

*Listening to Students  
Who Ever Thought about Leaving College  
or  
Did Leave College and Came Back*

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**Listening to Students  
Who Ever Thought about Leaving College  
Or Did Leave College and Came Back...**

*-Excerpts-*

***“The only reason I stayed was (a campus employee), she was the mother figure and support I needed.”***

— I'm a first generation college student, and I am a multilingual learner. Spanish is my first language, and my family lives in Chile.

***“(What made you or is making you want or need to leave college?) I am racking up tens of thousands of dollars in student loan debt, and the education system is not set up for people like me who are Autistic ADHD....”***

***There should be more effort to make the needs of students with disabilities a priority.”***

—I am a 32 year old, first generation, transfer student with a disability

***“There’s this program at sac State and it’s called first year experience and it goes over everything that a psychology student can possibly know for their first year. For example, where certain things are on campus like resources, and any other questions like buildings and how long they stay open. It’s just an amazing program that allows students to learn more about the campus and different fields in psychology. If a program like this geared towards the whole campus not just psychology can be a mandatory part of the students experience I think it would be beneficial. I feel it could be beneficial because students learn more about the campus, if they learn more it would encourage them to get more involved with the campus and have more successful journey at school.”***

—Hispanic, First generation college, 23 years old, Senior graduating this spring

***“I would like for there to be more financial opportunities for those who are in situations such as mine. I am a student who is paying for all of my living expenses as well as tuition. I could not file the FAFSA last year due to communication being cut off from my parents, as well as my father passing away. Even this year, I have to do a lot of work to file a dependency override appeal.”***

— AAPI, 21 years old, naturalized citizen

***“Fell Through the Cracks, didn't join any clubs and didn't make any friends, it caused me to fall into a deep depression which lead to me withdrawing after the first semester and moving back home for a brief period to re-evaluate whether college is really worth it.***

***What got me to stay were the friends I made once I came back to campus and started participating in clubs and campus events, they gave me a reason to continue my degree”***

—21, African American, Son of Veteran, 4th year

***“First of all financial situation, it is a struggle to find resources for someone who is the main supporter at home. There is help in campuses but sometimes it feels some how intimidating to talk about the actual struggles. Of not having enough money, or support***

***“(What can Sacramento State University do better for you?) To have resources for parents such as housing for those who already have children or some type of guidance”***

— Hispanic, single mother, 2022 and first generation student - 9 years in school, multilingual learner

***“I have tried getting counseling or therapy at sac state before, I don't remember what it is called, but I remember I made appointments through the patient portal. I remember it was in the beginning of a semester and I was feeling depressed and anxious again and I really needed an appointment. I called and they said they didn't have any appointments available for another 2 weeks. Maybe having extra support during the first weeks of the semester for mental health appointments would be helpful for Sac State students.”***

—female -first gen college student -mexican american -immigrant parents  
-speaks spanish -4th year in college -21 years old

***“Sacramento state has been great and provided a number of resources.”***

—22, African American, Italian, Irish, 5th year Senior

***“Financial aid needs to be a huge priority.... People seem to forget that not everybody is born with a silver spoon in their mouths and some people can't just drop several thousand dollars at any time just to pay for tuition. I can't afford groceries let alone afford to be kept from scholarship and FAFSA funds for several weeks/months past the disbursement date.”***

—21 years old, Native American/Caucasian, Second-Semester Senior,  
first generation college student.

***“Sacramento State has been an amazing experience so far. I see that a lot of assistance is provided through programs etc. I would think maybe one thing I can think of is having more options with multilingual speakers for parents to help support the students. Some really want to but don't know how and have no previous experience on how to help support the student. When I came to my original orientation after graduating from High School I do not remember the option of any speakers in different languages. Maybe it is different now but I am not entirely sure because I wasn't offered an in person orientation when I transferred, and as an adult transfer student I decided to join zoom alone for the orientation.”***

—35, Mexican American, ~16 years on and off, first generation college student, bilingual.

***“Sacramento state should hold workshops with the different majors that are offered and show the different kinds of field and routes you can take. They should also re evaluate some of their counselors and professors because you never know what happens behinds closed doors and the trauma a faculty can cause a student”***

— I am a 22 year old Chinese student. I am currently a 5th year. My parents didn't go to college but I have an older sister who graduated from sac state a few years ago

*“When I transferred ... to Sac State, Covid had just hit.... I didn't have much help figuring out Sac State as a transfer. It was very difficult figuring everything out, and even now, it gets confusing. Latino transfers are not as likely to graduate, but I will be the difference.*

*It was a Latino interest Fraternity that ended up helping me out with almost everything. I believe they made me feel like I was part of the school and helped me navigate the whole campus while giving me leadership roles and a sense of pride for being at school.*

*(What can Sacramento State University do better for you?) Damn hand me a scholarship, all jokes aside, there should be more focus on transfers and emphasis on minorities. I believe Sac State has a large amount of Latin(x) and AAPI students so make it feel like it, and maybe bring more culture and resources.”*

—24, Hispanic, born in Durango MX, raised in Lake Tahoe, "junior" in college, first generation

*“I'm staying this time because I feel I'm getting better financial assistance and have an amazing support system at CSUS. The clubs I've become a part of and the degree project give me a lot of good advice. I feel like there are people who understand me and what I'm going through.*

*(What can Sacramento State University do better for you?) They're doing g great for the most part. I would say... better food 😊. Also, I'm looking for internship(s) that is part time so I can take classes as well. There might be a resource that provides more info about this, but I'm unsure where to look.”*

— I'm 31 years old and am Mexican. I'm a fifth year senior, first generation college student, Spanish was my first language, and am a returning student.

*“Sacramento State University does a lot, I'm not sure what they could do better for me. Advisors are always readily available for any question I have and I have had nothing but good experiences with my professors.”*

— Hispanic/Latino First-generation college student 21 years old Junior

*“I left College after only one semester due to the differences between High School and College. When I came to America I was a senior in high school and it was a challenge learning English and a new type of Education System. I feel like my High School teachers were much more understanding and helped me a lot. In College, I felt alone and so lost and did not really understand the classes or the Canvas system. I went to the counselors several times with questions about classes and they would turn me away with a handout or just a paper with all the classes listed. I eventually dropped out.*

*I think counsellors can do a lot better job in helping students. Whenever I have a question and go to a counsellor, I get a generic answer and get turned away. Especially when I started Sac state.... I feel like if I had a better support system I would not have dropped out and graduated a couple years before.”*

— I am 26 years old and a First Generation Pakistani Immigrant. I am a multilingual learner and I plan to graduate in the Summer section.

**What made you or is making you want or need to leave college?**

***“Lack of support....”***

— First generation college student, female age 28 Hispanic transfer student junior level

***“Lack of support, accessibility, and financial concerns”***

—29 year old, Black female. First generation college student and graduate student.

***“No support, immigrating here young and not having proper resources, mental health.”***

— Latina, bise cual, immigrant

***“The lack of support when you need guidance on how to study or tutors available. My grades very low because I feel I need the help of a tutor but still here trying.”***

—For me is the lack of support from different centers. The tutoring center doesn't have tutors for my classes....

***“Access to resources and financial hardships. Within this semester alone, I have had a few family members pass away, so delegating time for funeral preparations, paying off these debts, and making the time to attend and complete assignments has been difficult to say the least. Last semester, I was experiencing internet connection issues and due to the heavy rainfall, my home was flooded. The lack of internet and accessibility to canvas affected my grades for the semester. Despite, these challenges not much support was provided outside of advisors to talk to.***

***I feel that the institution could provide better support for students that are struggling with factors that are out of their control. Although there are classes that I would have done better in if the circumstances were not as they were, I am not sure what else could be done. Given the information I was aware of and the time I had within these situations, I did the best I could and continue to struggle.”***

— I am a 22 year old Asian American currently finishing up my fourth year. I am a second generation college student double majoring and minoring.

***“Lack of access to tutoring or office hours to professors. Financial aid not provided.***

***Offer more available resources to students who have a full time job. More accessible hours to tutoring centers, possibly open an online access. Gym hours to be extended too. Offer more opportunities of research or volunteering during weekends. Access to workshops on the weekends: time management, job seeking, resume building, network, safety transition from academic to professionalism, etc.***

***Money, although I have a salary of \$45,000 a year, this is not enough to pay housing, bills, college, and in addition helping my parents.”***

— Aged when left college: 24 yrs old, Aged when came back to college: 29 yrs old., Aged as of today: 31 yrs old. , Race/Culture: Mexican, Latino, Year in school: Senior, First generation student bilingual student working at professional level as lab technician, and DACA student.

***“Some things that currently make me want to leave is not feeling like I have a support system, guidance, or a sense of belonging while this experience has been a huge transition and overwhelming.***

***I think better promotion of diverse groups and clubs could help those who may want to find other's who share the same emotions, culture, background and are in need of community support can help. I also think any advertisement of grants and scholarships throughout the year could help those who are in need of financial support. Pointing students in the direction of job and paid opportunities that align with their majors could help with a student's finances aslong with them gaining experience.”***

— Black, Female, 31, Sophomore, first generation college student.

***“The top reason I had to leave college was the price of tuition and cost of living in this city.***

***Sacramento State University could make it more affordable to attend their institution for people who come from low-income backgrounds and are not covered by financial aid.”***

—I am a 24-year-old Mexican American first-generation college student who comes from a small farm worker town in the central valley.

***“Something that made me want to leave college is the lack of support I had. It was difficult for me to find a group or make friends who understood what I was going through. I just constantly compared myself to others who were able to have support of their family or a big group of friends.***

***It wasnt until my last and fifth year I discovered a native club on campus. I just kept thinking I would find something or some group. An outside organization California Native Youth Collective is funding a project were I will be able to connect with other native students through a food demonstration. Its given me something to look forward to.***

***I feel sac state offers resources such as peer support which is helpful. Many services can be helpful. I just felt like no one really spoke on generational trauma. So the support that was offered, I didnt find beneficial. I just needed a space where I could feel heard. The pain from pursuing an education alone, and watching others talk about needed extra graduation tickets when I don't know anyone who would show up to mine.”***

—22. Filipino and Native American but my tribe is from Oregon. This is my 5th year studying nutrition and food. I have made it through college because of student loans and my tribal support. I do not have my parents or family in my life. My family lives in Oregon and in the Philippines so I only met them once or twice. My parents also cut me off in my second year of school, at 19 years old. I was living with an abusive partner and then became homeless. Thankfully ... I finally qualified and moved into an apartment. Balancing school and work became easier when I eliminated my physical and mental health. I often went to the emergency room for panic attacks throughout the years. Ive been placed on mental hold twice and I attribute this to the overwhelming pressure to earn a degree. But I persisted and I never gave up, and I know I will have much more opportunities because of it.

***“It is hard to find your place as a transfer student because most of my peers already have well-established study groups and routines. Study groups and friendships are the reason I did well at the community college, and losing that here is making classes difficult. I'm not sure what solutions are available, but maybe a focus group for transfer/mature students to get to know one another and discuss things that may benefit future students under this demographic! Thank you for reading!”***

—A first gen 26 year old STEM/Premed Student returning to university after a few years off.

***“I think that there is still a barrier, where students aren't motivated to continue their education. Maybe there's a misunderstanding of deciding their major or the where to find help with their personal needs/mental health. As an older student, I like to see a lot more peer support, at any age and background.”***

— Female, 36, Hmong American, First generation college student, Parent

***“I wish more programs like the food pantry were open outside the typical Monday-Friday 9am-5pm. There are many resources and events I can't utilize because they happen on weekdays during the day.”***

— My demographics include Age 24, Multiracial (Black, Arab, White), Sixth year in college, second year at sac state, Queer

***“I have liked the people I met there and all the help that they try to offer students like me.”***

— Hello. I am a Mexican-American 29 yrs old, female. I'm first generation college student. Grew up speaking Spanish and learned English in school. I should only need 1 more semester of full time to graduate with my bachelor's.

***“I would suggest a program to help people who commute by giving gas cards, some sort of free transportation for far away commuters, or having free maintenance done by students in automotive or something to help by even a little bit.”***

— Am 29 years old and come from Mexican parents. I was the first in my family to graduate from community college and get an associate. I was the first to go to university and hopefully be the first to get a bachelors. Both my parents have some elementary school education and one tried to go to college but sadly gave up after some time. I come from a poor household where my parents could not help pay for my college. I was in the FASFA program and was the only way I was able to pay off college even till now.

***“For me, the issue isn't CSUS but my prior experience with education. I didn't build the right habits that helped me stay consistent. There are plenty of assist workshops here I never took the time out to try out any of those.”***

— First generation asian college student.

***“(What can Sacramento State University do better for you?) The resources for mental health have gotten a lot better so I am unsure if there is very much that can be done.”***

— Female, 22, Latinx, 5th year senior

## What can Sacramento State University do better for you?

***“It needs a better older student transfer community. It was nice that there was a lunch meet and greet for mature students, but one lunch is not enough. With this being a commuter school, it would be nice to have more opportunities to connect with older students. I would like to have a transfer department dedicated to us, with counselors who are aware of our age and understand that we have partners, families, careers, etc. Going off that, I also feel that my academic counselors don't pay attention to my age and look at me as a 22-year-old student. I would like to be seen as someone who had an entire life and career in television and not as a young adult who is starting out for the first time.”***

— I am 31 years old. Originally from Orange County. I grew up in a very Catholic household and went to 15 years of catholic school. I am not the first person in my family to go to college, my dad went to CSULB and works as an engineer.

***“I wished that they advertised more or make more announcements. I knew the well had a health center, but not mental health services.”***

— I am a hmong woman that is 20 years old, and this is my second year. I am the oldest in my family, and my parents have their bachelors.

***“I think maybe just advocating a little more for students like me. There are so many groups on campus and things like the food pantry which helps!!!! But I feel like I don't really fit in anywhere. Most people can't relate to my situation. It would be nice to be involved more on campus but my schedule makes that impossible. Maybe something as simple as somewhere to talk to people like me because I am sure I'm not the only one.”***

—24 year old Hispanic female 1st generation student oldest of 3 siblings full time caretaker of grandparents and working part time about 20-30 hrs a week

***“I would say free tuition but I know that's a long shot. So I will say keeping the BSCTS programs going to help students like myself be able to earn a Bachelors Degree.”***

— I am going to be 46 in 20 days. This is my 3rd attempt at this college thing. I am from Micronesia so I am considered Pacific Islander. My parents both did some trade schools for college many many years ago. I'm a mother of 6, domestic violence survivor, I speak Chuukese and English and understand Spanish.

***“I think that I need to see more of what Sacramento State University can offer before I can realize what it can do better for me. So far, I have found resources on campus reliable and convenient.”***

—I am a 25 year old Filipino immigrant. I lived in the Philippines for 13 years, then moved here back in 2011, therefore I am bilingual. I'm currently a full time student and I do have work but it does not have a set schedule.

***“Honestly? I cannot think of anything that this university needs to do better for me.”***

—Age: 21 Year in school: senior Race: white



***“(What can Sacramento State University do better for you?) Make EOP FINANCIAL ASSISTANCE ACCESSIBLE UNTIL WE GRADUATE. BOOKS ARE STILL EXPENSIVE AND SO ARE OTHER ESSENTIALS WE NEED.***

***Give student parents room to speak up, expand your child care building and program. Have drop in days where some of us can have that opportunity to have child care when kids go on vacation for a week. Without having to wait an entire semester to see if we get accepted to have child care. Hire students who are needing a job work for the child care building or give them the credit so when they work for the child care program that gives them a General Ed credit.***

***For those of us who commute ... we should be able to take the train to a bus station where a shuttle can wait for us and drive us to school. Think about it the Bay Area has the Bart why can't we have something similar where sac state contracts with the Amtrak to allow some of us coming from the Stockton, Lodi, Modesto, Turlock, Merced Livingston area to take the train then it can drop us off somewhere secure where a shuttle is waiting for us and drives us to sac state campus. If you were to provide that then maybe you would have more students being able to afford to go to school and your students population can increase”***

— I am a 34 year old first generation college graduate. I am Hispanic, mom of two, my kids have special needs and I pushed myself to finish my educational journey because our health care system seems to think our kids with disabilities do not have any additional needs. I live in Modesto and commuting to Sacramento twice a week was definitely hard especially being a one income household.

***“I would like more night classes or online classes. I also like Sac State to offer more tutoring in the evening for students, like me, who are working during the day.”***

— Hmong, 32 years old, a mother to two children, who graduated from high school in 2009, and a first generation college student.

***“Sac State is already a great campus with great resources and lots of info emails that I keep just in case I need it. So, I don't believe Sac State needs to work on anything else.”***

— I am a 22 year old Chinese-Vietnamese first gen American. This is my final year in college, after 5 long years. I'm a Health Science major with a minor in Asian Studies.

***“I often times feel really confused on whether the path I am taking is the correct one. I believe a better job can be done in making sure Sac State is reaching out to those students who seem to be not doing so well academically. Knowing what it is that they are going through and making sure if there are any resources they are in need of, how they need help, and giving them that space to talk about it. And actually giving these resources to ALL students.”***

—21 yr old, First Gen College Student, Mexican, Part Time Student & Job @ Sac State

***“I think it is a great university with so many resources. I was a bit disappointed I was never able to get childcare for low income students there.”***

— I am a first generation student, my parents were born in Mexico and I am the first born to the U.S in my family. I am a mother to one child.

***“I think what makes me wanna leave college is not having enough support. Like as first generation it lot of pressure since my family expect me to finish quick start working. But it hard since I’m not good with lot of stuff and it make difficult for me to understand the material.***

***(What can Sacramento State University do better for you?) Maybe get more support, resource or help”***

—24, Hispanic, senior, First generation

***“I think Sacramento State can introduce apprenticeships opportunities for students that want to learn technical skills.”***

—Anonymous

***“As an older person returning to college I think their should be more support or maybe activities for returning students or students that are parents or working. I feel like the target audience for all activities on campus is young college students. I feel like the struggle or challenges for a young student is very different from a mid aged, single parent, household student.”***

— Female, 38 years old, Black, single parent. I am a senior, first time generation college student. I have two sons ages 17 and 6. My 17 year old is a senior in high school and my 6 year old is 1st grade. Both boys are coming into new phases of their lives and it is challenging. This is my second attempt at Sac State and my third attempts at finishing a degree.

***“(What can Sacramento State University do better for you?) I think as long as there are mental health resources available and maybe more cancer awareness resources, that might be the best thing there is.”***

— I am a first generation Latina. I am 23 years old and this is my 5th and last semester here at sac state. My first language was Spanish, so my learning ability could be affected at times.

***“I’m not making a connection with anyone; I find it very difficult to make friends. Every time I come on campus I just feel really small and lonely and no matter how much I try to talk to someone the connection never sticks.***

***Its not so much the college that is bad, I think the campus is beautiful and I always see clubs or other activities being advertised. I just did not have the experience that I hoped for”***

—18, black, first year, first/second gen college student

***“(What kept you here or is keeping you here taking classes—or what got you to come back if you left?) Opportunity. Kssu Radio/ extracurriculars***

***(What can Sacramento State University do better for you?) Opportunities to develop skills needed in the real world”***

— Im a first generation immigrant. There's a pressure to be able to be the first in my family to finish college. Im 26. Kind of old but i know that thats just a mental barrier. There are plenty of older people still in school.

### What can Sacramento State University do better for you?

***“I had a difficult time with the staff in the program that I was in. Better training for staff so they can help assist students who need help with graduation, credits transfers, etc. More transparent on information (no ‘fine print’ information; everything should be clear and easily visible to read). Timely response to email inquiries (48-hour window).”***

—first generation college student

***“Notify tutoring hours for writing or other subjects around campus. Make professors push us students to attend office hours.”***

— Second year Sac State, I am a transfer student from Solano Community College. I am junior/senior credit wise. I am 24 years old and Latina. I am also multilingual student my parents are from Mexico. Though I was born here in the U.S and I am a lesbian.

***“Maybe do social emotional check ins in the quads or classes. And if we need someone to talk to we can reach out to the health center.”***

— I am first generation Hispanic female. I attended college in 2015. I was raised by my grandparents after my father was deported in 2002. I am the oldest sister of 3 sisters. When my living situation changed I was placed in a special education class for 3 years. When I switched to regular classes my grandmother belittled me & would say I need to go back. When I graduated high school she didn’t see college in my future because I was not bright in school. I stayed in college to prove her wrong & show myself that I can be successful.

***“Walk in mental health counseling, without seeing an Urgent Care Dr.”***

—Hello, I am a first generation student. This is my first semester at Sacramento State as a transfer student. I am currently a Junior. I am a mother of two, and a wife. I am part of the student disability services, as well. Culturally, I am white.

***“Should have someone who checks up on you and your grades.”***

—Anonymous

***“Provide more resources to the student as to who to call for specific departments and also offer more financial assistance to students like calling students when there is a deadline for financial aid so they can get the maximum amount allotted to them. Also, meet with the student and figure out their best option for me as a student who cannot make it to Sacramento State because of the distance, I was offered to get into the College of continuing education (who) offered me options and they figured out the best option for me was the College of continuing education. I think it should be promoted more to the students specifically and new student orientation for parents that might want to get back into college and don't know.”***

— I'm 37 years old, I'm a full time working parent with 2 jobs going to school full time as well. I am a first generation Mexican American and one of the few in my family who went to past high school. I have six kids with my fiance.

*“(What kept you here or is keeping you here taking classes—or what got you to come back, if you left?) The Well....*

*My opinion is mainly subjective, but I definitely feel that Sac State could appeal more and be more friendly to its commuting and working class students. That’s obviously a hard task especially since time is limited, but it’s like if you aren’t living in dorms or a part of a club, you’re not going to like college. They’re like requirements to fun in college.”*

— First year, Asian male, I work part time at a restaurant outside of school, Psychology major

*“What made me comeback to school was I ... like finding all kinds of information and motivation here at school. I didn’t know how much help you could find on a college campus.*

*Sacramento states is excellent. I feel like I belong”*

— Thirty-seven years old Mexican immigrant, first-generation college

*“The SAP appeal helped me decide to come back to school and do better. Also, my counselor helped ... guide me through the courses that I needed.*

*I think it would help for others to promote the SAP appeal because I have seen many friends I had drop out due to grades but they had no clue on the SAP appeal and how much that appeal is useful for peoples circumstances and education. Also, the university can help with more food drives because I struggle financially and due to the SAP appeal I do not get federal work study so that means I do not qualify for EBT (Electronic Benefits Transfer cards for the CalFresh Program) even though I am a full time student. More opportunities for food would help.”*

— I am a first generation student, Hispanic, fifth year at sac state, and I am currently 22 years old.

*“Sacramento State can do a better job at having more club events and more community events. Maybe marketing it better.”*

—23 years old, female, Hispanic and first generation here in America.

*“Sac State needs more support for its adult learners who have been away from school for many years. Support in: Financial, peer to peer group support for older learners, having an advocate for adult learners.”*

— Asian Female, 40. Senior standing, first generation college student, multilingual learner, learning disability.

*“Knowing that there are many forms of support programs at Sac State is keeping me motivated to pursue grad school.*

*Having more meetings and activities in the evenings would help students like myself that work full-time during the day.”*

— I am a first generation college student and parent. I am 41 years old with 3 children and work full time. I am a junior transfer student from community college. Mexican-American, 3rd generation born in the U.S. Bilingual English & Spanish.

*“(What can Sacramento State University do better for you?) I am part of DACA so making it easier to find scholarships and financial aid help for us. Not just help but having financial aid seminar or class's for free to teach us about financial literacy. Also having department gathering for each college so that we can meet other in our major. Having people that have graduated from Sacramento state from different departments come and talk about their major and what they do for a living. Mainly people of color come and represent, cause I start to lose faith that I can make it. I would like to see people like me talk about my major since majority of faculty in my major is white.”*

— I am first generation college latina women. I'm bilingual, speaking Spanish and English. I am a 3rd year transfer student. I am part of DACA.

*“What makes me want to leave college is a lot of the staff, and the lack of peer support as an older college student.*

*There are also some helpful faculty and staff who have been encouraging. That is extremely helpful to me. Though many are the opposite of encouraging.*

*Staff who listen have helped me get back into the university. Having financial aid would be a very big help, but I have never qualified for it since I transferred to this university due to excessive units and poor grades.*

*My living situation ... has been probably the greatest help to complete college. Subsidized rent at my own one-bedroom apartment a block from campus has been extremely valuable for me. I did not need to work much at all, nor commute to campus, nor deal with roommate drama. There should be more subsidized housing like this for students.*

*(What can Sacramento State University do better for you?) Accept any of my petitions for trying to get financial aid. I worked very hard on them and was very honest, but they are always denied at this campus.*

*Have staff members and advisors who actually know what they are talking about; much better training please....”* —male, who has been an undergraduate college student since he was 18. College has been my life for a very long time. Former foster youth student.... Half latino and half caucasian. Grew up in a rural and impoverished environment. I was "homeschooled" for the majority of the my k-12.

*“I love the student support, the professors, the environment. Sac State is the place to be. I really love it.*

*(What can Sacramento State University do better for you?) Some how help find more resources or spread more resources to students who either just graduated or taking a semester off.”*

— A young self providing female who don't have all the support to go to school full time.

## What can Sacramento State University do better for you?

***“They can offer funds, reduce prices for classes, offer more inclusive programs, events Monday - Sunday and maybe even reduce the work load amount and compensate for more hands on learning because many of us stress and have plenty of other stuff on our plates, reducing work load outside of school and maybe attending a school event or something would be good compensation.”***

— I am a 23 year old female, Hispanic/Latina, catholic, senior (6 year student) and am first generation student, multilingual, and transfer student from a community college.

***“Offer more support”***

— Female, Asian, 22, First Gen, 4th year in college

***“Offer more tutoring in the evening for students, like me, who are working during the day.”***

— Hmong, 32 years old, a mother to two children, who graduated from high school in 2009, and a first generation college student.

***“Offer gas cards or free lunch for commute students.”***

— I am a first generation Chicana college student. I was raised by an immigrant single mother and I am the oldest out of four children. I am a senior at Sacramento state, but was a transfer student. I am really proud of my family’s Mexican cultural background. I am a native Spanish speaker and didn’t learn English until grade school.

***“offer more jobs on campus that pay above minimum wage”***

— African American , fully independent, full time student

***“Offer more grants, better stability for housing like payment plans, on-and-off campus transportation, jobs on campus actually offer GOOD hours (I’m not even given 10hrs for one, my other job hasn’t given me a single shift since my training a month ago). Make campus feel like a safe space day and night.”***

—1st Generation, Latinx, 21, Transfer Student Junior.

***“I think that Sacramento State can offer guidance to first time college student by offering more tutoring service. Additionally, I think a class on how to study would also be beneficial.”***

—31 years old, African American/mixed, Junior, first generation college student

***“Sac State has been great. Maybe offer more groups for non-traditional students that may be dealing with school and outside life.”***

—41-year old, first generation black male, parent. Senior.

***“After struggling with homelessness for a year and sleeping out of my car, college is my way out... I don’t need to be rich or extremely successful, I just want to be able to afford my own place and be able to pay all my bills on time.***

***(What can Sacramento State University do better for you?) Have more affordable food options. A student shouldn't go hungry because they can't afford the expensive food on campus. Students need more resources and easier access to those resources. Far too many things require you to apply and 'submit an application' or 'make an appointment' when the school already has most of our information. Increase Walk-In capabilities. Expedite all the processes.... Simplify the student center.... More study areas not in the Library or ARIC.”***

— Male. 30 year old returning student. Bi-racial, Black and Hmong. Junior Year. Second generation college student. Returning to school after 7-8 years to finish BA.

***“CSUS is doing a pretty good job. Good amenities, good resources, currently reasonable price.”***

— Ethnically by blood, White (British, USA Southern) and Filipino (Ilocano), age, 24, Culture, none, Year in school, 6 years in college, Generation of college, 2nd I believe, Veteran, no military experience, Parent, Dad college graduate BS, Mom attended college but did not graduate, Fluent Languages, English, Basic understanding of language, Spanish, Disiplin, Computer Science

***“What is keeping me here is the awareness and knowledge I have gained in the resources that are available for me....***

***I know there are groups and even scholarships for parents, but this was not known to me until my second semester at CSUS. I wish I had learned about the resources sooner so that I could access them sooner. I am still happy I received support and that there is an awareness to there being students that are parents as well.”***

—35, Hispanic/Latina, senior, first generation college student, parent, multilingual learner, continuing student, community college transfer student

***“(What can Sacramento State University do better for you?) Being more financially reasonable & having more resources to help with college finances”***

— I am a first generation college student at 18, coming from a Pacific Islander & Asian American household.

***“I have actually loved my time at Sacramento State. I do think it would be nice to highlight how many older people are pursuing an education at Sac State. I always fear that I will be the ‘old’ person in class but I always find students that are my age pursuing their degrees. It’s interesting to learn about the adversity they may have faced and how they overcame it in order to get back into college.”***

—I am a female, Caucasian woman, 27 years old. I closely identify with my grandmother’s Japanese heritage as she made sure to immerse us in her culture when I was growing up. I am a senior this year and I have been in college for 9 years.

***“I wouldn't be graduating if not for (staff members) who would check in on me....***

***It would be wonderful if Sac State provided low income or affordable housing.”***

— Cis male and heterosexual., Former foster youth student/ former ward of the court, 33 years old , transfer student, I have been in college working toward my bachelor's degree consistently for fifteen years. I was at my city college for 9 years before transferring to Sac State in Fall 2017, I am planning to finally graduate with a bachelor's in Biology, Half Mexican half Caucasian, Mother earned a bachelor's degree as a returning student after having kids, Father never earned a high school diploma, I am a fraternal twin, I am from a very rural area in Northern California, ... I was homeschooled for the majority of my K-12 education

***“I wish Sac State would allow more opportunities for paid internships for (my field of study's) students. Internships are a requirement for graduation, so I felt compelled to undertake an unpaid field opportunity despite it making it extremely hard to pay bills and for transportation to and from the internship.”***

— Hi, ... I am 28 years old and I am Filipina. I have been in school on and off for a total of 10 years. I am a first-generation college student and I know English, Japanese, and some Spanish. For the first eight years of college, I had an apartment and I transferred from Sacramento City College to Butte College, and then from Butte College to Chico State. At the start of covid, I was laid off from my job and had multiple mental breakdowns which caused me to come back to Sacramento and go to Sac State.

***“Not many students know of the mental health services our campus offers at the WELL so maybe dedicating a day or week to help returning or new students know all the services beyond just gym services that the WELL offers”***

— I am 25, Hispanic, junior transfer from community college, I am the 2nd of 3 kids to go to college in my family

***“As I was trying to figure out what would be the best choice for me before dropping classes, it was difficult to access the help. So making the help more accessible.”***

— First generation mexican student in a low income household.

***“Sacramento State has been helpful in assisting me with financial help during a hardship I was experiencing, so that I was able to keep my focus where it was needed, my studies. I was able to stay in school and not worry about having to drop out of school and reaching my academic and career goals.”***

— Hello, I am a 52 yr old black woman from San Diego, CA. I am a junior and a 1st generation college transfer student attending Sac State CCE Psychology Program.



## What can Sacramento State University do better for you?

***“I feel that they should provide more resources especially for those who are suffering mentally, and have a lot going on in their lives. I wish they would make professors understand that it’s not easy for us, of course you need to work hard so it’ll pay off at the end but when so much is expected, do you really want to keep going when it’s so draining? I feel that the school should also try to understand every students financial situation, it’s not easy for everyone to be paying what can’t possibly be paid especially when living on your own and trying to be dependent of yourself.”***

— I am hispanic, 19 years old, and i’m a second year in college. I speak both English and Spanish, my parents are from central America and both attended college but i don’t think they were able to complete their years to get their degree. I would probably be the first to graduate from college in my family if i continue.

***“Provide affordable housing or viable resources for affordable housing for students like my former self who had nowhere to turn when escaping from a broken home but are still interested to continue their education. Students need to live in a safe place with adequate privacy to stabilize their mental health before balancing anything else like jobs and education.”***

—25 yo, female, African American student. I work full time and attend CSUS and community college full time

***“Provide mental health support resources in connection with medical centers....”***

—female, Asian American – Chinese, 18 - 24 range, undergraduate – freshman, first generation student, bilingual, experienced loss in the past year

***“Provide more guidance for students who do not know what to do next. Have seminars on burnout or stress in college.”***

— Asian-American, 22, senior.

***“Provide resources where we can socialize with each other, I noticed by going to campus for the past two years, the students are not really interacting with each other and the campus is not very social. The students do not really know how to be social aside from doing assignments. Even towards their own classmates that they see everyday they do not interact with.”***

—21 year old, Filipino, 2 years of college, multilingual

***“Provide long term realistic options for homelessness. 30 days emergency housing is insufficient”***

— I am an African American Female Disabled student

***“Provide more 1 on 1 therapy services. Online tutoring services or student discount on 24/7 tutoring services. Friend making events (entered college during covid) would be nice. School has a negative connotation for me.”***

—21, asian, first gen student.

***“What has been really helpful have been the scholarship opportunities that have kept my budget in tact to continue focusing on my studies without having to worry as much about working more hours. I am now a senior pleased to say that I will be graduating soon this year and due to the opportunity of the Blended program here at Sac State I've even entered into graduate school which is something I didn't have planned or would have considered otherwise in my position.***

***Apart from economic concerns and winning scholarships I've found my mental health and confidence improve by having more of a sense of community where I could make friends. I've felt alone for a long time with co-workers being the only friends I've had and no opportunity to hang out with people so I've felt more alive when I've returned to school where I could join groups and meet people and go to events to socialize. Having events or groups that provoke social interaction is something that I've craved and has been helpful internally.”***

— I'm a first generation male undocumented Latino currently 30yrs old.

***“(What can Sacramento State University do better for you?) Having to turned down the college tuition prices and professors giving us chance to turn in late work for family important matters/when sick/ timing that's too complicated with other assignments.”***

—Anonymous

***“I already use many of the resources offered (food pantry, etc.) but programs like those really help me because I struggle A LOT financially”***

—21, mexican, junior year (transfer from community college), 1st gen college student and immigrant, multilingual (first/primary language: Spanish)

***“I believe if had extended hours for childcare for single parents that would help many single parents who want to come back to finish. I also believe if there was more opportunity for evening or online learning this will help as well.”***

— I am 28 years old, Black and Mexican American, culturally grew up in a Catholic, Christian Mexican family this is my Senior Year, I graduate in May. I am a first generation college student, I am working full-time, and I am a single mother including sole provider to two beautiful children age 7 and 1.

***“(What can Sacramento State University do better for you?) There are many resources but I don't know how to get to them. So maybe some type of guide. Reaching out to students. I don't know.”***

— I am a 23 year old latina/hispanic. I am first generation college student. I am bilingual. I currently work in the education system as a team leader for kinder students.

***“Sac State needs better transfer student resources, I found them on my own. A physical space for transfer students would be helpful.”***

—African American, female, age 30, first generation college student, reentry student, parent, graduating senior

***“Being at Sac State now is a completely different experience when I first started here in 1981. It is much more student centered with many support services for students.***

***One thing that I think the college could do better is provide some type of orientation for students like myself who previously attended decades ago and when we returned did not get an orientation because we were considered returning students. It was a bit daunting starting the semester because I felt unsure of the process. I did arrange to take a tour before the semester started and met with a transfer coach to review my coursework, but it would have been helpful to have had some type of orientation considering that many changes have taken place since the 1990s when I last attended Sac State.”***

— I am a 59 year old African American woman. I transferred from a community college but previously attended Sac State.

***“(What can Sacramento State University do better for you?) Have resources for parents from beginning to end, not just a go here and look, do it yourself model. (Some) office(s) are not helpful a lot of the time because they are understaffed and out resourced. Yes it is the students responsibility to figure things out but at the same time, being an Anchor university and creating a place of inclusion and understanding means you shore up and stand with the struggling students. Not a placating environment but an environment that creates solid foundations and keeps the community strong.”***

—Parent, full time career woman, 35-45 age range, mixed race, first gen

***“I came to Sac State because the college arena is super hard to figure out. Looking at colleges without a counselor or someone to offer guidance on the system as a whole, is difficult and very intimidating.”***

— Is a Black woman, Working full time, Recently back to college, In mid-late 30s, Has parents who attended some college but didn't graduate, Dealing with issues related to high-pressure work environment, school, racism and discrimination (mental health really impacts success in any environment including school!)

***“I feel that Sacramento State counselors need to be more proactive in ensuring the success of all students, but especially minorities that may not have the parental guidance or support that come with the complexities of college life. The success of a student relies heavily on having support and guidance from others that have experience and can provide advice, even if it's to say that a college degree is possible! For many years I felt like I wasn't deserving because I was a minority and I needed to settle for entry level jobs, but friends I made in the medical field helped change my mindset. I was encouraged to pursue higher education and had doctors even log on to the Sac state website to help clarify the BSN requirements and lay out a roadmap on what courses I needed to achieve my goals. This is what I wish would have happened when I started Sac State in the fall of 2000.”***

—First generation Mexican-American who came to CSUS in 2000 at age 17. Was academically disqualified due to lack of support from faculty or staff. Returned at age 40 to complete Bachelors in Nursing with more wisdom and focus to achieve my dreams.

## What can Sacramento State University do better for you?

***“Nothing they have a lot of good programs but you might have to look hard for them. Not a-lot of students know about the programs available to them that can help them.”***

—22, Latina, senior (graduating in May) first generation college student, multilingual learner, from a single parent household.

***“Promote free services more. Help students be more aware of their resources even before they are fully enrolled. As a pandemic student, I missed out on the basics of orientation and never have the right questions or the right place to go to ask questions about the things I can do.”***

—23, Black woman, third year

***“Help with textbook costs or let us know of more programs out there to help us cover costs. There are many factors that come into play such as rent, utilities, gas, food, and then supplies that are needed.”***

—Female, Mexican, Full time worker, First generation

***“Help connect us with our professors more. Advertise more clubs”***

—I am a 25-year-old Mexican- American. I am a first-generation college student. I began college in 2016 and transferred in 2019 to Sac State. I did not attend until Spring 2022

***“Help me find scholarships.”***

—Anonymous

***“Help on the phone and not just refer to the website. Clear department responsibilities. I call for help and people say acronyms they can define and just point the finger other places and then you call them and they say nope not us.”***

—biologically and mentally she/her/hers, 41, irish-american, sophomore (CRC(FLC) 2000-2002 2008, FLC 2018-2023 transfer degree, SacSt 2023-), 2nd graduate of college in family (grandpa did business school in Mass. 90 years ago, not a veteran, not a parent, not multilingual learner

***“Help pay for my tuition even after failing a couple classes, I’m still in good standing but I don’t get access to tuition help anymore, which has created many financial burdens with me and my family.”***

—I am 22, Mexican American woman, 4th year student, I am a first generation college student, and a multilingual learner, I learned English at 6 years old.

***“Help me transition out of uni so that I can pursue my goals.”***

— First generation Asian college student

***“Sacramento State has done a lot for me, I was fortunate enough to have great colleagues who were able to show me the campus and help me find the resources that could help me for my future. Throughout my years at Sac State, I feel as if I have developed so much in my professionalism and leadership skills. I feel like the one thing that Sac State should proceed to progress in, is to really put those resources out there for students more and get them the help that they need and deserve.”***

— I am currently a Sac State student and I identify as a Hmong male. I am currently a senior, currently finishing up with my last semester, majoring in Biochemistry. I don't necessarily consider myself a first-generation student because my parents have associate degrees. However, I am the third child out of six and coming from a family of eight. I am also a natural-born U.S. citizen, coming from Massachusetts, and I speak both English and Hmong.

***“I really enjoy the CCE program, I would like to have more in-person classes or events.”***

—Male, 47 years old. Hispanic, parent to 2 children, bilingual. I am currently a senior.

***“(What can Sacramento State University do better for you?) I initially left because my FAFSA was taken away due to bad grades. Allow me to have more financial aid. Lower tuition. Offer me another grant.”***

— Latina, female, 25-30 age range, first generation college student

***“Sacramento State can do all it can to be more accessible for students and support students of underserved backgrounds in their educational journey.”***

—African-American Male mixed race who us a first generation working class student

***“The support of others here at Sacramento State University, I feel more comfortable staying here and accomplish my academic goals.***

***I think Sacramento State University should look into extending the emergency housing program from 30 days to more duration since a month isn't always enough time for some students who are homeless to find adequate housing while they are enrolled full-time. I think there needs to be more availability for rapid rehousing as well because if you apply and it says full then you run out of options after the 30 days is over. I think the housing issue should be addressed since most people have a place to stay but there's still people out there who don't and this type of change can greatly impact their lives for the better.”***

— Age 30, Pacific Islander, Junior Year, First Generation

***“I do hope that Sac State continues to put emphasis on prioritizing student mental health. It is such an important thing to address and talk about since so many other students might be experiencing something similar to what I did.”***

—Female, 21, Southeast Asian (Cambodian), I am a first generation college student who regularly commutes an hour or so to the campus.

***“I am one of the lucky students to have been able to join the EOP program offered at this school. I'm thankful that I am being provided with a proper education and I feel that maybe I should just stick with it.”***

— Hello there! I am a student at Sacramento State. I'm currently in my the second semester of freshman year as a first generation college student with the EOP program. I'm from a Hmong-American family, being the second oldest of five siblings. My family is considered to be quite the traditional Hmong Asian family. We believe and practice shamanism and the animist religion, which revolves around things like spirits, ghosts, souls, and other similar stuff to those things.

***“I feel CSU, Sacramento should be able to provide more support to former foster youth that are older. I struggled so many times finically because I didn't not qualify for financial aid or grants that are provided for former foster youth under the age of 25 y/o.”***

—I am a former foster child, first generation college graduate, USAF veteran and current parent from a Hispanic/Caucasian cultural background.

***“I left college when I was 18 because I had to work in order to survive. I was unaware of any scholarships or assistance that could be provided to me. I came back to school once the pandemic hit and classes were online. This gave me a way to work and go to school at the same time.***

***I'm staying because I have become more informed about scholarships and the programs that are available to assist me and my journey.***

***(What can Sacramento State University do better for you?) Have more online options for things they do in person.”***

—First gen, 28, Mexican salvidorian, bilingual, junior year student.

***“I've left college in the past due to financial pressures, and almost considered leaving sac state so that I could attempt to find additional work had financial aid fallen through***

***(What kept you here or is keeping you here taking classes—or what got you to come back, if you did leave college?) At it's core, financial aid. Without that, I would be dead in the water and possibly physically dead due to a dead end in my path.”***

—Comes from a family who historically lacked much in terms of means and had to pay their own way through much of their education and work for a vast majority of their higher education life, an asian american who has to consistently hide their ethnicity to avoid getting filtered out due to "quotas," a person who is in their late 20's and entering into a very difficult job market with very little to show for their time at Sac State due to the lack of available relevant classes, a person who had to leave their tech job to unlock further growth that may never manifest due to a lack of flexibility on the part of the school

## What can Sacramento State University do better for you?

***“They have been a great institution for me so far. The only thing I can think of is I would like more info on studying abroad and whether I am eligible for it.”***

—19, Japanese, and first generation college student.

***“More financial support for first generation students.”***

—Central Asian, first generation college student, multilingual, 18

***“More resources to older students who work full time”***

— First generation college student who went back to college at 29 and will get his first bachelors at 34

***“More housing assistance would be nice. Affordable housing and assistance or teaching... to get on campus jobs”***

—30 female first Generation American and first Generation college student junior Pakistani multilanguage learner

***“More information on how someone could pay for their Masters without having to take out loans.”***

—21, 4th year, Mexican , Female, First generation college student, multilingual

***“More events or facilities on campus that makes me, an ordinary student, feel included. I want to feel as if I'm a part of a school and not just a student amongst students. I don't feel the ‘community’ within Sac State. I feel as if I'm not included in a community. A face in a faceless crowd of non-interaction.”***

— First Generation, Asian American, Freshman/First Year, Age 18, low-income family household

***“More pop ins where we meet different programs and resources on campus. I remember one time there was a sign outside a building stating free donut + coffee to check out a resource on campus. This will get students to learn more about other programs Sacramento state has to offer.”***

— I am 20 years old and a first generation Latina student. student, and parent.

***“More support for students with children, not just during mornings or early afternoons. Most parents work during the day and have their children after 3 pm once they are out of school or daycare. Also most parents take afternoon classes.”***

—32, Hispanic, female

***“More programs, counseling, and events for returning and older students. Most of the events and lectures I would love to attend are during working hours. I work full time for the state. Anything that can be given after work hours or on weekends is always appreciated!”***

—I am a 35 year old, black, cis-het woman, 3rd generation college student

***“Sac State does a great job at being inclusive and promoting resources. However, though the resources are there, a lot of the times when students are in vulnerable situations that make them want to leave, it feels daunting to reach out for help.”***

***My advice is maybe there can be a system that is set up so that students can share their stories anonymously (like this survey here) where others can read so that they do not feel alone and when they feel comfortable, they can then reach out.”***

—27, female, Hmong, first generation college student

***“I think it's important for Sac State to continue showcasing all the resources they offer. I think my situation was more of a me-issue compared to a school issue. I think for someone that's struggling with things personally and not liking their major it's important to find other things enjoyable. A thing of that sort could be joining clubs or being more involved with your college. For example, COB holds events from here to there and I think those are super cool.”***

— A first-generation Mexican-American, 22-year-old 4th year spring graduate.

***“I believe Sacramento State University should offer more lecture talk hosts with individuals who had real raw experiences in the industry of their careers. Have a mentor and mentee event for every major. Provide more internships opportunities from out of town/state/country for all majors rather than just a few majors.”***

— I am a 21 year old female, Hmong American that transferred to my 3rd year at Sacramento state. The estimated graduation year for me is 2024-2025. I am the fourth child out of five siblings and is attending the same campus as the last sibling. I am a second - generation college student that is single with no children and I'm a full time student.

***“I don't feel I receive enough support from the school as a transfer student and I feel very overwhelmed with the future as I started to get close to graduate time.”***

—female, 28, Asian, in a senior year, first-gen, a transfer student from a community college, an immigrant, ESL speaker.

***“It would be nice if Sac State could help out ... anyone in general to have motivation talks for when a student decides to quit or thinks of giving up.”***

— I am a 20 year old hispanic, third year at Sac State and I am a first generation college student.

***“It's honestly amazing. The help is great, I appreciate EOP so much and the transfer center.”***

—I am 27 year old. I Hispanic and a first generation student. I'm the oldest. This is my senior year at state. I have a 2 year old son and am I single mother. Spanish was my first language.



**What kept you here or is keeping you here taking classes—  
or what got you to come back, if you left?**

***“DACA financial aid is the most significant factor in my decision. Without financial support I would not have finished anytime soon.”***

—23 y/o female Undocumented Mexican Senior First-gen Oldest sibling  
Grew up with single mother

***“One professor who has worked very hard to get me through my program, and who tries to advocate for me....”***

—Struggles with mental illness, from a rural background

***“The support I get from the DEGREES program through things as simple as a newsletter. The community building I have been able to do both online and in person. Having professors I felt were safe to talk to and who might understand where counseling I was coming from.”***

— A mother, Indigenous, multilingual, adult learner, transfer student, sociology major

***“What’s keeping me here is some financial aid and the encouragement of my mom and siblings.”***

—Age: 28 Race: Asian (Vietnamese) Third year (I think) First generation college student Divorced, no children

***“The community, the teachers and good programs***

***(What can Sacramento State University do better for you?) Counseling”***

— White, Male

***“I always went to my professors' office hours.  
I was not shy to ask for help from my teachers.  
I used the resources at school, such as PARC and prospects.  
I feel connected to SacState because I feel welcome and represented.  
Mentors ... encouraged me to continue my education journey.***

***I found the resources I needed to complete my education, but I know everyone is different. In my case, I always ask questions, even when I go to the wrong place. The staff at SacState has been a connection that I am very grateful for.”***

— Female, 46 years old, Married, Parent (2), Bilingual, Hispanic, First-generation college student, Last semester

***“I think that if Sacramento State University had the support and resources that they offering now, I would have graduated many years ago.”***

—I am a 40+ years old returning student. I am a first generation college student, parent and multilingual learner. My oldest son is a sophomore at Sacramento State too

***“Sacramento State has been wonderful to me, as far as getting the right classes and counseling me when problems sometimes arise. It is a great school and so happy I am almost there to graduate.”***

—I am a first generation college student in my family. I started right out of high school and attended Ventura Jr. College back in 1971. My older brother was able to get a scholarship to Long Beach State and received a BA in history. I wanted to follow in his footsteps. My mother only got to the 10th grade in high school, but this was because of the depression and had to work to help out with her family. My father graduated from school and attended a sign painting tech class that later he created a business that made signs for doors and buildings.

***“I love the support of the staff and the amazing programs that have empowered me as a student at Sacramento State University.”***

***Sacramento State University has provided awesome support to me as a student. I hope that that more service and programs continue to be available to more students of color.”***

— I am a Afro-Latina that was born in Chetumal Mexico and was raised in Belize City. I migrated to the United States when I as sixteen years old. I enrolled at Sacramento State fall 2013 as a part time student while working full time.

***“There are many areas in which Sacramento State University can do better for me and future students. But I think the most imporant one is support services. Offering more resources and support for students, including academic advising, tutoring, career counseling and mental health services. Students need learn how to make decisions for themselves must be able to envision what life after college will entail.”***

***Students need assitance but they're afriad to ask for it and don't know where to start. I believe emotional maturity and setting goals for life after college are the most important and if guidance for this is avialible at Sacramento State University it will be greatly beneficial for me and all future students.”***

— I am a first generation Hmong-American. I am a 26 years old male. I would consider this my 5th year in school attending Sacramento State and I am currently a Senior. I started my journey in Fall of 2014, and I left in Spring of 2018. Then I returned to Sacramento State during the Fall of 2022.

***“Sacramento State is a wonderful university. I can't think of anymore this school can do for me than it has already done. CSUS is filled with opportunity on every corner.”***

—I am a White American female. I am Irish, but not in any near generations.

## **Introduction**

Millions of students enroll in higher education in the nation each year. Some will complete their educational journeys, yet many may struggle to stay and still others will go.

### ***Those Who Leave College***

The total number of people in the nation with some college but no completion of a credential or degree (SCNC) rose to 41.9 million, according to the National Student Clearinghouse Research Center report, [“Some College, No Credential,”](#) for the most recent academic period studied. This includes the 2.3 million college students who stopped out of their studies in the year, an increase of almost 3% from the prior year. When focusing on working age adults (18 to 65 years old), the number of Americans who left college is 36.8 million—close to 20% of the U.S. population in this age range who started college but did not finish. Nationally, for every 1,000 graduates, 2,156 Americans are in this SCNC population. And by state, California has the highest number by far, at 5.8 million SCNC students, 15.8% of the nation’s SCNC population.

### ***Those Considering Leaving College***

And many of the students who are enrolled in higher education are struggling. According to the Gallup/Lumina Foundation report, [“The State of Higher Education,”](#) based on a survey of students currently enrolled in college, 38% of students said that it was “very difficult” or “difficult” to remain enrolled in their program. When asked whether or not the student had considered withdrawing from their school for at least one term in the past six months, 35% of students responded yes, a number that has risen steadily in the past few years the survey has been done.

### ***The Risks of Stopping Out***

A student may discontinue college for any number of significant reasons, especially in the wake of a global pandemic, continuing economic uncertainty, and mental health epidemic, and all of this in addition to the problems long associated with college enrollment, including cost, time, and competing work and/or family responsibilities.

Yet once a student stops-out, they are statistically less likely to come back—and then risk losing so much. Research tells us that for the student, achievement of a college degree means more career paths and promotions available, greater likelihood of financial prosperity and security, and better health and quality of life. And there is more at stake: The nation needs its most educated workforce to maintain its standing in the world economy and for its judicial, political, healthcare, and education systems, and other important sectors of society. And we, as an institution, need our fullest, most diverse student body for the betterment of all our campus experiences, learning, and scholarship and the strength and vitality of the surrounding community.

### ***This Project—and Our Work***

*Listening to Students Who Ever Thought About Leaving College or Did Leave College and Came Back* has been the unfolding of survey responses from students on this campus this past year and into this academic year, centering on the different factors in their difficulty in enrollment and consideration of leaving or actually leaving—and what gets them to stay or come back. Each section of the project has focused on one key aspect of keeping students on-track and successful in college life through to completion.

This section, Part 14, focuses on the need for students to have all the support and services they need in their college journey through to graduation.

### **Part 13: The Need for Support and Services**

As the preceding section notes, too many students leave their higher education, some never to return, and so many students currently enrolled in college have considered leaving academia, at risk of not returning once they do so. They leave or think about doing so due to many factors, many of which could be prevented, eliminated, or lessened with greater student use of campus services and support.

#### ***The Benefits of Services***

Students who utilize campus resources receive help with costs of college and meeting basic needs, adjusting to college and making connections, completing coursework and learning essential study skills, maintaining physical health and mental well-being, exploring interests, developing skills, and pursuing passions, making decisions in major and career paths, finding employment during and after college, and more.

In addition to the benefits of the service itself, there is further significant value: Students who utilize services also gain a greater sense of belongingness on campus, which has long been associated with student retention and success in college. Research also directly shows campus services and support are important to students' decisions to stay in college. For example: According to a Gallup/Lumina Foundation report, "[The State of Higher Education](#)," in a survey of current, former, and prospective college students, when asked about the importance of the following factors' influence on the student's enrollment decision, here are how many responded "very important:" Loan forgiveness programs (40%), emergency aid (38%), student loans (38%), support from a school counselor or mental health professional (30%), work study jobs (29%), affordable student housing (29%), reduced cost-meal plans (28%), buses or other forms of transportation (26%), childcare needs worked out (23%), and food banks (22%). In another survey of college students, reported in [Driving Toward a Degree](#), a range of student services are noted by students as being important to their decision to stay in college, including: Academic advising, academic registration/Registrar, financial aid counseling, career advising, tutoring and academic support, student health clinic, mental health counseling, library and research assistance, accessibility and disability services, IT or technology assistance, peer mentoring, and emergency aid/basic needs, military/VA benefits, and student success coaches.

#### ***The Benefits of Support***

There are also numerous studies to show the importance of support from faculty and staff to enhance students' sense of belongingness and experience in college, progress and performance in their studies, and retention and degree attainment.

[Validation Theory](#) is work by nationally recognized education scholar and activist specializing in student retention, Laura Rendón, who was part of a research project studying at-risk students in college. When asked when they knew they'd be successful in college, the students often noted it was someone who offered them reassurance, encouragement, or support. "What had transformed these students were incidents where some individual, either in- or out-of-class, took an active interest in them—when someone took the initiative to lend a helping hand, to do something that affirmed them as being capable of doing academic work and that supported them in their academic endeavors and social adjustment," to college, she found.

All students will need support and services in their time in college. Some may need specific support, while others may need a range of services. Some students need support occasionally, while others more often. And some students will have even greater need in terms of the amount, frequency, and/or urgency for support and services.

### ***Those Most in Need of Support and Services***

Students at risk of leaving or who do leave college typically are those especially in need of support and services in their time here. [How America Completes College](#) reports the survey responses of students who think about or actually leave college.

In comparison to students who never thought about leaving college, students who have left college or seriously consider leaving college report:

They feel less sense of support from professors or their family members during their time in college.

They go less to advising or their professors' office hours, utilize academic resources and other campus services less, and participate less in campus life.

They also experience greater difficulty in their courses, their living situations while in college, their well-being, their ability to pay for college and living expenses and meet basic needs, and other struggles while in college.

When asked about each of the following services and forms of support, here is how many of these students who seriously considered leaving or did leave responded that *the resource would have helped the student to decide to continue college or stay in college*:

Additional financial resources—

36% of students who have seriously considered leaving and 41% of non-completers.

More mental health resources or support—

31% of students who have seriously considered leaving and 20% of non-completers.

Friends and social organizations—

29% of students who have seriously considered leaving and 18% of non-completers.

Additional support from academic or career advisors—

25% of students who have seriously considered leaving and 14% of non-completers.

Extracurricular activities—

18% of students who have seriously considered leaving and 14% of non-completers.

Additional support from professors—

14% of students who have seriously considered leaving and 16% of non-completers.

Additional employment resources—

11% of students who have seriously considered leaving and 18% of non-completers.

Better commute or transportation support—

11% of students who have seriously considered leaving and 10% of non-completers.

Additional academic resources—

10% of students who have seriously considered leaving and 19% of non-completers.

### ***In this Document***

To follow, you will find suggestions for students, as well as for faculty and staff, to increase student use of all the support they need for their best experience and success in higher education.

## **For Students**

Every student has questions and needs some assistance in their time in college, yet so many don't use at all or only utilize very little the campus resources all around them or reach out to faculty or staff for support. To follow are some ways to make sure you have all of the support and services you need to progress through higher education with greater ease and fulfillment:

### ***Build a Support System***

Here at Sac State, get to know the students in your classes and on campus, and build connections with your professors, advisors, and other campus staff. There are also a number of different programs and organizations to support you and help connect you with others, including the many student-led clubs and other groups through [Student Organizations and Leadership](#). *Having a support system in place can make it easier to get questions answered, get help whenever needed, and give you a sense of belonging on campus and encouragement in pursuing your studies.* Also consider signing up for a faculty or staff member to mentor you on your college journey through the [U-Mentor Program](#), or other mentoring opportunities on campus. *Knowing you have people there for you to support you in your college journey is so great!*

### ***Reach Out When You Have Questions or Need Help with Coursework***

Reaching out to professors can be a great way to get your questions answered or help with coursework. If the scheduled office hours don't work for you, faculty may arrange an alternative time to meet or talk by phone or try to address your questions via email. Reaching out to classmates or other students in your program can also be very helpful! And if you ever find yourself struggling in a class, then be sure to reach out to your instructor to see what might be done. Professors who understand what's going on and why you're struggling may offer helpful encouragement and advice. They may decide to grant time extensions or allow late assignments with penalty, sit down and assist you directly, and/or offer other forms of support, depending on your needs and circumstances. There's also great academic support here—the [Peer and Academic Resource Center \(PARC\)](#), the [Reading and Writing Center](#), the [Math Lab](#), and [Smarthinking](#) (the 24-7 online tutoring for a number of subjects and writing), and all of the tutoring centers in the many programs of study.

### ***Utilize the Campus Resources All Around You for a Variety of Student Needs***

If you need something or have questions, please reach out to faculty, staff, and/or campus support! We know college life, with its many policies and protocols, can be confusing, costs of living and college can sometimes be tough, coursework can be hard, finding a major/career path uncertain, dealing with mental or physical health challenges difficult, and feeling a sense of belonging and fulfillment on campus not always easy for everyone. If you are struggling for any reason, please know that you have a great big campus here for you. We are a Hornet Family! What you may not realize fully as a student, but what becomes very clear when you start to work here, is this: *There are so many people working all across this university who are rooting for you, caring about you, wanting to make your learning and experiences here better, and wanting you to reach out if you need anything at all.*

Please look over this [List of Campus Resources](#) to see all of the many great services available to meet a variety of needs. Please utilize the resources available to you for your greatest college experience and success!

## **For Faculty and Staff**

Sacramento State has a tremendous array of campus programs and services—but not all students are aware of the range of support available to them or utilize that support even when they do know it’s there for them. To follow are ways faculty and staff can increase student support and awareness and use of services.

### ***Show Your Support***

Faculty and staff support is incredibly beneficial to students in terms of their greater sense of belonging in academia, confidence and performance in coursework, and student retention and graduation from college. Numerous studies show this, but [Validation Theory](#), by Laura Rendón, is one of the most pivotal. She noted, in her studies of at-risk students in college, that *it was often one individual on campus who made the difference for the student*. By individual, she specifies a variety of institutional agents such as advisors, coaches, tutors, resident advisors, administrators, and faculty, teaching assistants, lab instructors, and other campus employees in their work in and out of the classroom, as well as other students. By validation, she tells us both interpersonal and academic validation for students—for who they are and how they’re doing and how they can be supported, and for all they contribute and can accomplish as a student. And in terms of when validation is needed, she is clear: “Validation is most effective when offered early on in the student’s college experience, during the first year of college and during the first weeks of class,” and something that should also be a continual process “throughout their college years.”

*We can be that person for our students.*

### ***Encourage Them On***

This is something we can all do. “We think about educators as those who are in the classroom and those who are in Student Affairs, but from my training, I also see many of our custodial and janitorial staff and facilities staff as being absolutely a part of the educational process,” President Wood noted in a past Fall Address. He recounted one of his first studies at another college, where he was interviewing students about their success and asking who they engage with inside and outside of class. The students’ answer, he found, was, “The person who tells me, *‘I’m proud of you. Keep going. Keep your head in the books. I’m here if you need anything’* was the janitors, the custodians, the food service workers, and the groundkeepers.” He adds, “So all of us here have the privilege of being educators.” An encouraging “you got this” or compassionate “I see you working hard,” can lighten hearts and fortify tired minds, and inspire students to keep on going through to semester completion.

### ***Show You Care***

We can do this in so many different ways: Bolster the self-efficacy of a student who has expressed doubt regarding their academic ability, offer support to the student who feels overwhelmed, convey concern for the student who is going through something, reach out to the student who appears lost or disengaged, find services for the student who is clearly struggling. All can mean more than we ever realize. *You may be the only source of support that the student has, the one person who turns that situation around for the student*. Faculty and staff members’ heartfelt, caring attitude is one of the most important factors in student retention and success, and there is also research to show that students are more likely to access student services when they perceive faculty and staff as caring.

### ***Help Students to Better Understand College Life***

Who knows better the ropes of making it through Sac State than the faculty and staff who work here? “College knowledge” is valuable, but something not all students have. Some of our students may be first generation college students without the benefit of having family members who have gone to college and can provide guidance, others may not yet have friends on the campus who can “dial them in” to college life. Discussing the process of class registration or securing financial aid, the importance of assignment completion and class attendance, prioritizing time and tasks, classroom norms and expectations, and so forth, can be tremendously helpful. Helping students to better understand college life shows support and validation and, there is research to show, also increases the likelihood of their use of campus services.

### ***Reach Out to Students in Need***

Checking in with students, especially when they might appear to be struggling but don’t come for help, can make a world of difference in terms of a student passing a class or failing it, in continuing on in their college education or dropping out. You reaching out and your support for the student can mean so much! You will often see faces lighten, the student showing up more often and more mindfully, and gratefulness for somebody reaching out. And when that somebody is your professor or a university employee wanting to make sure you’re okay, that can mean so much.

### ***Let Them Know You Are Here for Them***

We may not always know when students have questions or concerns unless they come to us. Being available for student-talk as much as possible before and after class or meetings, being present in office hours and emails, and being open and approachable in manner, all show you are there, should students need to reach out. Engaging in small talk opens lines of communication and asking how students are or what’s going on in their lives shows interest and caring for them. Telling students directly—more than once—that you want to do all you can to support them in their college journey at any time can be just the invitation they needed to come to you, to open up to you. Letting students know that should they stop coming to class, stop doing well in coursework, or stop seeming their usual self, you will be sure to reach out to make sure they’re okay, this shows you are there and will be there for them.

### ***Be There When They Need You***

We can also listen and respond supportively when a student comes to us or we find ourselves in that deeper type of conversation. Listening with an open mind and open heart can help a student to give voice to struggles, work through emotions, gain perspective on what they’re going through, and formulate steps they might take—and feel they are heard and their humanity acknowledged. You can offer empathy and support for what the student is going through in the present, and optimism and hope for the future. You can help stressed or overwhelmed students toward a sense of calm and reassurance, help students with hurt or sorrow to feel comforted, help students lost or lonely to feel connection, help students feeling less than or without worth to feel cared for, help students feeling discouraged or defeated to see their inner strength, skills, and talents, and help students experiencing setbacks or obstacles to reflect on the situation constructively, take on a growth mindset, and cultivate resiliency in the face of adversity. We can also ensure the student knows the campus resources available to assist them in their struggles.



### ***Understand How Difficult it Can Be to Seek Support or Services***

Asking for help can be hard to do for just about anyone due to the sense of vulnerability of reaching out and opening up or the belief you should be able to handle things on your own. Yet for some students, it can be even harder, including: First generation college students and students of color, who may already feel out of place or lacking in academia; student veterans, who are typically trained to be fiercely independent and always show strength; and males, so often socialized to see seeking help as a sign of weakness. And younger people can be intimidated by faculty and staff, and ever more so these days find even the most routine of conversation a little awkward or difficult, and students with social anxiety, on the rise in higher education, may especially find approaching faculty or staff difficult. If it is academic support needed, some students of color might be reluctant due to fear of confirming inaccurate stereotypes regarding their cultural group's intellect, some older returning students may feel embarrassment, and some students with learning or other disabilities may not want to utilize their accommodations or seek academic help due to fear of inaccurately being seen as intellectually deficient. If it is mental health support needed, some students may feel especially reluctant due to American societal and/or their culture's stigmatization of mental health struggles and/or seeking support. Reluctance to seek help may further come from backgrounds of distrust or not being helped at all or very little by past teachers, staff members, and others, which can occur to any student, but especially to students of marginalized and minoritized groups.

To help students to feel more comfortable asking for help:

#### ***Encourage Them to Come See You***

Your genuine invitation to students to stop by and see you in your office, department, program, or service can go a long way to increasing the number who do. This can also help those who feel intimidated at the prospect of doing so or who are hesitant to “bother” you to feel more comfortable. This is true of staff services, as well as faculty office hours, which are that key time where you can answer questions that a student might feel reluctant to ask in class or need answered more fully, allay concerns or help a student overcome obstacles to course progression, give guidance to help a student get on track or stay on track in college life, and lend an ear and share support services to a student in need.

#### ***Normalize the Act of Help-Seeking***

To do so, we can share the times when we were students and went to our professors with struggles or utilized campus support to good effect, or mention the positive impact we have seen campus support have for our students. We can remind them that all students need assistance from time to time in college, and getting help sooner rather than later in your college journey is smart. We can make sure they know that getting help is a part of resiliency—using all available resources to overcome challenges. We can empower students to be their best advocates through utilizing student services. We can also encourage students with specific challenges to get the help they need. For example: We can let students who may be reluctant to use the Food Pantry know that hundreds of students go each semester and faculty and staff, too, when they've been invited to come. We can reassure students who may be reluctant to seek counseling that they aren't alone in mental health struggles—about 40% of college students experience a significant mental health issue, according to [Active Minds](#), and getting help means feeling better and doing better in your personal, professional, and academic life, as a result.

### ***Increase Awareness and Use of Campus Services***

Research shows that many students aren't aware of the campus support available to them. For example: An [Inside Higher Ed Student Voice survey](#) found that only two-thirds of college students strongly or somewhat agree that they know where on campus to go if they or a friend are having a mental health crisis. Another survey, reported in [Driving Toward a Degree](#), found that, on average, only about six in ten students were aware of campus support services such as academic and career advising, financial aid, and mental well-being services.

It should also be noted that some types of students are even less aware of the various types of campus support in general, such as first generation college students, students from financially disadvantaged backgrounds, first-year students, transfer students, and students who are reentering education after time away, and may be new to Sac State or haven't been back for some time.

Simply being aware of campus support can enhance the sense of belongingness and perception that the institution cares about the student, we know from the above and other research! Studies also show that students who utilize campus services not only see the benefits of that support for them, but also feel even higher levels of belonging, which contributes to greater likelihood of students staying and succeeding in their higher education.

*So, let's work even more to increase student awareness and use of campus resources.*

#### ***Let Students Know All This Campus Has to Offer***

Sac State offers so many programs and services, all great ways to increase students' likelihood of staying and succeeding in college. There are places on campus for women, men, LGBTQ+ students, students of various cultural backgrounds and faiths, students with disabilities, international students, student athletes, student veterans, and students who are undocumented. There are programs for minority underrepresented students, lower-income students, English language learners, first year students, and honors students. There are services for first generation college students, current and former foster youth scholars, student parents, students experiencing hunger or homelessness, students of migrant or seasonal farmer backgrounds, and currently and formerly incarcerated students. There's also tremendous help for writing, reading, researching, and other general academic tasks, as well as tutoring for specific courses, and a variety of academic and interest clubs, events and workshops, opportunities for internships, employment, and study abroad, and so much more! *The resources and opportunities abound for all, but so many students don't know they are there.* Here is a [List of Great Campus Resources at Sac State](#).

We can spread awareness of all of these campus services in a number of different ways: We can announce student services right at the start of the term in our classes, Canvas, workspace, and messages, and in one-on-one interactions and group settings with students, and then remind them throughout the semester, because you never know when that student might be in need. We can request and welcome quick presentations to our group, class, or program regarding campus services. We can also give students the opportunity to share their experiences utilizing campus support with other students, because their peers are influential in increasing awareness and use of student services, research tells us.

In teaching, we can link the relevant campus support to assignments (e.g., IRT support to online exams and/or academic resources to class assignments), provide extra credit opportunities for student use of campus services, and even, for some course subject matter, consider how we might create lessons or assignments around campus services (for example, mathematics or finance and financial aid, psychology or nutrition and student health and wellness services).

And in programs and services, we can work to spread the word about specific campus resources, making sure we're being very clear in what we say and the information we provide on websites and in documents about what specifically we do for students, including where to go and what to do to access that service, and providing any needed encouragement or explanation of value to students of using that resource.

### ***Increase Student Use of Services***

Awareness is the first important step, but some students may still need encouragement to seek support. Doing more than simply providing the name, contact information, and/or link for a campus resource could help a student in need of support to feel more comfortable and therefore more likely to use that resource. We can, for example, describe what specifically that service or office does for students and what they can expect when they walk in or initiate contact. We can offer to sit by in support while they email or call that service—or accompany the student over there, ourselves, for their greater ease and comfort. When we know individuals in a particular office, we might tell the student that we will let that employee know to expect them or let them know we'll call or email ahead to say we're sending the student over or so that someone there can reach out to them. It should also be said that when referring a student on to (other) campus services, it's important that they don't feel “shuffled around” from office to office, but instead understand that you want them to get the best service from the people who know that service best, but you will still be available to the student, should they need further assistance now or in the future.

We need also be mindful of accessibility and equity in efforts to increase use of campus support. Students may be very aware and in need of campus services, but barriers prevent them. For some, the hours of a service's operation or faculty office hours prevent them from coming, as in the case of student workers, student parents, students with caregiving responsibilities for younger siblings and other family members in need, and students taking online classes who may not have the financial means or time to make a special trip to campus to receive services. When possible, offering services or office meeting time after business hours, as well as in different modalities, such as Zoom, can make a big difference, or offering to make an appointment outside of the scheduled hours, should a student request due to time conflicts. And some students may not utilize campus support if information regarding student services is not made fully accessible, or if they perceive potential accessibility barriers, such as campus workshops or events where the means of securing accommodations is not clear.

Questions we might ask ourselves to increase student awareness and use of services include: *What might be barriers to awareness of, comfort level in seeking, ease in accessing or utilizing, and the value and utility to different types of students of each of the*

*different campus resources that we have and our faculty office hours? What can I do in my sphere of work to better promote and facilitate use of campus resources for students, and better assist and support students myself?*

### ***Do Your Best for the Student***

If a student is taking the time, energy, and, in many cases, the spike in uncertainty, intimidation, or anxiety to seek out services or support, then we need to be sure to do our best to assist that student so that they leave with what they need and, ideally, more.

This can mean: Offering assistance when a student appears lost, confused, or hesitant to come up to a service counter or into a faculty or staff member's office. Being patient and helping them along when they aren't even sure of what they're trying to ask or need to ask. Being mindful of university jargon and acronyms and taking the time to clarify and simplify complex campus policies and procedures. Making sure to repeat or put into writing important points, action items, or due dates. Being mindful of the whole student and considering a range of steps, services, solutions, or advice to help the student beyond the immediate need expressed or requested.

This can also mean: Helping the student to feel seen and heard (rather than like “a number”). Giving the time and space to address all questions or concerns. Empathizing with what has been called the “precarity” of students' lives—students these days are struggling with things that we may never have as an undergraduate student or at all in our lives. Offering practical assistance, psychological support, academic encouragement, and personal inspiration. Showing your deep commitment to the students—doing your best and going the extra mile to make sure they have everything they need to succeed in their college education.

A good experience with campus services helps the student to feel validated and get the assistance they need—and also increases the likelihood that the student will come back to that campus service or faculty or staff member for support and approach other campus resources, faculty, and staff, for support, as well.

### ***Keep in Touch***

Check in with the student, even after they have left your office with the services received or questions answered, or the course that the student took with you is over. Understand just how strong of an impact and show of support it can be when you attempt to maintain contact or follow up with a student, even when the student might not return your message, or show outwardly just how much that gesture means.

You are validating that they matter at this institution, even past the conclusion of your time with the student in a class, program, or campus service or interaction in your office.

## Conclusion

All students can benefit from support and services in college, we know from research. Just one faculty or staff member can make a difference, keep a student on track or get them back on track, and fortify, center, and inspire them onward in their higher education journey.

Simply being aware of campus services can increase positive feeling regarding the campus, studies show, and actual use can increase a student's sense of belonging and benefit the student greatly through help with academics and academic self-efficacy, with costs and financial stress, with mental health struggles and stress, with finding a sense of place and purpose on campus, with finding a program of study and employment now or future career path, and with so much more.

And student support and services, in turn, contribute to greater likelihood of our students staying and succeeding in college, realizing their full potential as scholars and human beings, and having their best college experience.

For more perspectives from students and information regarding this work, "Listening to Students Who Thought About Leaving College or Left and Came Back," please see the sections:

- ["Part 1: The Pivotal First Year in College"](#)
- ["Part 2: The Need for Belonging"](#)
- ["Part 3: The Need to Do Well and Feel Confident in Coursework"](#)
- ["Part 4: The Need to Manage Stress and Cope with Struggles"](#)
- ["Part 5: The Need to Manage Costs and Financial Pressures"](#)
- ["Part 6: The Need to Finish Each Semester as Strongly as Possible"](#)
- ["Part 7: The Need to Return"](#)
- ["Part 8: The Need to Be Engaged in Learning"](#)
- ["Part 9: The Need for Greater Mental Health"](#)
- ["Part 10: The Need for Diversity, Equity, Inclusion, and Justice"](#)
- ["Part 11: The Need to Find One's Path"](#)
- ["Part 12: The Need to Graduate"](#)
- ["Part 13: The Need to Continue"](#)

This work is part of the larger [\*Listening to Students\*](#) project done at this institution.

With so very much appreciation to Elijah Martin, Outreach Coordinator, Black Honors College, for his great skills and insight so invaluable to this project, and to Ruth Williams, Director, Black Honors College, and Dr. Marcellene Watson-Derbigny, Associate Vice President, Student Retention and Academic Success, for their extraordinary support, assistance, and wisdom shared over the years in this work.