GRoup 12

Rajvi Pinalbhai Mehta Amit Sharma

Case Study: Student College Experience

[Company name] | [Company address]

[Year]

**Contents**

[Abstract 2](#_Toc131426054)

[Introduction 3](#_Toc131426055)

[Literature Review 4](#_Toc131426056)

[Methodology 5](#_Toc131426057)

[Results and Discussions 6](#_Toc131426058)

[I. Story 1: Demographics 6](#_Toc131426059)

[II. Story 2: Related to College 6](#_Toc131426060)

[III. Story 3: Academics/ Services 6](#_Toc131426061)

[IV. Story 4: Feedbacks 6](#_Toc131426062)

[Conclusion 7](#_Toc131426063)

[References 8](#_Toc131426064)

# **Abstract**

# **Introduction**

The college experience is a critical phase in every student's life. It is a time of growth, self-discovery, and academic advancement. Achieving an optimal college experience is a common goal among all students, but the factors that contribute to a desirable college experience can vary from student to student. Personal and professional background, residential life experience, living flexibility, and academic factors such as socioeconomic status, race, and ethnicity can all play a significant role in shaping one's college experience. Campus culture, extracurricular events, services provided, and social opportunities are also factors that can impact the overall college experience.

Given the importance of the college experience, it is crucial to understand how various factors affect students' day-to-day lives and overall quality of life. Therefore, this study aims to examine the relationship between three specific factors and the college experience: demographics, work history, and living conditions. By identifying patterns and correlations between these factors and the college experience, the study aims to provide insights that could be used to improve academic experience.

Demographics can influence the college experience in many ways, including but not limited to, one's race, ethnicity, and socioeconomic status. Work history may affect the college experience in terms of financial stability, work-life balance, and career prospects. Living conditions, including accommodation type and location, can impact the college experience by affecting a student's living standards, academic performance, and social life.

Through this study, we hope to gain a better understanding of how demographics, work history, and living conditions can influence the college experience. The results of this study could help universities and colleges create policies and programs that promote a more positive and supportive academic environment, leading to better outcomes for students.

The hypothesis of this study suggests that students who have stable work histories, relatable educational backgrounds, and better living situations are more likely to have a positive college experience. There are several reasons why these factors could be related to a positive college experience.

First, students who have stable work histories may have an easier time balancing work and academic commitments, leading to a better work-life balance. They may also have more financial stability, which could reduce stress and allow for a more enjoyable college experience.

Second, students who have educational backgrounds that are relatable to their academic pursuits may find it easier to navigate the academic environment and perform well in their courses. This could lead to a sense of accomplishment and satisfaction with their academic progress, contributing to a positive college experience.

Finally, students who have better living situations, such as comfortable and safe living accommodations, may feel more relaxed and focused, allowing them to better engage in academic and social activities. They may also have more opportunities to socialize and participate in extracurricular activities, which could contribute to a positive college experience.

By examining the relationship between these three factors and the college experience, this study aims to provide insight into how universities and colleges can better support their students. If the hypothesis is supported by the data, universities and colleges could create policies and programs that support stable work histories, provide relatable educational backgrounds, and improve living situations for their students, leading to a more positive and supportive academic environment.

# **Literature Review**

A comprehensive overview of the relevant research on the factors that impact the college experience, highlighting the most important findings and discussing the implications for the research question are given below:

1. The impact of demographics on college experience: There is a growing body of research that examines how demographic factors such as race, ethnicity, and socioeconomic status can impact college experience. For example, studies have shown that students from underrepresented racial and ethnic groups may experience social isolation and marginalization, which can negatively impact their academic and social experience (Chang, Astin, & Kim, 2014). Similarly, students from lower socioeconomic backgrounds may experience financial strain and have less access to resources, which can also negatively impact their college experience (Stephens, Hamedani, & Destin, 2014).
2. The role of work in college experience: Work can have both positive and negative effects on the college experience. On the one hand, work can provide financial stability and valuable work experience, which can be beneficial for career prospects (Goldrick-Rab, 2016). On the other hand, work can also contribute to stress and reduce the amount of time available for academic and social activities, which can negatively impact college experience (Goldrick-Rab, Broton, & Eisenberg, 2016).

# **Methodology**

# **Results and Discussions**

## **Story 1: Demographics**

## **Story 2: Related to College**

## **Story 3: Academics/ Services**

## **Story 4: Feedbacks**

# **Conclusion**

# **References**

1. Chang, M.J., Astin, A.W. & Kim, D. Cross-Racial Interaction Among Undergraduates: Some Consequences, Causes, and Patterns. *Research in Higher Education* **45**, 529–553 (2004). <https://doi.org/10.1023/B:RIHE.0000032327.45961.33>
2. Stephens, Hamedani, & Destin, Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students’ Academic Performance and All Students’ College Transition. *Sage Journals*, 2014. <https://doi.org/10.1177/0956797613518349>
3. Broton, Katharine M., Sara Goldrick-Rab, and James Benson. "Working for college: The causal impacts of financial grants on undergraduate employment." *Educational Evaluation and Policy Analysis* 38.3 (2016): 477-494. [DOI](10.3102/0162373716638440)
4. Eisenberg, Daniel, et al. "Too distressed to learn." *Mental health among community college students* (2016): 1-15.
5. <https://ps.psychiatryonline.org/doi/full/10.1176/appi.ps.202000437>
6. Burt, Callie Harbin, Ronald L. Simons, and Frederick X. Gibbons. "Racial discrimination, ethnic-racial socialization, and crime: A micro-sociological model of risk and resilience." *American sociological review* 77.4 (2012): 648-677. [DOI](10.1177/0003122412448648)