 2020, from <https://cm.maxient.com/reportingform.php?CSUMontereyBay>

Choi, E. (2020, August 26). Remote Learning Without a Laptop? Thousands Could Be Stuck Without Devices Due to Shortage. Retrieved October 25, 2020, from <https://www.wsj.com/articles/laptop-shortage-hits-u-s-schools-as-thousands-face-online-learning-without-device-11598434201>

Hart, M. (2015, September 23). Poll: Most College Students Prefer Laptops Over Tablets for School. Retrieved November 23, 2020, from <https://campustechnology.com/articles/2015/09/23/poll-most-college-students-prefer-laptops-over-tablets-for-school.aspx>

Hess, A. J. (2020, April 30). Some students are considering dropping out of college because of coronavirus. Retrieved November 23, 2020, from <https://www.cnbc.com/2020/04/28/students-are-dropping-out-of-college-because-of-coronaviruses.html>

Morin, A. (2020, August 28). 5 Reasons Students Aren't Engaging in Distance Learning. Retrieved November 23, 2020, from

<https://www.understood.org/en/school-learning/for-educators/empathy/5-reasons-students-arent-engaging-in-distance-learning>

Povich, E. S. (2020, July 29). Virtual Learning Means Unequal Learning. Retrieved November 22, 2020, from

<https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2020/07/29/virtual-learning-means-unequal-learning>

Schnell, L. (2020, October 19). COVID-19 pushes college students to drop out, which could devastate economy and their lives. Retrieved December 12, 2020, from

<https://www.usatoday.com/story/news/nation/2020/10/16/covid-community-college-students-drop-out-economy/5927050002/>

Sklar, J. (2020, April 24). 'Zoom fatigue' is taxing the brain. Here's why that happens.

Retrieved November 22, 2020, from

<https://www.nationalgeographic.com/science/2020/04/coronavirus-zoom-fatigue-is-taxing-the-brain-here-is-why-that-happens/>