

Chapter 2

Broke and Book–Bound: Surviving College During a Global Pandemic

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ABSTRACT

Education has been historically branded as a tool to transcend conditions that have aided and abetted systems of generational and societal inequities. During a global pandemic, there has been no greater challenge to this view than considering the impact of life-altering events and their implications on higher education, success, and thriving. Specifically, the COVID-19 crisis has put this health-based issue on an international stage, but more specifically, spotlighting how it has exacerbated issues such as poverty, hunger, homelessness, and educational attainment. This chapter will examine the existing literature around the issue of global pandemics on college attainment for college students who are resource and access-gapped and best practices to consider to support holistic success during a global pandemic.

BROKE AND BOOK-BOUND: SURVIVING COLLEGE DURING A GLOBAL PANDEMIC

Education has been historically branded as a tool to transcend conditions that have aided and abetted systems of generational and societal inequities. During a global pandemic, there has been no greater challenge to this view than considering the impact of life-altering events and their implications on higher education, success, and thriving. Specifically, the COVID-19 crisis has put this health-based is-

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Broke and Book-Bound

sue on an international stage, but more specifically, spotlighting how it has exacerbated issues such as poverty, hunger, homelessness, and educational attainment. Being broke and book-bound in a time of global pandemic is a state unimaginable for many to fathom, but this is our reality. For college students in the United States who were previously experiencing socio-economic, health, and access disparities, COVID-19 has served as an accelerant to conditions they were already battling.

Many of our campuses already offer a variety of support services to handle issues that student face on our respective campuses, such as health centers, counseling centers, health promotion offices, student affairs staff, and other support services including offices dedicated to LGBT students, multicultural affairs, students with disabilities, international students, and other underrepresented student populations. As enrollment is declining, some campuses are forced to make budget cuts due to the current pandemic. These support services should be prioritized as critical investments, but typically are the first to be cut or furloughed. These offices are forced to identify what? and be innovative and creative as possible because they still need to provide these supports to students as the need is now much more critical. This chapter will examine the existing literature around the issue of global pandemics on college attainment for college students who are resource and access-gapped, as well as, best practices to consider to support holistic success during a global pandemic.

When looking at different strategies for support for students during a crisis one of the things we often do not think about is the whole student. Frequently many of us working in higher education compare our experience as a student to the students we serve. We know that things are very different. The crisis that was previously faced is not the same as the ones that students are facing now; yet, the approaches to how we serve these students better tend to fall back on traditional methods we have always done in the past.

History of Student Support

A pivotal moment in history when looking at student support took place in 1964: the Economic Opportunity Act (EOA). This was the government's response to the war on poverty but also began to look at how the government could provide support to students to help pay for higher education. This is the beginning framework for federal financial aid to assist students with having access and support to pay for higher education. In addition, in 1965, the Higher Education Act (HEA) was the follow up to EOA, which created a law designed to strengthen the educational resources of colleges and universities to provide financial assistance to college students. Outside of financial aid, HEA provided support for libraries and teaching resources to better assist students. From the HEA, we see in 1968 the creation of another program called "special services for disadvantaged students", later to be renamed "student support services". This change is known as the creation of TRIO programs that specifically support students from historically disadvantaged backgrounds in their pursuit of a college degree. These are important dates in higher education history that point to the focus and early strategies around how to build support networks during a crisis.

Program Services required by the U. S. Department of Education are academic tutoring, academic advising/course selection, financial and economic literacy, financial counseling, supplemental grant aid, transfer counseling. Additional program services that may be provided by SSS programs are cultural enrichment activities, workshops, mentoring, individualized counseling (career, personal, academic), disability services, programs & activities for underrepresented students in foster care, homeless youth, ESL, and other disconnected students (Student Support Services Program: Legislation, Regulations, and

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