ELIMINATING THE DISPARATE EFFECT OF PSYCHIC DISEQUILIBRIUM ON A SELECTED GROUPS OF MARGINALIZED COMMUNITY COLLEGE STUDENTS: NON-TRADITIONAL, FIRST-GENERATION, AND FINANCIALLY INSECURE STUDENTS

by

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ABSTRACT

Marginalized groups of people enroll in community college in large numbers hoping to earn a chance at the American dream. However, many will not be able to access this dream because of systematic marginalization inside and outside the classroom. Many of the faculty who have built their professional careers around teaching students do not understand the challenges marginalized groups face, thereby unintentionally contributing to the challenges these students will face. Each marginalized group has inherent challenges, but most marginalized people intersect more than one group, compounding the challenges and marginalization they experience. A lack of understanding of community college students further contributes to their marginalization. To fulfill its missions, community colleges must ensure that faculty understand the challenges of all students and be willing to educate faculty to create and sustain environments that will allow all students to thrive.

This product dissertation summarizes the research that discusses the characteristics, challenges, and strategies of the three largest marginalized groups of students. The research was used to create training for faculty. The training was developed to increase faculty's understanding of marginalization and how intersecting marginalization creates barriers to persistence and completion (also referred to as psychic disequilibrium).

KEY WORDS: First-generation, Non-traditional, Financially Insecure, Marginalization

DEDICATION

My doctoral journey has been a homage to both of my grandmothers. My fraternal grandmother, Annabelle Bassett Seals, went back to school in her 50s to complete her high school diploma, then enrolled in college to earn her bachelor’s degree in education. She was a non-traditional and first-generation college student who helped similar students reach their goals by teaching in our local adult education program. My maternal grandmother, Mary Viola Eugene Erby Aldridge, was 15 years old when she was sent away to Rust College in Mississippi to avoid the perils of sharecropping. She completed her high school diploma, graduated from college, and moved to Michigan, where she taught elementary school for over 35 years. She was the academic anchor for the four generations after her.

These two women pushed against stereotypes of racism, sexism, and poverty to educate others and to give back the gift of education to their communities. Thank you for setting the standard for which future generations strive and for persevering against the psychic disequilibrium of your day and time.

I also dedicate my dissertation to my parents, who continued the family legacy by earning degrees, working as teachers, and impressing and supporting all eight of their children in earning multiple degrees. Thank you, too, for role modeling the importance of perseverance and community service.

ACKNOWLEDGMENTS

I could not have completed this journey without my family's love, support, and prayers. Many of my immediate and extended family called to encourage and check in on me. Your calls and text messages meant a lot to me as I worked hard to balance work, school, and family. Thank you all for the encouragement.

I want to acknowledge my chair, Laura Dull, for her encouragement, feedback, and gentle guidance throughout this process. Although this was your first time chairing a dissertation committee, your insight and reflections were invaluable as I worked to complete my dissertation. I also want to thank Angela Guy-Lee and Monica Rodriguez for checking and balancing the needs and strengths of the marginalized groups of students discussed in my dissertation and ensuring that my end product is of high quality.

Finally, I want to acknowledge a colleague and friend, Jonathan Miller. As a fellow cohort member positively impacted my experience throughout the program. Your supportive and calm demeanor was a balancing point throughout our program. Without your support and friendship, I do not know if I would have made it to the end. Thank you.

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LIST OF ACRONYMS

BIPOP	Black Indigenous People of Color
FGS	First-Generation Students
FIS	Financially Insecure Students
NTS	Non-Traditional Students
PWI	Predominately White Institution

CHAPTER ONE: INTRODUCTION

INTRODUCTION

> …invisibility is a dangerous and painful condition, and lesbians are not the only people to know it. When those who have power to name and to socially construct reality choose not to see you or hear you, whether you are dark-skinned, old, disabled, female, or speak with a different accent or dialect than theirs, when someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing. Yet you know you exist and others like you, that this is a game with mirrors. It takes some strength of soul—and not just individual strength, but collective understanding—to resist this void, this nonbeing, into which you are thrust, and to stand up, demanding to be seen and heard. (Rich, 1994, Invisibility in the Academe section, para. 2)

More students from marginalized groups enroll in community colleges with the hope of achieving the American dream. These students hope to find faculty and staff poised to support their journey, only to realize that many faculty and staff do not understand their lifelong plight of marginality, nor do they have the resources to assist the students in mitigating the challenges by this means, resulting in their becoming invisible.

This dissertation will examine the impact of intersectional marginalization on the success rates of community college students and suggest effective interventions by community colleges to improve their success and make them visible within the academy.

THE PROBLEM

As a part of my doctoral coursework, I surveyed a small sample of community college developmental education faculty to ascertain if they minimize stereotype threats in their classrooms. Developmental education faculty were targeted for the survey because many marginalized groups of students are relegated to developmental education classes due to their placement test scores (Preston, 2017). According to Steele (2010), a stereotype threat is a fear associated with confirming the negative perception of a group in which they identify. Eleven developmental faculty completed the survey with 14 closed-ended questions and a textbox. The faculty could include in the textbox evidence of the strategies they utilize in the classroom associated with the question or use it to explain why they are not using a particular strategy. The survey questions were developed from research-based strategies to eliminate stereotype threats in the classroom. Overall, the responses to the survey showed that:

- 89% of the participants recognize that they have biases about their students.
- 67% stated that their students could not become college-ready (this is a stereotype threat that can create barriers for students). This was problematic because, based on their anecdotal comments to this question, it did not seem that they recognized how their thoughts about their students' potential or actual biases could create barriers for their students.
- 89% of the participants stated that they would recognize if they were to make a biased comment about their students (this is a research-based strategy to minimize stereotype threats), which contradicted the comment that 67% of them made about their student college readiness.
- 67% stated that they see the benefit of ensuring that in-class groups are diverse (this is a researched-based strategy to minimize stereotype threats).
- 100% of the participants did not understand the value of sharing information that showed how past students who struggled in their course completed their course successfully (this is a researched-based strategy to minimize stereotype threats).
- 100% of the participants said that they took time to get to know their students personally (a researched-based strategy to minimize stereotype threats).

Based on the responses to this class project, I hypothesized that developing research-based training on student stereotype threats could help faculty better support these students' needs. Overcoming these barriers is imperative for equity for marginalized groups of community college students.

PERSONAL EXPERIENCE AS AN EQUITY OFFICER

To further support my assessment, the challenges faced by marginalized groups of students were further realized through my work at a rural, predominantly White community college. At the time of this dissertation, I worked as an equity officer for over eight years at a community college. In my role, I noticed that the students who reached out to the Equity Office for support were primarily students from marginalized groups. When I talked to the faculty or staff member identified as denying a student full access to the educational environment because of a protected class or marginalization, it became evident that the faculty or staff was unaware of how their interaction, or lack thereof, negatively impacted the student. In most situations, the faculty or staff would defend their behavior by stating that the student was “too sensitive” or that they are teaching the student a lesson so that the student could survive in the “real world.” These repeated conversations were disheartening and frustrating, and with the results from my practicum, my dissertation topic was born.

My conversations with faculty and staff made it evident that many college employees were not members of marginalized groups. Because of their privileges, while earning their degree(s), they have experienced fewer barriers than marginalized groups of students face. Additionally, the faculty’s lack of personal experience leads to a lack of understanding (empathy) and a lack of flexibility needed to support marginalized students in the community college. When college employees lack understanding, the difficulties in utilizing the empathy required increase when interacting with marginalized groups of students. This lack of empathy creates and supports institutional barriers, leading to a lack of completion for the most vulnerable students they have purported to support by teaching at a community college.

QUESTIONS

This dissertation will answer the following questions:

- What marginalized groups of students are more likely to enroll at community colleges?
- Do the intersections of marginalization create compound challenges for marginalized groups of students?
- What barriers do non-traditional, first-generation, financially insecure, and minority students experience inside and outside the community college?
- Do faculty understand the unique needs of marginalized community college students?
- What resources/support can faculty utilize to mitigate the barriers that non-traditional, first-generation, and financially insecure students encounter inside and outside the community college classroom.
- Do faculty understand the mission of community colleges to best support community college students?

To answer these questions, the dissertation will review the research on educational marginality, the barriers non-traditional, first-generation, and financially insecure students face, and the support and resources that faculty can utilize to assist marginalized community college students, all culminating in training for community college faculty.

I hypothesize that community college faculty do not understand the challenges that marginalized groups of students experience while working on completing their degree or certificate. Their lack of understanding can create barriers to meaningful relationships between faculty and students and increase the risk of repeated stereotype threats or affirmation of that threat for students, making it challenging to persist to graduation/completion. As a result, the creation of research-based training can assist faculty in understanding the challenges and barriers, thereby creating new ways of interacting with students that intentionally and actively support students and remove institutional barriers.

THE CHALLENGES OF COMMUNITY COLLEGES

According to the Community College Resource Center (2014), “community colleges serve multiple missions—from workforce training to remediating students in preparation for higher education, to community enrichment” (Community College Research Center, 2014, para 1). Other goals of the community college are to create access for all students and equity in access and completion (Troyer, 2015). Despite the importance of these goals, today’s colleges are experiencing many challenges. According to Brown (2017), there are ten issues that college leaders must be aware of and then resolve through creative strategies. The issues include declining enrollments, declining federal, state, and local financial support, and lower degree completion rates, to name a few (Brown, 2017). Salaman (2016) included student recruitment, serving students, and graduating students as issues that must be a priority for college leaders.

Although neither author specified equity as a stand-alone issue, the college and university system in the United States has the most diverse student population globally (Duster, 2009). As a result, equity must be added to the list of important issues for community college leaders as an increase in these two areas brings about a mix of diverging and competing needs, especially when current policies and procedures of colleges have been shown to create barriers to graduation for marginalized student groups (Preston, 2017).

According to Eckel and King (n.d.), “Finding ways to increase the enrollment rates of low-income students and encourage their success once enrolled are two of the most important problems facing American higher education" (p. 97). To fulfill its mission, the retention and persistence of marginalized student groups are issues that cannot be ignored. When ignored, it can create a sense of psychic disequilibrium for students. According to Howard Sims and Barnett (2015), psychic disequilibrium was coined by Adrienne Rich in 1986 when she wrote about how students experience it when they do not see their identities in the academy. As a result, these students experience a lack of visibility that creates a sense of voidness, creating learning challenges and further marginalization. If not corrected, the most vulnerable groups of students may be harmed.

MARGINALIZATION

The term marginalized initially referred only to people living in poverty and identified as minorities; however, the definition expanded to include other groups of people (Garrett, 2020). Marginalization is a position that places groups in the peripheral of society (Career Ladders Project, n.d.; Garrett, 2020) that prevents individuals from accessing "resources, assets, services, restraining freedom of choice, preventing the development of capabilities" (Gatzweiler, n.d., p.1). Marginalized groups are predisposed to persistent educational disadvantages (United Nations Educational, Scientific and Cultural Organization, 2010) and have little ability to enhance their lives (Garrett, 2020). Multiple intersections of marginalization create severe and enduring deficiencies that limit opportunities (United Nations Educational, Scientific and Cultural Organization, 2010). Being marginalized is stressful, and when marginalized individuals lack coping skills, they can experience trauma (Hallett & Crutchfield, 2017). To minimize the impact of marginalization, higher education must lead the rallying cry for equal opportunity and social mobility for all students (Hallett & Crutchfield, 2017; United Nations Educational, Scientific and Cultural Organization, 2010).

The Marginalized Groups of Students in Community Colleges

According to Kim, Sax, Lee, and Hagedorn (2010), community colleges enroll a disproportionate number of marginalized student groups. Marginalized student groups in community colleges include veterans, parenting students, full-time employees, undocumented, first-generation, Black, indigenous, people of color (BIPOC), non-traditional, students taking one or more developmental education courses, students from low socio-economic backgrounds, lesbian/gay/bi-sexual/transgender/ queer/questioning (LGBTQ+) students and students with disabilities. These groups experience challenges inside and outside the academy that can prevent them from completing their degree or certificate programs. According to Blagg, Gundersen, Schanzenbach, and Ziliak (2017), in 2006-07, 49% of community college students belonged to marginalized groups but were not completing at the same rate as non-marginalized students. This lack of completion perpetuates the failure of the community college's equity mission.

In addition to completion, each marginalized student group faces unique and common barriers. Separately, the barriers are many, but many students simultaneously belong to multiple marginalized groups. Combined, these barriers include money for basic needs, lack of childcare, isolation, mental health issues, and multiple personal responsibilities, to name a few. As a result, the three largest marginalized groups of students (non-traditional students, first-generation students, and financially insecure students) that enroll in community colleges will be discussed. Furthermore, the research supports that if a student is BIPOC, they are more likely to intersect all three marginalized groups, thereby compounding their marginalization.

The History of Community Colleges and Marginalized Groups

The early years of higher education did not open its doors to the poor, homeless, or those who were not White, Christian, and male (Mangan, 2017). It was not until the formation of the junior college that access began to change for those that experienced barriers to college admission. As the junior college concept converted into the community colleges as we know them today, marginalized groups were able, for the first time, to access the same institutions and sometimes at a higher number of non-marginalized student groups (Howard Sims & Barnett, 2015). According to Crawford Sorey and Harris Duggan (2008), community college students are more likely to be non-traditional, BIPOC, working full-time while maintaining a family, and the first in their family to attend college. The community college became the beacon of hope for marginalized groups to gain access to careers and jobs within their community.

Despite its mission and goals, the students that community colleges were meant to support have not experienced success at the same rate as non-marginalized groups (Preston, 2017). Carnevale (2016) wrote, “If secondary and postsecondary educators cannot fulfill their economic mission to help grow the economy and help youths and adults become successful workers, they also will fail in their cultural and political missions to create good neighbors and good citizens” (p. 4). If even a portion of our citizens is inadvertently denied the opportunity of postsecondary education, our communities and our country will experience known and unknown consequences (Carnevale, 2016).

The Benefits of College Degree/Certificate

The lack of persistence of any student is a societal concern because citizens who complete college degrees and programs positively contribute to their communities (Barnett, 2011). According to Crawford Sorey and Harris Duggan (2008), when students fail to experience success and remain uneducated and poorly employed, they are more likely to experience adverse health outcomes from smoking cigarettes, be more likely to commit crimes, and use drugs, and drink alcohol in excess. These adverse outcomes harm the students' families and impact our society, including higher unemployment rates (Crawford Sorey & Harris Duggan, 2008). Additionally, the lack of persistence may have an intergenerational impact. When parents fail to finish a degree, their children are more likely to drop out of high school and stay in low socio-economic status (Crawford Sorey & Harris Duggan, 2008). When our communities are not healthy and safe, residents and businesses leave, resulting in a failed economy. Comparatively, when community college faculty, staff, and administrators find effective strategies and resources to help improve the completion of all student groups, there are personal gains for the student and the surrounding communities. According to Barnett (2011), some of the personal benefits experienced by students include:

> …significant cognitive gains, especially in verbal ability; gains in knowledge and critical thinking; greater ability to deal with complexity; increase in tolerance, aesthetic sensibility, and moral development; increases in the amount of time devoted to children and greater encouragement of their college attendance; better health; and an improved sense of psychological well-being. (p. 99)

Furthermore, educated Americans help our country to remain globally competitive, so ensuring that all Americans have an opportunity to complete a degree benefits our entire country (Dayton, 2005).

Faculty Development

According to Watson (2019), starting at the beginning of the twentieth century, faculty development programs focused on helping faculty increase their expertise in their academic discipline. As pressures from external stakeholders increased to improve outcomes and pressures from internal stakeholders to make the needed institutional changes to meet students' needs, faculty development programs began to include effective teaching strategies and quality student learning inside and outside the classroom (Watson, 2019). Many colleges provide professional development and training for new faculty; however, most of these courses/classes focus on pedagogy, promotion and tenure, and faculty tasks (e.g., adding grades, dropping and adding students). However, the research is silent about faculty courses that include a description of the students they will be teaching, the challenges their students face inside and outside the classroom, and how to engage students with different backgrounds than their own.

According to Sorcinelli (2007), one of the challenges identified by members of the Professional and Organizational Development Network in Higher Education is the diversification of the student body over the last few decades. The continued and increased diversification of students in higher education requires a new level of the faculty's understanding of their students. Although the students have changed, there have been very few changes to how faculty are developed. As a result, faculty do not necessarily have the skillset to meet the diverse student body's needs. This lack is problematic because faculty is one of the most critical factors in student learning. When faculty lack understanding, their students' barriers and challenges increase because the faculty may fail to engage their students (Watson, 2019) effectively: “For faculty members to be able to meet the learning needs of a diverse student body, they will need to stay abreast not only of new developments in their field but also of the characteristics of their students, the various strategies for teaching to multiple learning styles…” (Sorcinelli, 2007, p. 6).

Without the access and equity of the community college, marginalized people have little chance to access the American dream. Therefore, community colleges must offer and require faculty training to help improve the outcomes for these student groups. Without knowing the students’ characteristics, many students will not complete their degree or certificate, not because they did not try, but because the people supposed to educate them did not understand the barriers they faced. As a result, the system that is supposed to assist them in reaching and accessing the American dream has been shown to perpetuate the systematic barriers (Preston, 2017).

Chapter Two will discuss the characteristics of non-traditional, first-generation, and financially insecure students, why they are more likely to attend a community college, and the challenges they encounter inside and outside the college environment. Additionally, the research will show that many community college faculty and staff do not understand the students that attend their students. As a result, they fail to engage them all, thereby denying the most vulnerable groups of students an inclusive and equitable academic journey. Assisting faculty in understanding better the challenges and barriers of marginalized groups of students can resolve the students’ psychic disequilibrium, thereby increasing their persistence and completion.

THE PRODUCT

The research from Chapter Two will be utilized to develop training geared to assisting faculty in understanding the demographics, challenges, and barriers of non-traditional, first-generation, and financially insecure students and how to engage them better. The general outcome of the program is to increase the faculty's knowledge of the challenges that marginalized student groups may experience to better support the students' engagement inside and outside the classroom. The training is grounded in the ideas and concepts of andragogy and instructional design to ensure that the training program is compelling and engaging.

Chapter Three will introduce the foundation of the research-based training explicitly geared for faculty. Chapter Four will outline the training and suggested activities and discuss the recommended resources to set up, recruit, and complete the training effectively. Finally, Chapter Five will share the limitations and assumptions of the training and recommendations for future research on the topic.

SUMMARY

To fulfill its missions, community colleges must prioritize faculty development that includes the demographic and challenges of their student groups. Because most community college faculty demographics do not intersect multiple marginalized groups, many do not understand the challenges and barriers of their students belonging to marginalized groups. Understanding the students will create an environment where all students' needs are met, and all students are seen by faculty and staff.

CHAPTER TWO: LITERATURE REVIEW

INTRODUCTION

The missions of the community college are to train and prepare current/future employees and unemployed persons to meet the needs of employers, provide technical and trade certifications, and create pathways to universities (Barreno & Traut, 2012; StateUniversity.com, n.d.; National Student Clearinghouse, 2017). As the enrollment of community colleges grew, their open access created opportunities for many people that previously had limited to no access to higher education (Kilpatrick, 2020; Ma & Baum, 2016; National Clearinghouse, 2017; StateUniversity.com, n.d.).

As the community college worked to meet the expanded demand to become the low-cost gateway to higher education, fulfill their missions, and be the equalizer of social injustices (Lane, 2003), the diversity on community college campuses also increased (Dowd, 2007) higher than at universities (Bourke, Major, & Harris, 2008; Ma & Baum, 2016). The American Association of Community Colleges (2019) states that 56% of Native Americans, 52% of Latina/os[1], 42% of Black, and 38% of Asian/Pacific Islanders attend community colleges. Age is another area of community college students' diversity that is noteworthy. Community colleges enroll a higher rate of non-traditional students, who tend to be older (Ma & Baum, 2016). Approximately 54% are less than 22 years of age in community colleges, 38% are between 22 and 39, and 9% are older than 40 (American Association of Community Colleges, 2019). The average age of a community college student is 28 years old, whereas 79% of university students are between 18-24 years old (Lindemann, 2015).

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[1] While there are other terms to describe groups of people whose ancestry is from countries in Latin America and Spain, this dissertation will use the term Latina/o to describe these groups. To read more about the labels currently being used, refer to “Who Identifies as ‘Latinx’? The Generational Politics of Ethnoracial Labels” (Mora, Perez, & Vargas, 2022).

The diversity of community college students also includes their educational goals and academic ability (Bourke et al., 2008). When asked about their primary purpose for enrolling at a community college, 9% said self-improvement, 59% said to improve their career prospects, and 38% said to transfer to a university (Porter & Umbach, 2019). Furthermore, community college students face other risk factors than higher education students (Mullin, 2011). According to the American Association of Community Colleges (2019), 29% are first-generation college students; 15% are single parents; 12% have disabilities (Kilpatrick, 2020; Lindemann, 2015); 9% are immigrants, and 5% are veterans. Additionally, 36% of community college students attend school part-time (Higher Learning Advocate, 2018), and 55% of community college students do not depend on their parents for their finances (American Association of Community Colleges, 2019). Each student group has challenges, which can become barriers to academic success (Porter & Umbach, 2019).

According to Porter & Umbach (2019), which surveyed community college students, there are some specific areas of challenge for students. The challenges include:

- Registering for Classes

  Many students listed registration as a difficulty for them. Challenges with registering included courses not available at convenient times in their schedule; course sections that are full at the time they register; and courses not offered in the semester they were available to take, to name a few (Porter & Umbach, 2019).

- Online Classes

  Although many community college students prefer online courses, students also report that they experience challenges in their online courses. Challenges included the absence of communication with the online faculty; the lack of instruction causing students to have to learn the material independently; lack of interaction with their peers; challenges with self-discipline and time management with staying on top of assignments; and difficulties with the online technology (Porter & Umbach, 2019).

- Parking

  86% of the respondents listed finding parking spaces as a difficulty they faced in completing courses. Survey respondents expounded that the lack of adequate on-campus parking caused them to be tardy for their classes and campus appointments or caused them to miss their classes altogether (Porter & Umbach, 2019).

- Negative Experiences with Faculty

  Students shared that they experience problems with faculty. Some of the problems that students listed with faculty include faculty seeming apathetic towards their success; faculty not teaching the courses well; courses not tailored to students' unique needs; faculty not providing helpful feedback on assignments; faculty taking too long to provide grading information; faculty not responding to communications from students; faculty not available to assist students outside of the classroom; and faculty not available to meet face to face with students (Porter & Umbach, 2019).

THE CHALLENGE OF DIVERSIFICATION FOR COMMUNITY COLLEGES AND THEIR STUDENTS

Included in the challenges mentioned above, the diversification of the student body has brought about a diversity of student needs. This challenge has exacerbated the lack of persistence and completion of diverse groups in community colleges. The unintended barriers created by the institution of higher education have cut off students from future opportunities (MLA Action Network, 2019). As a result, some scholars argue that community colleges have become gatekeepers instead of a gateway to higher education for all students (Dowd, 2007; Lane, 2003). The resulting lack of equity has substantiated past barriers or created new barriers for specific groups of minority students. This is a challenge for community colleges as ensuring equity for all does not only support the missions of the community college but "…is both an economic necessity and a moral imperative" (MLA Action Network, 2019, p. 2).

BENEFITS OF HIGHER EDUCATION

The benefits of a degree or a certificate support the moral imperative of the community college. According to the Community College Research Center (n.d.) and Belfield and Bailey (2011), community college students earn on average more than high school graduates and even higher earnings for community college graduates and certificate holders. This especially applies to minority students who can experience increased earnings by attending a community college (Belfield & Bailey, 2011).

The opportunity to earn a degree or certificate is not the only benefit college students can experience. Education enables decision-making that matters to the person, their community, and society as a whole. When people are not educated, they sometimes do not have the skills required to make decisions that will positively impact their lives (United Nations Educational, Scientific and Cultural Organization, 2010) — being marginalized increases the probability that a person will also be financially insecure, be paid low-wage jobs (Garrett, 2020); and experience adverse health outcomes (Garrett, 2020; United Nations Educational, Scientific and Cultural Organization, 2010). These factors can limit opportunities and prevent upward mobility.

Additionally, Belfield and Bailey (2011) report that "each year of education reduced the probability of smoking by three percentage points, of being obese by 1.4 percentage points, and of being a heavy drinker by 1.8 percentage points" (p. 58). Some college attendance reduces participation in criminal activity (Belfield & Bailey, 2011). Attending community college has also been correlated with improving health outcomes; for example, students are more likely to wear a seat belt, complete preventative medical testing, and immunizations, and be financially independent (Belfield & Bailey, 2011). Furthermore, mothers with some college education are more likely to prioritize the health of their children by taking them to doctor and dentist appointments and are likely to be less dependent on welfare programs, including food stamps and housing assistance (Belfield & Bailey, 2011). Therefore, community colleges must focus on their campus environment, ensuring diversity and inclusion (Kilpatrick, 2020).

MARGINALIZED STUDENT GROUPS

The community college enrolls more students that belong to marginalized groups than universities (AACC, 2020). Initially, the term marginalized referred only to people living in poverty and identified as minorities; however, the definition expanded to include other groups of people (Garrett, 2020). Marginalization is a position that places groups in the peripheral of society (Career Ladders Project, n.d.; Garrett, 2020) that prevents individuals from accessing "resources, assets, services, restraining freedom of choice, preventing the development of capabilities" (Gatzweilder, n.d., p.1). The result of marginalization is feeling insignificant or incapable (Career Ladders Project, n.d.; Castle, n.d.). Marginalization demoralizes the spirit of humanity by publicly stigmatizing individuals (Kagan, Burns, Burton, Crespo, Evans, Knowles, Laleza & Sixsmith, 2002). Marginalization is not arbitrary; it results from institutionalized disadvantages (United Nations Educational, Scientific and Cultural Organization, 2010).

People experience marginalization in different ways. For some, marginalization is imposed at birth, impacting their daily life experiences (Kagan et al., 2002). In contrast, some may experience marginalization by disablement or systematic changes in a social and financial context (Kagan et al., 2002). The following groups are considered marginalized:

- Women (especially women of color) (United Nations Educational, Scientific and Cultural Organization, 2010)
- Financially insecure persons (United Nations Educational, Scientific and Cultural Organization, 2010)
- Remote/rural residents (United Nations Educational, Scientific and Cultural Organization, 2010)
- Racial minorities (United Nations Educational, Scientific and Cultural Organization, 2010)
- Disabled persons (United Nations Educational, Scientific and Cultural Organization, 2010)
- Persons whose primary language is not English (United Nations Educational, Scientific and Cultural Organization, 2010)
- LGBTQI+ persons (Garrett, 2020)
- First-generation students (Garvey, Taylor, & Rankin, 2015)
- Military combat veterans (Garrett, 2020)
- Persons who are homeless (Garrett, 2020)
- Felons (Garrett, 2020)

When marginalized individuals belong to more than one marginalized group simultaneously, the impact of their marginalization is compounded (Garrett, 2020). However, BIPOC deal with the most significant and severe obstacles to receiving equal opportunities that can be traced back to old but still active forms of social prejudice and stigmatization (United Nations Educational, Scientific and Cultural Organization, 2010).

Educational Marginality and Marginalized Students

Marginalized groups are predisposed to persistent educational disadvantages (United Nations Educational, Scientific and Cultural Organization, 2010) and have little control over enhancing their lives (Garrett, 2020). According to Nguyen, Nguyen, Nguyen, Gasman, and Conrad (2018), postsecondary education centers on White students from the middle to upper socioeconomic statuses, constraining other students' persistence. For marginalized students, educational marginality starts early (United Nations Educational, Scientific and Cultural Organization, 2010). Gordon (2018) defined marginalized students as a student that has a "…cultural or linguistic disadvantage, deprived access, disenfranchised social-class, or underrepresented racial background" (p. 6). Students living in financially insecure communities receive a lower quality of education, which will negatively impact their future goals (Jones, 2020; United Nations Educational, Scientific and Cultural Organization, 2010). Schools with the highest levels of financially insecure families had the highest level of minority students and immigrants, and these groups of students experience academic achievement disparities (United Nations Educational, Scientific and Cultural Organization, 2010). Therefore, multiple intersections of marginalization create severe and enduring deficiencies that limit opportunities (United Nations Educational, Scientific and Cultural Organization, 2010).

Intersectionality and Educational Marginalization

There is an intersection between societal marginalization and educational marginalization. Marginalized students intersect more than one grouping of marginalization, thereby compounding the stress and isolation they sometimes experience in their academic and personal interactions (Jackson, Williams, & VanderWeele, 2016; Chung & Rendón, 2018).

Educators and administrators must understand intersections of marginalization to understand many students' experiences while in college. Many higher education institutions provide resources to marginalized students based on their many characteristics such as race, gender, socio-economic status, and sexuality (Runyan, 2018). However, when classroom experiences and college resources are restricted to ethnicity, gender, socio-economic status, or religious beliefs, they avoid those identities and their intersections altogether. This way of behaving may exclude many students from getting the education and support they were promised by the colleges in which they put their trust. Viewing students from a single axis point can create a barrier for faculty, staff, and administration to fully understand the higher education experiences of marginalized students (Jackson et al., 2016; Chung & Rendón, 2018).

In her work finding justice for Black women, Kimberlé Crenshaw coined the term intersectionality. Crenshaw (1991) wrote that "race, gender, and other identity categories are most often treated in mainstream liberal discourse as vestiges of bias or domination, that is, as intrinsically negative frameworks in which social power works to exclude or marginalize those who are different" (p. 142). In other words, intersectionality has expanded to propose that individuals who belong to one marginalized group also experience the cumulative and overlapping effect of marginalization from other oppressed groups to which they belong (Cavannagh, 2019; Chung & Rendón, 2018; MacKinnon, 2013; Mitchell, 2016; Nguyen & Nguyen, 2018; Tevis & Griffen, 2014) resulting in social inequalities that intensify (Nguyen & Nguyen, 2018) and shape how the groups are perceived and how they see themselves (Chung & Rendón, 2018).

Intersectionality can also help faculty and staff better understand the intersecting vulnerabilities that arise from societal inequalities in which students live (Chung & Rendón, 2018; Nguyen & Nguyen, 2018). Because of shared struggles and stressors, students with intersecting identities find some sense of safety with others who have similar identities as their own (Chung & Rendón, 2018). Students need faculty and staff aware of and willing to help them develop the skills they need to overcome the effects of societal biases and discrimination (Chung & Rendón, 2018). Understanding intersectionality can help faculty and staff be more empathetic about the opposing forces that students face and to become more supportive of the students' lived experiences that they bring to and experience on campus and in classrooms (Hebert, 2018; Chung & Rendón, 2018).

Higher educational institutions must utilize an intersectional approach to develop and maintain an inclusive college environment by nurturing the whole student. Institutions must also consider how their power and privilege impact the intersections of and shape students' academic outcomes (Chung & Rendón, 2018; Rice, Harrison, & Friedman, 2019; Nguyen & Nguyen, 2018), supporting the welfare of all students (Chung & Rendón, 2018). Furthermore, according to Nguyen and Nguyen (2018), understanding intersectionality can assist higher education institutions in understanding how the institution, its policies, and its processes impede student success.

Psychic Disequilibrium

In her book, *Invisibility in the Academe*, poet Adrienne Rich wrote about psychic disequilibrium. According to Rich (1994), this phenomenon happens when students do not see their identities in the academe because faculty, staff, and administrators, those in power, fail to include their likeness or cultural contributions within the culture of the college. When students experience psychic disequilibrium, the resulting feeling is a sense of voidness, which Rich said students must resist and instead demand to be noticed and understood (Rich, 1994). Students who cannot avoid this sense of invisibility may experience learning challenges and further marginalization. This becomes a vicious cycle for students who have already experienced marginalization inside the academy.

Recognizing and accepting the intersections of students is essential in the classroom and campus because it affirms marginalized students and creates critical thinking within their peer groups (Asenuga, 2019). A crucial part of the faculty's job is to create learning environments and lessons that are accessible and relevant to all students. Faculty cannot call themselves educators if they refuse to address all parts of their students' identities (Asenuga, 2019). Faculty cannot create accessible and relevant learning while endorsing and engaging in exclusivity (Asenuga, 2019, para 18).

Although two of the missions of community colleges are access and equity, community colleges have failed to keep up with the growing diversity of their student populations (Garvey, Taylor & Rankin, 2015). As a result, marginalized students do not have equal access and are not always included in institutions (Garvey et al., 2015; United Nations Educational, Scientific and Cultural Organization, 2010). Furthermore, marginalized students report feeling isolated, baffled, demoralized by faculty, and detached from the course and classroom interactions (Nguyen et al., 2018). Educational marginalization is rooted in social disparities and has a far-reaching impact on many generations (United Nations Educational, Scientific and Cultural Organization, 2010). Considering a student's identity as interwoven with all of their identities allows the institution to fulfill its mission (Chung & Rendón, 2018). Those in power must consistently and intentionally ensure that all students are not invisible in the academe, as doing so will ensure the fulfillment of our missions.

DESCRIPTIONS OF MARGINALIZED GROUPS OF STUDENTS

BIPOC

Although acceptance is granted to all that apply to most community colleges, completion for BIPOC students is not realized at the same level as other minority groups or White students (Preston, 2017). Many BIPOC students have personal matters that compete for their time and attention to complicate their success. For example, many BIPOC students from financially insecure homes and communities are more likely to be the first generation to attend college, attend college part-time, and have children (Preston, 2017). Unfortunately, throughout the history of higher education in the United States, these are not the only issues BIPOC students have faced when trying to obtain a higher learning degree.

As far back as the early 19th century, segregation by gender, race, and social class was a routine practice in America (Duster, 2009). Since they arrived in America, Black people have faced legal and social barriers to education. It was illegal to teach enslaved people how to read or write (Duster, 2009). After the emancipation of enslaved people, Black colleges were developed to provide educational opportunities for Black students. Still, it was not until the 1954 ruling of Brown vs. Board of Education that Blacks were granted access to any public institution of higher education (Duster, 2009).

As minority groups continued to fight for inclusionary policies in the United States, the resulting changes in political platforms and social pressure compelled higher education institutions to adopt inclusive policies and procedures to meet the needs of diverse populations (Janosky & South-Paul, 2017). According to Reissenweber & Stock (2017), “Inclusion recognizes the profound, positive, and constructive ways a diverse campus fulfills its mission and advances educational achievement” (p. 6). However, the resulting policies have focused on language that has failed to change institutions’ culture, which has not resulted in equity and justice for minority students (Stewart, 2016). BIPOC students still struggle to connect with their campus community and continue to have challenges with navigating their campus (Nguyen et al., 2018).

Undocumented Students (Latina/o, Asian, Island Pacific, and African)

Undocumented students have similar challenges to other community college students; however, their documentation status creates unique challenges. Furthermore, their challenges are complicated by societal bias and prejudices against them, which the academy sometimes unintentionally perpetuates (Hsin & Reed, 2020).

About 65,000 students live in the United States but were not born here or are not legal residents (Aguayo-Bryant, 2016; Drachman, 2006; Salinas, Malave, Torrens & Swingle, 2019). Many of these children were illegally brought to America by their parents to escape financial insecurity, war, and other human rights violations they were experiencing in their country of birth (Salinas et al., 2019) with the hope of living the American dream (Chavez, Soriano, & Oliverez, 2007). However, their undocumented status prevents them from accessing and, in many cases, completing the educational requirements to fully experience the American dream of achieving prosperity and social mobility (Hsin & Reed, 2020; Salinas et al., 2019). These children come from all over the world; however, Latina/o has the fastest growing population in America (Aguayo-Bryant, 2016; Bishop & Bowman, 2019). Latina/o children are sometimes referred to as the 1.5 generation. This means they are not first-generation because migrating was not their choice, and they are not considered the second generation because they were not born in America (Gonzales, 2009). Compared to their peers, undocumented students' educational pathway through the K-12 school system and higher education is fraught with legal, financial, and social barriers (Pérez, 2014).

Despite these benefits of obtaining a degree or certificate, many undocumented students face barriers while attending community colleges. Like other marginalized students, undocumented students have many challenges that make it difficult to maintain enrollment, complete their degree or certificate and maintain continuous enrollment (Hsin & Reed, 2020; Terriquez, 2015). Despite these challenges, undocumented students are more likely to succeed in college than their legal peers (Hsin & Reed, 2020).

American-Born Latina/o Students

American citizens with a Latina/o heritage also did not have equal access to education in the United States. They also experienced segregated schools that were inferior to those for Caucasian students. In 1946, a California class-action lawsuit was the first case brought against the Westminster School system, Mendez vs. Westminster, challenging the practices of separate schools for Mexican Americans (Valencia, 2005). The federal court ruled that segregation was hurting Mexican Americans and that the segregation violated the student's 14th Amendment rights (Valencia, 2005). Many other lawsuits followed across the state, and the Mendez case became the building block of the 1954 Brown v. Board of Education of Topeka verdict that reversed legalized segregation across the entire country (Valencia, 2005).

FIRST-GENERATION STUDENTS (FGS)

A first-generation student is defined as a student that does not have a parent that graduated from college (Gordon, 2018). Most first-generation students are from minority groups (Kilpatrick, 2020), and 36% are dependent students (Ma & Baum, 2016). First-generation college students are more likely to choose to attend a community college (MLA Action Network, 2019; Bourke et al., 2008; Santibáñez, Gonzalez, Morrison, & Carroll, 2007), and they represent about 34% of the student population (American Association of Community Colleges, 2021; Higher Learning Advocate, 2018). Despite choosing a community college, many first-generation students will still struggle to understand the values and norms of higher education because they do not have someone who can share these things with them (Gordon, 2018). As a result, these students face many challenges within higher education.

FINANCIALLY INSECURE STUDENTS

Gordon (2018) defined a financially insecure student as a student that does not have the resources, such as money to cover expenses, emotional support from family and friends, and role models needed to achieve academic success. Community colleges have been a vital access point to higher education, especially for 42% (American Association of Colleges and Universities, 2021) of students living in a low economic status (MLA Action Network, 2019; Congressional Research Service, 2019; National Student Clearinghouse, 2017; Santibáñez et al., 2007). Almost 50% of the minority students attending community colleges are financially insecure (Community College Research Center, n.d.; Mullin, 2011), with 32% being from the bottom income quartile (Ma & Baum, 2016). This number increased 8% between 1996 and

2016 (MLA Action Network, 2019). This growing percentage makes financial aid a critical resource for 72% of students who apply for financial aid (Lindemann, 2015; Ma & Baum, 2016).

WORKING STUDENTS

Community college students are more likely to work outside their home while in school (Center for Community College Student Engagement, 2013; Bourke et al., 2008; Ma & Baum, 2016) to maintain basic living needs; working sometimes requires attending school part-time. Despite the lower tuition costs of community colleges, 84% of its students work, with 60% clocking 20 or more hours of work in a week (Mullin, 2011). 22% of full-time community college students work full-time jobs (Lindemann, 2015). Despite working, about 50% of working students still say that their job does not cover their expenses (Porter & Umbach, 2019). Furthermore, research shows that working 20 hours or more (Mullin, 2011) while going to school part-time increases the likelihood of students not completing their educational goals (Lindemann, 2015). Approximately 33% of college students stated that sometimes their class schedule and work schedule conflicted and that working sometimes prevented them from studying and accessing campus resources (Porter & Umbach, 2019).

STUDENTS BALANCING LIFE WHILE IN SCHOOL

Many community college students juggle more than just their work and school schedules to complicate their completion. The top challenges that most students face are balancing their jobs with their coursework, covering their expenses, meeting the expectations of friends and family members, and personal health issues and disabilities (Bourke et al., 2008; Center for Community College Student Engagement, 2014; Porter & Umbach, 2019). Family expectations include parenting, and parents make up 26% of community college enrollment (MLA Action Network, 2019; American Association of Community Colleges, 2021; Higher Learning Advocate, 2018), with single parents making up 17% of student enrollment (Lindemann, 2015). This impacts female students more often as they are most likely to be responsible for parental duties (Bourke et al., 2008). Trying to balance many demands creates additional barriers to academic success for these students.

STUDENTS IN DEVELOPMENTAL EDUCATION COURSES

Community colleges have been called upon to provide remedial courses to students who would have never had an opportunity to earn a college degree or certificate (Bustillos, Rueda, & Bensimon, 2011; StateUniversity.com, n.d.). Students identified as academically under-prepared enroll in community colleges at a more significant number because of their open-access policies (Bourke et al., 2008; Ma & Baum, 2016). Minority and low socio-economic students are more likely to test into developmental education courses (Dowd, 2007). Of new community college students, 70% must take at least one developmental education course (Lindemann, 2015). Of the 70% enrolled, 40% of developmental education students will not complete beyond their first year (Lindemann, 2015). According to Porter and Umbach (2019), developmental courses were the sixth-highest challenge for college students. Requiring developmental courses increases the odds that many students will not complete their educational goals (Lindemann, 2015). For those who complete developmental courses, 25% of students still felt like they were not prepared for college-level courses (Porter & Umbach, 2019).

THE NEGATIVE IMPACTS OF MARGINALIZATION

As a whole, marginalization harms a person’s psychological, emotional, and physical health (Castle, n.d.). Marginalized people may develop low self-regard, limiting their opportunities (Gordon, 2018; Kagan et al., 2002). Likewise, marginalized students may feel negatively viewed, causing embarrassment (Nguyen et al., 2018) and leading to a lack of belonging on campus (Garrett, 2020). With the awareness of stereotype threats against their groups, marginalized students find ways to not bring attention to themselves (Garrett, 2020) and avoid seeking assistance from college employees and other students (Hallett & Crutchfield, 2017).

Even silently, environments where students experience hostility and discrimination (Garrett, 2020) deter marginalized students’ enrollment or educational success (The Leadership Conference Education Fund, 2019). Additionally, society and some college employees blame the marginalized students for their lack of success (Kagan et al., 2002; Roberts & Walker, 2012), which almost ensures that they would not experience a sense of belonging (Garvey et al., 2015).

TRAUMA AND MARGINALIZATION

Being marginalized is stressful, and when marginalized individuals lack coping skills, they can experience trauma (Hallett & Crutchfield, 2017). Cycles and compounded effects of trauma continuously negatively impact students and their success (Hallett & Crutchfield, 2017). According to Hallett and Crutchfield (2017), the following results of trauma interfere with student success:

- A feeling of helplessness

- A feeling of fear and confusion
- A sense of shame and embarrassment for their marginalization
- A lack of influence in one's own life
- A mental focus on protecting oneself and surviving
- A heightened state of anxiety which negatively impacts the brain and learning
- A lack of impulse control
- A lack of the flexibility needed for learning
- A high level of toxic stress
- A low level of self-esteem
- A lack of future building
- Negative responses in the classroom as a result of an overcharged amygdala response

MICROAGGRESSIONS

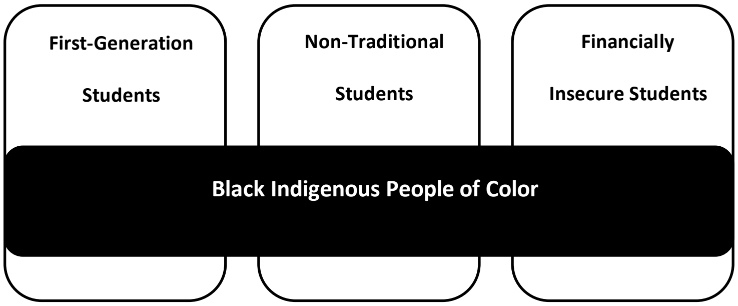
One challenge that marginalized students say they face on campus is microaggressions. Gordon (2018) defines a microaggression as a "brief everyday behavioral, environmental, or verbal indignity towards a targeted group" (p. 25). Conscious or unconscious microaggressions can create a hostile environment for marginalized students (Gordon, 2018). Marginalized students experience microaggressions differently. If the microaggressions are based on the students' race or caste, students may feel threatened psychologically; feel that the college is not for them; or become emotionally overwhelmed because they have few role models that support their belief that they can be successful (Gordon, 2018). The effects of microaggressions may make marginalized students feel targeted, thereby making them feel less supported (Gordon, 2018).

Not all marginalized students will exhibit any or all of the adverse effects of their marginalization (Hallett & Crutchfield, 2017). However, when present, these effects will negatively interfere with the academic success of marginalized students. To mitigate the ill effects of marginalization, faculty and staff must understand these impacts and work to create a campus environment that counteracts them.

THE LARGEST GROUPS OF MARGINALIZED COMMUNITY COLLEGE STUDENTS

The largest groups of marginalized students are financially insecure, first-generation, and non-traditional (AACC, 2021). However, of these groups of students, BIPOC students intersect each of these groups at a higher concentration than any other marginalized group.

Figure 1: Marginalized Groups of Students Discussed in the Dissertation


First-Generation Students
Non-Traditional Students
Financially Insecure Students
Black Indigenous People of Color

This research will focus on the three largest groups and review each group's intersections with BIPOC students.

FINANCIALLY INSECURE STUDENTS

Many students attending college are financially insecure (MLA Action Network, 2019); however, because low-socioeconomic students choose their college based on the close proximately to their homes (Hollifield-Hoyle & Hammons, 2015), community colleges enroll a higher number of students that do not have enough money to cover their basic needs (Community College Research Center, n.d.; Jones, 2020; Troester-Trate, 2020). In 2011-12, approximately 55% of dependent community college students had family incomes at or below the poverty line (Community College Research Center, n.d.). According to the MLA Action Network (2019), the percentage of financially insecure students increased by 8% between 1996 to 2016. Despite the continued increase in low socio-economic students, little research has been done on their challenges (Bruening, Argo, Payne-Sturges & Laska, 2017; Hollifield-Hoyle & Hammons, 2015).

According to Gatzweiler (n.d.), financially insecure students often belong to marginalized groups. White students' family income is seven times higher than Black and Latina/o students' family income making Black and Latina/o students the "marginalized poor" (United Nations Educational, Scientific and Cultural Organization, 2010). For example, being a financially insecure woman or living in a rural community and being a woman are double disadvantages (United Nations Educational, Scientific and Cultural Organization, 2010). The "marginalized poor" were not considered in creating our higher education system. With the widening wealth gap in our country, colleges and universities do not have the infrastructure to support these students (Nguyen et al., 2018). As a result, they are forced to continue as a lesser group within the academy (Roberts & Walker, 2012).

According to Goldrick-Rab, Baker-Smith, Coca, Looker, and Williams (2019), the following students are most likely to struggle to meet their basic needs:

- Students in foster care
- Students with a disability

- Students who are over the age of 26
- Students who are employed
- Students who are independent for financial aid purposes
- Students with children
- Students with a criminal conviction

Although earning a college degree or certificate could help people to become financially secure (Beegle, 2017) by having a chance for improved job possibilities (Hollifield-Hoyle & Hammons, 2015), many students that are financially insecure experience enrollment and completion barriers (Hollifield-Hoyle & Hammons, 2015; Troester-Trate, 2020; United Nations Educational, Scientific and Cultural Organization, 2010) that begin in the K-12 system (Hollifield-Hoyle & Hammons, 2015) and that continue throughout college (Ashtiani & Feliciano, 2012; Beegle 2017; Whitehouse.gov, 2021). For example, low-income students are not encouraged to seek higher education. They do not have access to information, such as prep material for college entrance exams, counseling, or support with financial aid applications, which could help them access college (Whitehouse.gov; 2021). When they enroll in college, they are more likely to be required to complete developmental education courses (Troester-Trate, 2020; Whitehouse.gov, 2021) and often fail to access other learning experiences, such as internships and study abroad programs (Troester-Trate, 2020). Furthermore, low-income students are unaware of the institutional resources to support them (Whitehouse.gov, 2021). When low-income students gain college access, they are less likely to complete their educational goals in three years (Ashtiani & Feliciano, 2012; Hollifield-Hoyle & Hammons, 2015; Troester-Trate, 2020; Whitehouse.gov, 2021).

Other barriers connected to low income include insecurities around basic needs, food, housing, and transportation (Troester-Trate, 2020). A student may experience basic needs, food, housing, and transportation insecurities all at once, or they could experience them at various times (Goldrick-Rab et al., 2019). However, students who lack one need, such as housing, would most often lack other needs, such as food (Goldrick-Rab et al., 2019).

Housing Insecurity as a Byproduct of Financial Insecurity

According to Hallett and Crutchfield (2017), people experience housing insecurity when they lack affordable and stable housing, including homelessness. Approximately 4.6% of persons between the ages of 18 to 28 experience at least one occurrence of homelessness (Hallett & Crutchfield, 2017). In 2012-2013, 1.2 million youth were homeless, increasing yearly (Cortes & Munin, 2014). Unemployment also leads to housing insecurity, and those making minimum wage, living paycheck to paycheck, find it challenging to secure affordable housing (Hallett & Crutchfield, 2017). When faced with high-priced housing, low socio-economic people frequently seek low-cost options (Hallett & Crutchfield, 2017); however, many low-cost housing options do not provide safe living conditions.

Although housing insecurity also impacts students, incidences for students who are enrolled in and complete their educational goals are not nationally tracked. Most college campuses do not capture data on how it impacts their campuses (Hallett & Crutchfield, 2017). In a 2017 study of 70 community colleges, 51% of students described experiencing housing insecurity, and 14% had been homeless (Hallett & Crutchfield, 2017). The growing tuition and living costs increase the incidences of housing insecurity amongst students (Hallett & Crutchfield, 2017).

Housing insecurity and homelessness are social issues and usually intersect with other social challenges connected to marginalized groups already struggling with food and financial insecurities (Hallett & Crutchfield, 2017). Housing insecurity is most likely to intersect with:

- LGBTQi+ students (Goldrick-Rab et. al, 2019; Hallett & Crutchfield, 2019; United Nations Educational, Scientific and Cultural Organization, 2010)
- Single-parents, especially homes headed by a Black woman (Hallett & Crutchfield, 2017)
- Disabled students (Hallett & Crutchfield, 2017; United Nations Educational, Scientific and Cultural Organization, 2010)
- Students working part-time (Hallett & Crutchfield, 2017)
- Students required to take developmental education courses (Hallett & Crutchfield, 2017)
- BIPOC students (Hallett & Crutchfield, 2017; United Nations Educational, Scientific and Cultural Organization, 2010)
- Students in foster care, currently or previously (Cortes & Munin, 2014; Hallett & Crutchfield, 2017)
- Female students (Hallett & Crutchfield, 2017; United Nations Educational, Scientific and Cultural Organization, 2010)
- Non-traditional students (Hallett & Crutchfield, 2017)
- Students raising children (Hallett & Crutchfield, 2017; United Nations Educational, Scientific and Cultural Organization, 2010)
- Financially insecure students (Hallett & Crutchfield, 2017)
- Students who are immigrants (Goldrick-Rab et al., 2019; United Nations Educational, Scientific and Cultural Organization, 2010)
- Students who are military veterans (Goldrick-Rab et al., 2019)
- Students who are sexual assault victims (Cortes & Munin, 2014; United Nations Educational, Scientific and Cultural Organization, 2010)

Many of these students enroll in college because they believe earning a credential could help them improve their housing security (Hallett & Crutchfield, 2017).

Nationally, according to Johnson (2014), there were over 58,000 students experiencing housing insecurity (Cortes & Munin, 2014). As a result, housing insecure individuals enroll at community colleges in more significant numbers than universities (Cortes & Munin, 2014; Hallett & Crutchfield, 2017), and once there, they experience significant stress to cover tuition, fees, housing, and living conditions (Hallett & Crutchfield, 2017). Federal Financial Aid could help offset some of the costs while attending college. However, students experiencing housing insecurity are less likely to be aware of resources like financial aid. When aware, their housing situation makes it hard for them to complete required verification processes (Hallett & Crutchfield, 2017).

Once enrolled in classes, housing insecure students' struggles continue to manifest (Hallett & Crutchfield, 2017). Their housing situation negatively impacts how they interact with faculty (inside and outside the classroom), staff, and peers, leaving many to feel isolated and disconnected (Hallett & Crutchfield, 2017). This is problematic as research shows that students need a "safe, secure, and stable residence" (Johnson, 2014, p.39) to be fully engaged in their education (Cortes & Munin, 2014). Hallett and Crutchfield (2017) further share that housing insecure student:

- Have a lack of support from family or friends
- Feel shame which causes them not to seek assistance
- Experience decreased academic outcomes
- Struggle to maintain consistent attendance

- Have limited social networks before and during college enrollment
- Report lower mental health and physical health outcomes
- Experience anxiety and stress
- Experience substance abuse.

Additionally, these challenges can cause trauma for students, directly interfering with their academic persistence and success because the brain cannot focus and store new information (Hallett & Crutchfield, 2017). Even after resolving their housing insecurity, the experienced trauma and its adverse effects can linger (Hallett & Crutchfield, 2017).

To increase equity, academic success, and future housing stability, colleges must create policies and processes to support students experiencing housing insecurity (Hallett & Crutchfield, 2017; United Nations Educational, Scientific and Cultural Organization, 2010). Colleges must also understand how housing security manifests itself specifically within the communities it serves, which will aid in developing policies and procedures (Hallett & Crutchfield, 2017). More specifically, colleges should ensure that faculty, staff, and administrators understand the scope of housing insecurity and its impact on student success and work with community partners, including financial aid staff, to increase the resource access of these students (Hallett & Crutchfield, 2017). Identifying one campus employee as a resource/contact for homeless and housing insecure students may limit barriers, including the shame these students face when accessing services (Cortes & Munin, 2014; Hallett & Crutchfield, 2017). Campuses must ensure that their campus culture is welcoming and does not perpetuate societal stigmata of low socio-economic students (Hallett & Crutchfield, 2017).

Colleges may experience challenges addressing community housing insecurity as the general public neither understands nor believes that many students experience homelessness (Hallett & Crutchfield, 2017). Many people blame the homeless for their situation and believe that homeless individuals live on the street because of their use of drugs, alcohol, and mental illness (Hallett & Crutchfield, 2017). Furthermore, many people mistakenly believe that homelessness is connected to BIPOC individuals (Hallett & Crutchfield, 2017). Stereotypes propagate shame and prevent insecure housing students from accessing needed support even when support and resources are available (Hallett & Crutchfield, 2017). To ensure success in developing these policies, colleges must help the general public understand that housing insecurity is a symptom of a more significant conversation about social marginalization (Hallett & Crutchfield, 2017).

Food Insecurity as a form of Financial Insecurity

Food insecurity is “the limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner” (Goldrick-Rab et al., 2019, p. 5). According to Bruening et al. (2017), the Department of Agriculture defines food insecurity as low to very low food security. It is estimated that 41% of college students in America experience food insecurities (Nikolaus, Ruopeng, Ellison, & Nickols-Richardson, 2020), with approximately 19-65% from four-year universities and 32-65% from community colleges (Goldrick-Rab et al., 2019). Regardless of where they attend, First-year students have the highest food insecurity rate (Goldrick-Rab et al., 2019). Approximately 20-25% of community college students experience food insecurity (Blagg et al., 2017; Troester-Trate, 2020). In a 2017 survey, 56% of the respondents reported low to deficient access to food (Blagg et al., 2017).

Food Insecurities and Marginalized Student Groups

Students from marginalized groups are more likely to experience food insecurity (Bruening et al., 2017). The students most likely to be classified as food insecure are:

- Students of color (Blagg et al., 2017; Bruening et al., 2017; Goldrick-Rab et al., 2019)
- Young students (Blagg et al., 2017; Bruening et al., 2017)
- Students with children (Bruening et al., 2017)
- Financially independent students (Bruening et al., 2017)
- Unemployed students (Blagg et al., 2017)
- Community college students (Blagg et al., 2017).

Food insecurity has been associated with the following adverse outcomes that interfere with student retention:

- Poor nutrition (Bruening et al., 2017)
- Poor health outcomes (chronic disease) (Blagg et al., 2017; Bruening et al., 2017)
- Mental health problems (Blagg et al., 2017)
- Depression (Blagg et al., 2017; Bruening et al., 2017)
- Stress (Bruening et al., 2017)
- Lower academic outcomes (Blagg et al., 2017; Bruening et al., 2017; Laska & Fleischhacker, 2020)
- Lower productivity (Bruening et al., 2017)
- Anxiety (Blagg et al., 2017).

Many campuses have created food pantries to support food-insecure students, but these supports are limited, and there are few other supports to help these students (Goldrick-Rab et al., 2019).

Transportation Insecurity as a form of Financial Insecurity

Despite choosing to attend college close to home (Hollifield-Hoyle & Hammons, 2015), community college students are more likely to experience transportation insecurity. Students have transportation insecurity when they do not have transportation or access to reliable transportation to campus to complete their coursework (Troester-Trate, 2020)—being insecure with transportation increases a student’s risk of poor quality of living and poor health outcomes (Troester-Trate, 2020). Students in this situation are more likely to register for online courses, which disconnects them from campus resources that could support them in other ways (Troester-Trate, 2020).

The Impact of Financial Insecurity on the Student

There is one segment of our society that believes that being financially insecure while in college is a rite of passage that is temporary, is good for their overall development and that it only means that the students are unable to shop as often as they once were able to do before attending college (Hallett & Crutchfield, 2017). This type of thinking minimizes the struggles many students face while in college (Hallett & Crutchfield, 2017), especially with families (United Nations Educational, Scientific and Cultural Organization, 2010).

To complicate their situation, some faculty believe that financially insecure students are not motivated and academically unprepared and that their parents do not value education (Ching, 2012). Blaming and denying the struggles of low-income students lacks empathy (Ching, 2012). To effectively help financially insecure students achieve their educational goals, biases and stereotypes around financial insecurity must be challenged and eradicated. Respect must become a part of the dialogue (Ching, 2012).

The rising costs of attending college and minimal financial support cause financially insecure college students to face significant stress levels (Beegle, 2017; Hallett & Crutchfield, 2017; Hollifield-Hoyle & Hammons, 2015). Furthermore, living in a prolonged state of financial insecurity also leads to stress and trauma that negatively impacts the brain's ability to use the higher-order thinking required to succeed in college (Hallett & Crutchfield, 2017). Not having the money to support basic needs prevents retention (Goldrick-Rab et al., 2019) and their sense of well-being on campus (Troester-Trate, 2020). If a student is financially insecure and is Black or Latina/o, they are more likely not to finish their degree program (Troester-Trate, 2020).

The Pell Grant/Financial Aid as a Remedy for Financial Insecurity

To support financially insecure students while in college, the Pell Grant (Pell) was created, and about 35% - 40% of community college students receive the Pell (Troester-Trate, 2020). However, many students qualify for the Pell but are unaware of the grant and, as a result, do not get the needed assistance (Whitehouse.gov, 2014). Students receiving the Pell experience basic needs at a higher level than those who do not qualify for the Pell (Goldrick-Rab et al., 2019). At its inception, the Pell covered the cost of an associate's degree (Hallett & Crutchfield, 2017); however, the Pell Grant now only covers up to 60% of the costs of an associate's degree (Hallett & Crutchfield, 2017), leaving many students without the ability to cover the costs of basic needs (CCCSE, 2017). As a result, many students do not have enough money to pay for college (MLA Action Network, 2019), requiring them to work while in school (Hallett & Crutchfield, 2017; Hollifield-Hoyle & Hammons, 2015). Many of these students would qualify for public assistance but fail to access these services (Goldrick-Rab et al., 2019).

For the students who struggle to pay the costs of attending college, meeting basic needs also interferes with their consistent attendance and persistence (Hallett & Crutchfield, 2017; Hollifield-Hoyle & Hammons, 2015), forcing the student to work while in college—according to Brown (2020), working many hours while in college contributes to lower persistence rates. The compounded challenges can make financially insecure students doubt their academic abilities and belongingness on college campuses (Hollifield-Hoyle & Hammons, 2015; Nguyen et al., 2018). Furthermore, their financial status may cause them to fail to connect with their peers who are not experiencing financial barriers (Hallett & Crutchfield, 2017) and negatively impact students' health (Beegle, 2017).

NON-TRADITIONAL STUDENTS (NTS)

Between 2001 and 2015, non-traditional enrollment increased by 35% (LaneTerralever, 2019). This becomes a challenge because higher education in America was created for the elite (Barreno & Traut, 2012), those students that are financially dependent on their parents, students who attend college immediately after high school, and students that have no other competing priorities (MLA Action Network, 2019; Brown, 2020; Philibert, Allen, & Elleven, 2008). As NTS increased, colleges did not make a shift to meet the differing needs of traditional students (Brown, 2020; Howard Sims and Barnett, 2015; Philibert et al., 2008). One of the missions of the community college is to supply an educated and trained workforce for community businesses, including pathways for skills retraining and promotions (Oates, 2010; Philibert et al., 2008). Even though many community colleges are open-access institutions, this goal is not always fulfilled because NTS experience many challenges and barriers while in college and completing their degree (Van Noy, Heidkamp, & Kaltz, 2013; Philibert et al., 2008).

What complicates improving NTS persistence is that their characteristics are varied, and there is no unified definition of who is a non-traditional student (Howard Sims & Barnett, 2015).

NTS Characteristics

NTS are defined as students that are over the age of 25 (Van Noy et al., 2013) and did not follow the traditional educational track from high school to immediately going into college within one year of graduation (Florida Department of Education, 2003; Howard Sims & Barnett, 2015; LaneTerralever, 2019; Philibert et al., 2008), work full-time (Florida Department of Education, 2003; Philibert et al., 2008), attend school part-time (Florida Department of Education, 2003; Philibert et al., 2008), have non-academic responsibilities, such as taking care of dependents, sometimes alone or with a spouse (Florida Department of Education, 2003; Howard Sims & Barnett, 2015; Kim et al., 2010; Philibert et al., 2008), financially support themselves (Florida Department of Education, 2003; Howard Sims & Barnett, 2015; Philibert et al., 2008); more likely to come from a low socio-economic background (Philibert et al., 2008), and be academically underprepared (Brown, 2020; Philibert et al., 2008).

According to Crawford Sorey and Harris Duggan (2008), about 80% of community college students work while attending school. Approximately 38% of undergraduate students are 25 years old or older (Institute of Education Science, n.d.), and 35% of first-generation students work full-time (Kim et al., 2010). When students delay their enrollment in college, they are at a higher risk of failing to reach their educational goals (Barnett, 2011). Furthermore, when considering students over 25, working part-time, and receiving financial aid, 84% of community college students would be identified as non-traditional (Florida Department of Education, 2003; Kim et al., 2010). Compared to traditional students, NTS complete at a lower rate (Florida Department of Education, 2003). According to Crawford Sorey and Harris Duggan (2008), the National Center for Education Statistics identified part-time enrollment, financial independence, parenting students, single-parent students, and students who are employed full-time as risk factors for degree completion and persistence.

Why NTS Choose Community Colleges

The higher number of characteristics with which a NTS student identifies, the greater the likelihood of choosing to attend a community college (Philibert et al., 2008) because community colleges offer these students the flexibility to help them balance their multiple responsibilities (Brown, 2020). NTS are also likely to attend community colleges for their vocational and developmental courses (Philibert et al., 2008). Despite the reasons for attending community colleges, 42% of NTS leave college before completing their educational goals (Brown, 2020; Complete College America, n.d.).

Non-Academic Barriers NTS Face

All students face barriers outside the academy; however, NTS faces some unique personal barriers. Research shows that NTS' significant non-academic barriers are role strain, parenting, lack of confidence, lack of time, and constrained finances (Brown, 2020). Each barrier will be discussed below.

Role Strain

NTS have equally important and sometimes competing roles that they must balance to persist to graduation (Institute of Education Science, n.d.; Florida Department of Education, 2003; Dayton, 2005). These roles include being an employee, spouse, parent, and student. Role strain can collectively lead to stress, causing the students to abandon their educational goals (Brown, 2020; CCA, n.d.; Kim et al., 2010; Dayton, 2005).

Working full-time sometimes makes it hard for NTS to find courses that fit their non-working hours (Sutton, 2019). Furthermore, 36% of NTS stated that full-time work created barriers to accessing on-campus resources (Sutton, 2019). This is especially true for female students as they are more likely to experience hostility from family and friends due to attending college (van Rhijn, Lero, & Burke, 2016). Furthermore, some women may face marital stress and divorce from attending college (van Rhijn et al., 2016).

NTS are more likely to experience significant life events such as loss of transportation, health issues for themselves and their family, death of a family member, and loss of employment (Brown, 2020).

Parenting Role/Lack of Childcare

Many parent-students (students who are parenting children while in college) choose to return to college to improve the lives of their families (Institute of Education Science, n.d.; Dayton, 2005; van Rhijn et al., 2016). However, being a parent-student brings unique barriers for NTS (Brown, 2020; van Rhijn et al., 2016).

Many parent-students are also single parents (Brown, 2020). Despite the high number of parent-students attending college, few colleges offer childcare for their students (Brown, 2020). The lack of availability of childcare in the evening, when most NTS are taking classes, creates additional challenges for the working, single-parent student (Brown, 2020). Finding affordable childcare or time to pick up their children from school or daycare are significant obstacles to their completion (Bowl, 2001; Brown, 2020). Parent-students sometimes have to limit the time spent with their children while taking classes (Brown, 2020; Dayton, 2005), and due to role strain, parent-students may find it challenging to connect with peers and faculty (Bowl, 2001).

Lack of Confidence in NTS

The higher education environment can be overwhelming for many students and, as a result, can bring about a sense of powerlessness (Bowl, 2001). Many students shared that they lacked the motivation to complete coursework after working and meeting other family obligations (Brown, 2020) and struggle with fear and confusion associated with taking developmental courses, being older, and balancing work, family, and school (Brown, 2020). These fears are a significant contributor to the lack of persistence of NTS (Brown, 2020). Furthermore, they lack confidence that they will be successful because of their many roles (Dayton, 2005; van Rhijn et al., 2016). Many NTS shared that they fear failing and may experience past failures again (Bowl, 2001). Of those that feel confident about experiencing success in college, many still fail to persist to completion (Barnett, 2011).

Lack of Time of NTS

Time management was a significant challenge for NTS, who described their situation as “time poor” (Bowl, 2001, p. 155). Due to their many roles, NTS struggle with finding time to meet the demands of homework and other coursework, as their family and work demand their time (Brown, 2020). Not completing coursework is a significant barrier to their completion (Brown, 2020). Furthermore, their lack of preparedness increases the likelihood of being placed in developmental education courses, extending their degree completion time (Brown, 2020).

Constrained Finances of NTS

Regardless of their age or other non-academic obligations, most students struggle financially in college. However, NTS has additional financial obligations that become a significant barrier to college completion (Bowl, 2001; Brown, 2020; LaneTerralever, 2019; Dayton, 2005). Another significant barrier NTS faces is the failure to pay personal and academic expenses (Sutton, 2019). Furthermore, the cost of tuition, books and supplies, childcare, and traveling to and from campus takes money away from the family’s budget, making it hard for NTS to complete their programs (Bowl, 2001; Brown, 2020). Tuition cost is one of NTS’ most significant financial barriers (Brown, 2020).

Barriers within the Academy

Many NTS experience a culture alien to them (Bowl, 2001). Higher education expects the student to figure out the many labyrinths within the environment instead of creating supportive environments and resources, such as financial aid support and academic advising (Bowl, 2001; Brown, 2020). The lack of understanding creates barriers that hurt the student and harm the budget and reputation of the institution (Crawford Sorey & Harris Duggan, 2008).

The following institutional barriers must be addressed to increase the completion rate for NTS:

- Technology Issues with Usage and Access: The lack of access to technology in the home can be a barrier for some NTS as it may prevent them from completing coursework (Brown, 2020). Additionally, lack of access to technology on campus at a time of the day that works best for their busy schedule also creates barriers to completing coursework (Brown, 2020). Older students may experience challenges in fully understanding how to use the technology required to complete some courses (Brown, 2020).

- Faculty and Class Interactions: Positive faculty and student interactions are essential to student success (Crawford Sorey & Harris Duggan, 2008; Dayton, 2005). However, many faculty have lower expectations for NTS and sometimes ignore their specific needs and challenges (Brown, 2020; Sutton, 2019). NTS face other faculty-related challenges, including a lack of helpfulness and immediate and timely feedback on coursework, mainly via email (Sutton, 2019). They experience censorship of their life experiences in the classroom, especially if they have a low socioeconomic status or are a Black female (Bowl, 2001). When students experience setbacks because of competing roles, NTS are penalized by faculty and other related campus service employees (Brown, 2020).

- Limitations of Class Schedules: A limited number of courses are scheduled when the student is available, making it difficult for working and parent-students to complete their programs (Brown, 2020; Sutton, 2019). Many NTS face institutional conflicts with canceled classes (Brown, 2020). Also, NTS found that the class registration process was often a barrier (Sutton, 2019).

- Student Services: Student services such as financial aid, academic advising, registrar's office, and business offices are essential resources for students' success (Brown, 2020). However, many NTS are unaware of these services' benefits (Brown, 2020). When aware of these services, many NTS cannot access them when needed as the services are not open and available during the evenings and weekends, when NTS have availability (Bowl, 2001; Brown, 2020).

- Other Barriers: Parking situations, difficulty finding parking when leaving work, and trying to attend classes, cause students to be late for class and on-campus appointments (Sutton, 2019). Lack of support from family and friends is another barrier that NTS must traverse (LaneTerralever, 2019). Lack of administrative support for needed institutional changes can hinder non-traditional student success (Brown, 2020). NTS must resolve additional barriers to being unprepared for coursework or experiencing rigorous coursework requirements (Brown, 2020). NTS may feel isolated when on campus as the campus environment fails to connect with similar students (Howard Sims & Barnett, 2015).

The environment within the academy impacts the students' experience, and these experiences impact the persistence of NTS (Brown, 2020). Inflexible institutional policies that fail to understand and respond to the multiple roles and stressors of NTS may cause them to believe that a college degree or certificate is out of their reach (Brown, 2020).

Strategies for Supporting NTS

According to Howard Sims and Barnett (2015), despite the increase in NTS, the academy has not been talking extensively about the challenges and barriers of NTS. This lack of dialogue has led to their continued marginalization within the academy (Howard Sims & Barnett, 2015). To prepare NTS for high-end employment opportunities, many and varied strategies must be developed and implemented (Brown, 2020; Dayton, 2005). Faculty, staff, and administration must fully understand the experiences, needs, and challenges before implementing institutional policies, procedures, and culture (van Rhijn et al., 2016). Removing institutional barriers that hinder NTS' persistence is essential in increasing their completion (Brown, 2020). These strategies include the following:

- Validation: Barnett (2011) defined validation as a process of "enabling, confirming, and supporting" students (p. 102). When faculty and staff connect with students with genuine concern and reinforce that they can be successful, NTS are more likely to persist to graduation (Barnett, 2011). When faculty are responsive to their student's needs and make their classroom environments inclusive, challenging, and supportive, students' sense of belonging and success increases. (Barnett, 2011; Crawford Sorey & Harris Duggan, 2008; Dayton, 2005)
- Funding Support: Community colleges can utilize financial support for NTS through community and college foundations and Promise Programs grants (Brown, 2020). Additionally, colleges should create and implement different and flexible options such as emergency aid to finance tuition, fees, and supplies. (Brown, 2020)
- Childcare: Childcare has been identified as a critical element of parent-students persistence (Brown, 2020). Offering affordable childcare on-campus would assist parent-students. (Brown, 2020; Kim et al., 2010)
- Class offering: Community colleges should review how classes are scheduled and ensure that at least one section of every course is offered at times in which NTS can attend (Sutton, 2019), offer part-time pathways for working and parenting students (Brown, 2020), and offer more accelerated courses (Brown, 2020). These academic strategies have been shown to positively impact the success of NTS. (Brown, 2020)

- Faculty and Classroom Interactions: Faculty should take an interest in their students individually as this interest was shown to benefit students' retention (Barnett, 2011). Furthermore, faculty should increase the connection between classroom teaching and students' values and experiences (Barnett, 2011; Brown, 2020; Philibert et al., 2008). Faculty should support social integration in the classroom and campus engagement by providing collaborative teaching methods (Brown, 2020; Kim et al., 2010). Finally, campuses should improve prior learning assessments to remove the barriers of time and money. (Brown, 2020)

- Orientation: Orientation programs for new students are essential factors and predictors of student success (Brown, 2020). To ensure that NTS understands and has access to support services, colleges should create separate orientation sessions at multiple campus buildings and different times of the day (Brown, 2020). Orientations should connect the students with an advisor, as establishing a relationship with an advisor early on facilitates persistence (Brown, 2020). Additionally, including the NTS' families and friends during the orientation can increase their support at home and in their community (Brown, 2020). Offering an online orientation session that requires passing a quiz can support students whose schedule does not align with the in-person orientation programs. (Brown, 2020)

- Non-traditional Student Center: Isolation on campus is a crucial barrier to the persistence and engagement of NTS. Allowing these students to build social relationships improves their engagement on-campus (Brown, 2020). The non-traditional student center can be the epicenter for all support services offered when most NTS are on campus (Brown, 2020). Additionally, the center should offer programming that allows the students to build a social relationships with other students, faculty, and staff. (Brown, 2020)

- Offer More Online Courses: Although technology can be a barrier for some NTS, online courses offer the flexibility to help them to balance their multiple roles (Brown, 2020). Despite the benefits of online courses, 53% of NTS stated that they struggle with the self-paced requirements of online courses (Sutton, 2019). As a result, it is recommended to offer more online courses with synchronous lectures that are limited to one to two hours so that students can listen to them when convenient for the student. (Brown, 2020)

- Student Support Services: In addition to offering support services at convenient times, academic advisors should communicate the programs and pathways that a student must complete to graduate and have the permission to support students' access to courses and other academic information (Brown, 2020; Dayton, 2005). During advising appointments, advisors should communicate to NTS all the support services available and how to access them (Brown, 2020; Kim et al., 2010). Additionally, the college should offer online support services in the evenings and on weekends for NTS. (Sutton, 2019)

FIRST-GENERATION STUDENTS (FGS)

FGS are defined as students whose parents have not obtained a four-year degree, and as a result, they are the first in their family to seek a degree (Gibbons & Woodside, 2014; Ma & Shea, 2019; Mangan, 2017; Pratt, Harwood, Cavazos, & Ditzfeld, 2019; Shelton, 2011; Whitehead & Wright, 2017; Wildhagen, 2015). FGS are not universally defined (Whitehead & Wright, 2017). As a result, other definitions of FGS include students that delay college enrollment to a later year than the year they graduate from high school (Shelton, 2011), students whose parents do not have any postsecondary experience (Ives & Castillo-Montoya, 2020), and students who have not had any familial contribution to their higher education preparation (Whitehead & Wright, 2017).

In the United States, FGS make up about a quarter of the student enrollment in higher education (Castillo-Montoya, 2016; Mangan, 2017; Tibbetts, Priniski, Hecht, Borman, & Harackiewicz, 2018). Because of their lack of K-12 preparation for higher education, FGS enter higher education in a high state of vulnerability (Chang, Wang, Mancini, McGrath-Mahrer, & Orama de Jesus, 2020). FGS experience higher education differently from other student groups (Pratt et al., 2019) and are most likely to enter higher education socially and academically in many areas (Padgett, Johnson, & Pascarella, 2012).

FGS and Community College

According to Shelton (2011), over half of the students that first enroll in community colleges were classified as first-generation (Gibbons & Woodside, 2014; Tibbetts et al., 2018), and over the last ten years, their enrollment continued to increase in community colleges (Padgett et al., 2012). FGS are more likely to choose community colleges (Whitehead & Wright, 2017; Wildhagen, 2015) because they prefer to stay near their homes and choose majors that emphasize collectivism (Ives & Castillo-Montoya, 2020). Furthermore, Trio funding may have drawn many FGS to community colleges and colleges with open access (Mangan, 2017). Although many FGS may later realize they are initially drawn to the community college because they perceive that the community college would provide them a sense of belonging more so than four-year colleges and universities (Tibbetts et al., 2018), many FGS will enter community colleges, but will not complete a degree or certificate (Engstrom & Tinto, 2008; Ives & Castillo-Montoya, 2020; Shelton, 2011).

FGS Characteristics

FGS intersect many other marginalized categories (Ellis, Powell, Demetriou, Huerta-Bapat & Panter, 2019; Ives & Castillo-Montoya, 2020; Ma & Shea, 2019; Whitehead & Wright, 2017) found in higher numbers at community colleges. For example, FGS are more likely to be older (Castillo-Montoya, 2016; Shelton, 2011), be a minority student (Banks-Santilli, 2014; Castillo-Montoya, 2016; Chang et al., 2020; Ellis et al., 2019; Gibson & Woodside, 2014; Ives & Castillo-Montoya, 2020; Ma & Shea, 2019; Pratt et al., 2019; Shelton, 2011; Whitehead & Wright, 2017), be financially insecure (Banks-Santilli, 2014; Chang et al., 2020; Gibson & Woodside, 2014; Ives & Castillo-Montoya, 2019; Ma & Shea, 2019; Jenkins, Miyazaki & Janosik, 2009; Padgett et al., 2012; Shelton, 2011; Tibbetts et al., 2018), be a single parent (Whitehead & Wright, 2017), be academically unprepared for college (Banks-Santilli, 2014; Castillo-Montoya, 2016; Padgett et al., 2012; Tibbetts et al., 2018), be part-time students (Castillo-Montoya, 2016), be likely not to complete a degree/certificate (Ma & Shea, 2019; Shelton, 2011), and work while in college (Banks-Santilli, 2014; Ma & Shea, 2019; Tibbetts et al., 2018).

Due to their multiple characteristics, FGS experience many challenges when they enter an institution of higher education for the first time (Tibbetts et al., 2018). Because their family did not have experience in higher education to share with them, FGS may arrive on campus with an unrealistic view of college life (Pratt et al., 2019). For many FGS, the unrealistic expectations will add to the stressors that they experience as they try to reach their educational goals (Shelton, 2011; Whitehead & Wright, 2017). Some other challenges FGS face are limited financial support, limited familial support (Ma & Shea, 2019), balancing parenting/family requirements (Ellis et al., 2019), working schedule, and employment status.

Non-Academic Barriers

COSTS OF COLLEGE

FGS come from households that have a lower income level (Jenkins et al., 2009; Mangan, 2017; Pratt et al., 2019), and as a result, their families are less likely to contribute to their educational and related costs leaving many FGS to try to cover the cost of college on their own (Mangan, 2017; Pratt et al., 2019; Shelton, 2011). With their limited ability to cover the rising costs of higher education, approximately 50% of FGS will withdraw from college (Pratt et al., 2019). FGS's lower-income status opens the door to their ability to receive federal financial assistance (Shelton, 2011); however, many of them will be unable to access the aid because of their lack of ability to navigate the application process (Chang et al., 2020; Mangan, 2017 Shelton, 2011).

LACK OF CULTURAL AND SOCIAL CAPITAL

Social capital, initially coined by Pierre Bourdieu in 1986 (Aguilar & Sen, 2009), is the "information, values, norms, standards, and expectations for education as communicated to individuals through the interpersonal relationship they share with others" (Padgett et al., 2012, p. 247) and as the experience that a student receives from their parents (Whitehead & Wright, 2017) that help them as they navigate the middle-class values of higher education (Banks-Santilli, 2014; Padgett et al., 2012). Cultural capital is shared when parents emphasize the significance and value of a college education (Padgett et al., 2012). Students rich in cultural capital are fluent in networking, an essential resource as it helps students get what they need within higher education (Padgett et al., 2012). Because their parents have not attended college, FGS have limited cultural capital. The lack of cultural capital puts FGS at a disadvantage, especially seeking assistance when needed (Padgett et al., 2012). Additionally, FGS' lack of cultural capital leads to a lower level of social connectedness, higher attrition, and higher levels of stress and depression (Ma & Shea, 2019).

LIMITED FAMILY SUPPORT AND OPPOSING IDENTITIES

According to Ives and Castillo-Montoya (2020), although some of their family supports their desire to earn a chance to achieve the American dream through education, being the first person in their family to go to college can bring about additional stressors for FGS. FGS reported less monetary and informational support from their family (Chang et al., 2020; Shelton, 2011; The Chronicle of Education, 2017) and less emotional support than their peers (Ma & Shea, 2019). This lack of support can leave the FGS feeling like an imposter in college and like they no longer belong when they are at home (Ives & Castillo-Montoya, 2020; Mangan, 2017).

Most non-FGS receive advice on academic and career pathways and informational support from family and friends. However, because their family does not have that experience, FGS must figure out their new environment with the assistance of the employees of the college

(Chang et al., 2020; Ma & Shea, 2019; Shelton, 2011). The lack of financial support starts before they arrive at college (Ellis et al., 2019), as many families of FGS do not have the money to pay for standardized entrance exam tutors and courses to assist them in earning higher test scores and taking the students on campus tours before they start classes (Banks-Santilli, 2014).

Because of cultural differences, some family members may perceive that FGS are rejecting their past and family (Banks-Santilli, 2014), causing some families to be jealous or angry about the change they notice (Mangan, 2017). This perception by family and friends can create a sense of loss for the FGS, thereby creating separation remorse (Banks-Santilli, 2014; Pratt et al., 2019.). For other FGS, their family may view their desire as a way out for their family, thereby placing a lot of pressure on the student to succeed (Banks-Santilli, 2014). Some FGS report feeling guilty about their absence from home or the financial pressure of their college attendance on their family (Chang et al., 2020). These additional pressures increase the likelihood of depression and drop-outs for FGS (Pratt et al., 2019).

Balancing Multiple Responsibilities

FGS balance many responsibilities. Many work while attending college and managing family and family issues (Shelton, 2011). FGS also must balance the stressors of their academic relationships with their relationships and expectations of family and friends (Ma & Shea, 2019; Shelton, 2011).

Working while in College

According to Tibbetts et al. (2018), approximately 80% of FGS work at least part-time while in college (Gibbons & Woodside, 2014; Jenkins et al., 2009; Pratt et al., 2019; Shelton, 2011), with many working about 35 hours a week (Shelton, 2011; Mangan, 2017). For FGS, working many hours has negatively impacted their academic progress (Shelton, 2011).

PARENTING

According to Shelton (2011), FGS are more likely to have dependents and be single parents. Community colleges are more likely to enroll parenting students (Cruse, Holtzman, Gault, Croom & Polk, 2019), and being a single parent may create a conflict for the already limited study time.

BEING OR FEELING ACADEMICALLY UNPREPARED: ACADEMIC BARRIERS

Many believe that the K-12 education of FGS has not prepared them for higher education, especially in the area of STEM (Banks-Santilli, 2014; Ellis et al., 2019; Gibbons & Woodside, 2014; Ives & Castillo-Montoya, 2020; Shelton, 2011; Mangan, 2017) and as a result, many FGS are required to enroll in and complete developmental education courses (Mangan, 2017). Being unprepared can negatively impact the academic success of FGS and create additional stress for them (Gibbons & Woodside, 2014; Pratt et al., 2019; Shelton, 2011). This is especially true for FGS that are BIPOC (Chang et al., 2020; Jenkins et al., 2009) and are financially insecure (Engstrom & Tinto, 2008).

Even when they are performing poorly, feeling academically unprepared may also prevent FGS from seeking assistance or accepting help when it is offered to them by faculty and staff (Horowitz, 2017; Ives & Castillo-Montoya, 2020; Jenkins et al., 2009; Padgett et al., 2012; Pratt et al., 2019) and when they interact with them, they may be overwhelmed by discomfort or feel intimidated by faculty (Padgett et al., 2012). Some FGS suffer from the imposter syndrome, defined by the American Psychological Association (2021) as the feeling that any success they experience is due to luck rather than their abilities and that someone will recognize them as fraud. As a result of experiencing the imposter syndrome, many FGS fear that interacting with faculty could expose them (Ives & Castillo-Montoya, 2020). As a result of feeling insecure about their coursework, FGS are more likely to turn to online resources for academic support (Ives & Castillo-Montoya, 2020).

Cultural Mismatch of Higher Education

The lack of cultural and social capital may lead to a cultural mismatch for FGS. FGS choose community colleges because they showcase their campuses as a balance of interdependence and independence (Tibbetts et al., 2018). Traditionally, the FGS background supports a value system of interdependence (Banks-Santilli, 2014) which is a more dominant value system amongst the working class; whereas higher education espouses a value system that supports independence as a value, which is more prevalent amongst the middle-class (Banks-Santilli, 2014; Chang et al., 2020; Ives & Castillo-Montoya, 2020; Pratt et al., 2019; Tibbetts et al., 2018; Wildhagen, 2015). Interdependence values include collective learning, sustaining meaningful relationships with college employees and peers, and supporting teams' work (Pratt et al., 2019). Independence values consist of self-sufficiency, expressing oneself, and creating your way in life (Change et al., 2020). This incongruency can sometimes create a feeling that the FGS does not belong in higher education (Chang et al., 2020; Ives & Castillo-Montoya, 2020; Pratt et al., 2019; Shelton, 2011; Tibbetts et al., 2018), thereby limiting their acclimatization to the campus community (Ma & Shea, 2019) and their willingness to participate in clubs and organizations, study groups, and meeting with college faculty and staff (Shelton, 2011).

To lessen this incongruency, FGS must learn about and appreciate middle-class values (Ives & Castillo-Montoya, 2020; Wildhagen, 2015). If they are unable to do so, they experience an incongruity in value systems which can create an increased feeling of stress and a lack of belonging, thereby harming their educational performance and attrition (Chang et al., 2020; Ives & Castillo-Montoya, 2020; Ma & Shea, 2019; Mangan, 2017; Pratt et al., 20019; Shelton, 2011; Tibbetts et al., 2018).

HIGHER EDUCATION JARGON

The jargon used in higher education is unique to the institution, and because of their lack of preparation, FGS may not understand the language to successfully navigate their college experience (Gibbons & Woodside, 2014; Mangan, 2017; Pratt et al., 2019) which may send an unintended message that they do not belong in higher education (Mangan, 2017). They may be unaware of the common words such as course objectives, syllabus, academic advisor, credit hour (Pratt et al., 2019), faculty office hours, and academic major (Mangan, 2017). Furthermore, FGS may not have experienced a high-level vocabulary often used by college faculty and staff (Gibbons & Woodside, 2014).

FACULTY AND STAFF PERCEPTIONS

Despite having limited contact with FGS (Wildhagen, 2015), many college staff believe that FGS are at a disadvantage because they arrive on campus less academically prepared for college than other students (Ives & Castillo-Montoya, 2020; Wildhagen, 2015); lacking familial support for information and navigating decisions (Wildhagen, 2015), and have limited resources (financial and relational). Being seen through the lens of deficiency, many faculty and staff perceive these barriers to be unsurmountable for the FGS, and as a result, they may not provide FGS the support they need to be successful.

OTHER BARRIERS

FGS sometimes are challenged to see the rewards of earning a college degree or certificate (Ma & Shea, 2019; Mangan, 2017; Pratt et al., 2019; Wildhagen, 2015), which may contribute to their high attrition rate.

Strategies to Support FGS

To support FGS, colleges must ensure that supportive strategies are used at every level of contact. Strategies should be implemented college-wide, in the classroom (faculty interaction), and through supportive services (student services).

COLLEGE-WIDE STRATEGIES

Colleges have a mission responsibility to support FGS, so college employees must renounce any thoughts or behaviors that underestimate the FGS’ potential (Mangan, 2017). Additionally, colleges must identify the barriers their FGS are experiencing and remove identified barriers within their processes and systems. The following strategies are college-wide measures that can support FGS:

- Have a proactive and intentional college-wide initiative to support FGS (Ellis et al., 2019; Engstrom & Tinto, 2008; Shelton, 2011; Mangan, 2017).
- Offer programs for FGS success that consider indicators other than GPA and retention rates (Mangan, 2017).

- Hire college faculty and staff that believe that with the proper support, all students can be successful and be a willing participant in those support measures (Banks-Santilli, 2014; Engstrom & Tinto, 2008; Shelton, 2011), including practicing active listening (Ellis et al., 2019; Horowitz, 2017).

- Provide challenging and supportive educational experiences (Padgett et al., 2012).

- Provide on-campus work opportunities (Shelton, 2011) and internship possibilities (Banks-Santilli, 2014).

- Provide ongoing communication that ensures, encourages, and embraces the identities and experiences of all students (Ellis et al., 2019).

- Ensure that FGS are aware of available resources that can support them (Banks-Santilli, 2014; Horowitz, 2017; Ives & Castillo-Montoya, 2020; Padgett et al., 2012).

- Ensure that student recruitment materials use the universal language that FGS understand and that recruitment materials come in different modalities (The Chronicle of Higher of Education, 2017).

- Provide opportunities for students to connect with other students and services on campus (Engstrom & Tinto, 2008; Padgett et al., 2012; Shelton, 2011).

- Provide funding sources geared towards FGS and provide information to make the financial aid process easier to navigate for them and their parents (Banks-Santilli, 2014).

- Inform FGS' parents about some of the most common navigational challenges FGS face (Mangan, 2017).

- Create a mentoring program for FGS (Gibbons & Woodside, 2014; Jenkins et al., 2009; Mangan, 2017).

Faculty Strategies to Support FGS

How faculty interact with FGS inside and outside the classroom significantly impacts their persistence (Padgett et al., 2012). Faculty that understand the needs and challenges of FGS can serve as a cultural guide for them (Ives & Castillo-Montoya, 2020). Faculty that utilize the following strategies offer more support to FGS:

- Show their students that they care about them (Ellis et al., 2019).

- Believe in their students (Ellis et al., 2019) and see them as learners (Ives & Castillo-Montoya, 2020).
- Holistically observe their students (Booker, Merriweather & Campbell-Whatley, 2016).
- Be available to answer their questions or listen to concerns (Shelton, 2011).
- Provide a balance of providing feedback on their strengths and weaknesses (Ives & Castillo-Montoya, 2020).
- Urge students to seek assistance (i.e., tutoring, advising, etc.).
- Encourage students on the importance of attending class (Mangan, 2017).
- Create and maintain positive interactions with their students (Ives & Castillo-Montoya, 2020).
- Ensure that students understand that academic struggles will not be seen as irremediable (Shelton, 2011).
- Relate the subject taught to the FGS' experiences (Ives & Castillo-Montoya, 2020).

Students who perceived faculty to be positive, enthusiastic, and care about them as a person reported having increased learning and higher satisfaction within an institution (Komarraju, Musulkin, & Bhattacharya, 2010; Lundberg & Schreiner, 2004; Schreiner, Noel, Anderson, & Cantwell, 2011). Additionally, when students can establish at least one relationship with a faculty, students report more satisfaction regarding their college experience and have higher career goals (Komarraju et al., 2010). Finally, a student's perception of a faculty showing respect is directly associated with an increase in their self-esteem and a fortification in their motivation (Komarraju et al., 2010; Schreiner et al., 2011).

CLASSROOM STRATEGIES

FGS experience more on-campus interaction within the classroom with their peers and faculty. As a result, strategies in the classroom are just as crucial as other strategies. Faculty can implement the following classroom strategies to better support FGS:

- Share real-life situations that impact FGS (Ives & Castillo-Montoya, 2020; Shelton, 2011).
- Create opportunities for students to work together in groups (Engstrom & Tinto, 2008; Shelton, 2011).
- Utilize multiple and different instructional formats (Shelton, 2011).
- Allow students to share their prior knowledge of the subject being taught (Castillo-Montoya, 2016; Ives & Castillo-Montoya, 2020).
- Practice teaching strategies that are ethnically and socially inclusive and relevant (Booker et al., 2016; Ives & Castillo-Montoya, 2020).
- Create and maintain a relaxed classroom environment (Shelton, 2011).
- Create collaborative learning communities (Castillo-Montoya, 2016; Engstrom & Tinto, 2008; Ives & Castillo-Montoya, 2020; Ma & Shea, 2019; Padgett et al., 2012; Shelton, 2011).

BUILDING THE FGS SELF-EFFICACY AS A STRATEGY

According to Shelton (2011), self-efficacy is the behavior that leads to success that increases the chance of future success. Self-efficacy behaviors include having a strategy to achieve a plan and thinking critically about how actions can assist in completing an objective (Shelton, 2011). When FGS have a high level of self-efficacy, they are more likely to have a higher-grade point, graduate, and feel that they have the support they need from their family, friends, and college employees (Shelton, 2011). Despite their challenges, FGS have shown that they have some skills in resiliency and can obtain educational success with support and resources (Ives & Castillo-Montoya, 2020).

THE INTERSECTION OF FGS, NTS, AND FINANCIALLY INSECURE STUDENTS

According to Crawford Sorey and Harris Duggan (2008), students that attend community colleges are often “older, more likely to be members of racial or ethnic groups, and more likely to be first-generation college students” (p. 78). Additionally, NTS experience similar marginalization in colleges as BIPOC students (Howard Sims & Barnett, 2015). These students have a decreased sense of belonging on campus, and creating belonging for all students while on campus is one of any institution’s most effective retention strategies (Rowell, 2016; Schreiner et al., 2011). Belonging and mattering (the idea that we matter to someone else) are fundamental human requirements and essential to student success, especially for those from marginalized groups (Komarraju et al., 2010; Rowell, 2016). Furthermore, an authentic and sincere connection with at least one employee can increase a student’s success and persistence, especially for marginalized and high-risk students (Schreiner et al., 2011).

Schreiner et al. (2011) assert that “students do not stay in or leave institutions as much as they stay in or leave relationships” (p. 334). For community college students, staying or leaving depends on employees’ level of respect for the students’ ability to succeed in college and respect for the competing priorities they face (Schreiner et al., 2011). Quality benefits student success, not the number of student interactions between faculty and staff (Schreiner et al., 2011). The best employee connects with students to form a positive perception of the college’s commitment to their well-being (Schreiner et al., 2011).

Faculty and Staff Interactions as Supportive Strategies

DIVERSIFYING FACULTY: THE IMPORTANCE

According to Gordon (2018), marginalized students may not feel they belong because of the lack of faculty members who look like them. As a result, institutions must diversify their faculty ranks. However, if diversification is challenged, institutions must hire faculty with the desire and capacity to build relationships with all their students (Schrieiner et al., 2011). To increase the chances of finding faculty with those abilities, Schrieiner et al. (2011) recommend that faculty interviews should include questions that solicit

> …what they are passionate about, to define their mission or what attracts them to a college or university setting, or to describe their most recent interactions with students may provide helpful insight into whether or not the candidate can make a difference in students' lives. (p. 336)

Additionally, institutions should prioritize finding faculty that holistically embrace all students (Booker et al., 2016), are willing to allow students to take ownership of their learning (Considine, Mihalick, Mogi-Hein, Penick-Parks, & Van Auken, 2017), are committed to being culturally sensitive in their classrooms (Chang, 2005), be willing to take the lead in connecting with minority students that may be hesitant or slow to connect with them (Komarraju et al., 2010), and are willing to make time to make connections with students (Schreiner et al., 2011).

STAFF INTERACTIONS

Schreiner et al. (2011) researched identifying staff-specific behaviors that students shared that create positive connections. When asked for the five words that best described the personality of the most impactful college employees, the following characteristics that were shared most often were "positive; knowledgeable or intelligent; passionate, energetic, outgoing, or enthusiastic; humorous or fun; and challenging with high expectations" (Schreiner et al., 2011, p. 330). Other staff behaviors shared by the students included showing that the staff member cared for the students in the words that they used, interacting with students as individuals, answering students' questions, helping students to get support for their needs, spending time with students, and encouraging students (Schreiner et al., 2011). When students described the behaviors above, staff positions or titles were not identified because the students shared that what mattered most was the connection, not the staff's position (Schreiner et al., 2011).

FACULTY INTERACTIONS

Although most of the students that enroll in and attend community colleges are non-White, about 80% of the full-time faculty that teach at community colleges are White and have an average age of 50 years (Lundberg & Schreiner, 2004; Twombly & Townsend, 2008). According to Lundberg and Schreiner (2004), in higher education institutions that grant degrees,

> Black students make up 11.5% of the student body but 5.4% of the faculty; Latina/o students are 9.2% of the student population and 31% of the faculty; Native American or Alaska Natives compose 1% of the student population, but less than 1% of the faculty ranks. (p. 550)

The lack of faculty from marginalized groups can be problematic for student learning because White faculty may not understand marginalized students' challenges (Lundberg & Schreiner, 2004). Additionally, non-White students prefer to disclose information to faculty of their same heritage. These students may find it challenging to connect with White faculty (Lundberg & Schreiner, 2004), leaving them lacking connectedness. Increasing faculty diversity by increasing the faculty of color can create a positive student environment (Chang, 2005).

Having negative interactions with faculty has a disparate impact on students and their success. According to Cotten and Wilson (2006), 44% of traditional students reported interacting with a faculty that they considered rude, and 37% reported an experience that they classified as belittling. When students feel like their faculty are not personally interested in them or their academic success, they feel discouraged and uninterested in their academic success (Komarraju et al., 2010). Having a negative experience prorogates a lack of interaction initiated by students (Cotten & Wilson, 2006).

POSITIVE FACULTY INTERACTIONS

Positive faculty interactions with students can increase students' desire and motivation to learn (Considine et al., 2017; Komarraju et al., 2010; Rowell, 2016) and build a positive connection with the institution (Komarraju et al., 2010; Rowell, 2016). In a survey conducted by Schreiner et al. (2011), students listed the following faculty behaviors that they believed created a positive impact on them: practical listening skills, not assuming that faculty will know what the student will share in class, balancing constructive and critical feedback, returning graded assignments as soon as possible, returning emails and telephone calls as soon as possible, encouraging students to participate in on-campus activities; asking about students' personal lives and family; giving students ways in to be successful, and connecting course material to the student. Komarraju et al. (2010) also stated that students perceive faculty as warm, approachable, and respectful when they allow students to call them by their first name. These behaviors positively impact students' academic goals, self-efficacy and respect, educational success, contentment, goal development, and campus belonging (Chang, 2005).

POSITIVE CLASSROOM INTERACTIONS

The faculty's primary role is to teach; as a result, they have more contact with students than other college employees (Wirt & Jaeger, 2014). Because most community college students are enrolled part-time, have outside responsibilities, and lack participation in student activities, the most obvious opportunity for faculty and staff to interact is in the classroom (Chang, 2005; Wirt & Jaeger, 2014). How faculty interact with students in the classroom can positively or negatively impact students. To support interactions, faculty must encourage and demonstrate an interest in their students (Cotten & Wilson, 2006).

For a positive classroom environment that facilitates student learning, faculty should make eye contact, maintain open body language, and smile (Considine et al., 2017). Furthermore, experiences within the classroom that minimize stereotype threats increase students' success (Considine et al., 2017). A stereotype threat that could prevent students from reaching out to faculty is the fear of asking stupid questions (Cotten & Wilson, 2006). Inside (and outside) the classroom, faculty should consistently assure students that their questions are appreciated and taken seriously (Cotten & Wilson, 2006); when faculty can create classroom environments that value all student experiences and treat students as people first, the students benefit (Booker et al., 2016). When the students feel like they belong, they will more likely be willing to meet with the faculty outside of the classroom (Cotten & Wilson, 2006).

WHAT FACULTY SAY THEY DO THAT IS IMPORTANT

Faculty shared that they engage in and recommend intentional behaviors that support student success, such as using students' names, asking questions that enhance critical thinking skills, and requiring appointments during non-class time (Schreiner et al., 2011). Additionally, faculty shared that to impact students and their success, and they must take the lead in connecting with students, not leaving the responsibility to the student to connect with them (Schreiner et al., 2011).

Marginalization and Interactions with Faculty and Staff

Marginalized students are more likely to describe faculty as uninterested and apathetic to their academic progress and success (Komarraju et al., 2010). The perception of minority students on the campus and faculty interaction directly impacted the engagement level with faculty (Chang, 2005). Latinx students have described faculty approachability as neutral (Cotten & Wilson, 2006). With the lowest level of faculty contact, a perception of a hostile racial campus environment hinders Asian/Pacific Islander students from interacting with faculty (Chang, 2005). Incorporating Asian/Pacific Islander students into course discussions and encouraging them to contact faculty outside the class can positively impact their learning (Komarraju et al., 2010). Native American students experienced disengagement from their education because they shared that their culture was not acknowledged or respected (Lundberg & Schreiner, 2004). When faculty interacted with them warmly and positively, their persistence was positively impacted (Lundberg & Schreiner, 2004). Black students felt invisible to faculty and in their classrooms (Chang, 2005; Lundberg & Schreiner, 2004). Black students deemed unprepared for college reported frequent contact with faculty (Chang, 2005) and lower satisfaction with the contacts (Schreiner et al., 2011). Furthermore, Lundberg and Schreiner (2004) reported that faculty opinions of Black students were low, evidenced by faculty treating them stereotypically, discounting their participation, and expressing annoyance with their responses.

The challenges experienced by marginalized students on campus are directly connected to their interactions with faculty and staff (Nguyen et al., 2018; United Nations Educational, Scientific and Cultural Organization, 2010). Campus cultures that are open and welcoming to all students increase the opportunity to engage marginalized students better. Furthermore, campuses that appoint an employee who is the primary contact for support of marginalized students can minimize the embarrassment and anxiety that many of these students are known to experience (Hallett & Crutchfield, 2017).

To address the institutional challenges and success of students from marginalized communities, higher education institutions must create new and upgraded policies that support marginalized students and assist them in feeling safe and respected (Garvey et al., 2015; United Nations Educational, Scientific, and Cultural Organization, 2010). According to Johnson (2014), “when students know they matter and are included, they are more likely to succeed” (p. 138). Another strategy that institutions can employ is to ensure that their faculty and staff accept that marginalized students are not less able or less intelligent than non-marginalized students (Nguyen et al., 2018).

Education must be a leader in equal opportunity and social mobility (Hallett & Crutchfield, 2017; United Nations Educational, Scientific and Cultural Organization, 2010). An equitable society will open the doors to high-quality education for all Americans. As an institution, higher education can be a conduit to moving our society to accurate equity (United Nations Educational, Scientific and Cultural Organization, 2010). If higher education fails to fulfill this imperative, future generations and our society will continue to experience the impact and effects of marginalization (Roberts & Walker, 2012).

CONNECTING WITH MARGINALIZED STUDENTS

Higher education has a discourse of deficiencies related to marginalized students, which harms faculty and student interactions (Costino, 2018). This is problematic as research shows that marginalized students could benefit from consistent and meaningful faculty contact (Chang, 2005). Faculty and staff can significantly impact the academic success of marginalized students by going out of their way to relate to and connect them with needed resources. According to Schreiner et al. (2011) survey, the attitudes and behaviors that impacted the success and retention of marginalized students included a willingness to connect with students, a willingness to make a difference in the lives of their students, having flexibility in their styles while maintaining authenticity, and intentionally making personal connections with students. Successful marginalized students positively connected with at least one campus employee, including faculty who respected them and believed in their success (Schreiner et al., 2011).

High-risk students are less likely to interact with faculty even though the research shows that they would benefit from increased contact with faculty (Schreiner et al., 2011). When BIPOC students can find an on-campus role model, meet with the faculty outside the classroom, and have positive interactions, they have an increased GPA (Chang, 2005). Culturally, these students may not know how to engage with faculty. As a result, faculty must take the initiative to engage with these students (Chang, 2005), as faculty interactions are an effective indicator of student learning (Lundberg & Schreiner, 2004).

TRAINING AS A STRATEGY

Training faculty and staff on the needs, challenges, and barriers of marginalized groups of students could be a powerful tool in helping students persist to graduation (Dayton, 2005). Specifically, training should include understanding all of the roles in which marginalized groups of students may have to balance (Kim et al., 2010), identifying student needs, the barriers to their non-persistence, and best practices for supporting those needs to graduation (Barnett, 2011; Brown, 2020; Dayton, 2005), but should not paint a picture that these students are victims or have many deficiencies (Bowl, 2001). The training should also help faculty and staff identify when students are experiencing real crises, how to implement exceptions to policy, show empathy and care for students, and the challenges they are experiencing at any given time (Brown, 2020).

SUMMARY

Marginalized groups of students enroll in community colleges more than at universities (AACC, 2020). As a result, community college faculty and staff have a great duty to ensure that policies, procedures, and interactions create environments that can mitigate barriers and challenges to their students' success. Faculty training is one strategy to increase student retention and graduation rates.

Faculty should receive training on inclusive pedagogy and teaching skills that immediately impact student success (Crawford Sorey & Harris Duggan, 2008; Howard Sims & Barnett, 2015). Additionally, training geared towards faculty should show them how to validate students (Barnett, 2011), and staff should be trained on all students' unique and specific needs (Dayton, 2005).

CHAPTER THREE: PROGRAM AND PARTICIPANTS'OUTCOMES

INTRODUCTION

The missions of the community colleges are to create access for all students who want training for employment purposes, transfer to a university, and enrich the communities they serve (Community College Research Center, 2014; Troyer, 2015). Despite their missions, community colleges are struggling to support students who are non-traditional, BIPOC, financially insecure, and the first in their family to attend college (Crawford Sorey & Harris Duggan; 2008) by evidence of their lack of completion as compared to non-marginalized student groups (Preston; 2017).

To better support its missions, community colleges must find ways to increase the assistance and resources for marginalized groups of students. One strategy is to increase its faculty's diversity (Gordon, 2018). However, according to the research, the average community college instructor is a female, has an average age of 50, and is Caucasian. Faculty who lack an understanding of intersecting marginalization tend to lack the knowledge of their students' characteristics, thereby creating additional barriers for them. As a result, a better strategy for community colleges is to offer and require faculty training to help improve the outcomes for their marginalized student groups. Training faculty on the challenges and barriers of marginalized student groups and the strategies that better engage them can assist community colleges in fulfilling their missions.

This chapter describes the course outcome, objectives, and principles for developing such training. Each outcome and objective will be discussed in detail so the reader can determine its value in meeting the overall course objective.

ADULT LEARNING PRINCIPLES

The theoretical framework of andragogy was used to develop the training described in this chapter. Loeng (2018) defines andragogy as the learning process of adults. Andragogy has established principles of learning that Malcolm Knowles developed. The principles are:

- Adults are self-directed learners (Lieb, 1991; Prakash, Sharma, and Advani, 2019).
- Adults bring life experiences to their learning environment (Collins, 2004; Lieb, 1991; Kasworm & Marienau, 1997).
- Adults are motivated by learning that supports their roles (Collins, 2004; Lieb, 1991; Kasworm & Marienau, 1997).
- Adults want to learn what they can immediately apply in their lives and help them perform better in their roles (Collins, 2004; Lieb, 1991; Kasworm & Marienau, 1997).
- Adults are intrinsically motivated to learn (Lieb, 1991).

When implemented, these principles support the learning of mature learners (Loeng, 2018).

Supporting the self-direction of learners is essential to training programs. Before starting the training, participants will create personal outcomes and goals (Collins, 2004; Lieb, 1991; Prakash et al., 2019). Doing so will help the participants to see how the training can support their interests and experiences (Lieb, 1991). Furthermore, setting goals will help the participants understand how the training applies to their work (Collins, 2004; Lieb, 1991; Kasworm & Marienau, 1997) and how it connects to their earlier learning experiences (Collins, 2004). Also, because adults are social and independent learners (Collins, 2004), group and independent work will be embedded into the training.

The training will allow the participants to bring their past learning experiences and backgrounds to the learning environments (Collins, 2004) and integrate multiple learning styles, i.e., visual, auditory, tactile, and kinesthetic (Kasworm & Marienau, 1997; Prakash et al., 2019). Each training session will utilize the KWL engagement strategy (Collins, 2004). At the beginning of the training, participants will be asked what they already know about the subject; what they want to learn from the session; and at the end of the session, the participants will record what they learned from the session that they will utilize in their work (Collins, 2004). This activity supports many adult learning principles.

Another aspect of adult learning that is embedded in the training is feedback. According to Kasworm and Marienau (1997), training programs should include various feedback strategies, and Collins (2004) stated that timely feedback lends to mastery of the content's knowledge, skills, and abilities. For this training, all participants will receive feedback after group and individual activities, verbally and in writing, and from the facilitator and peer colleagues (Collins, 2004; Lieb, 1991; Prakash et al., 2019). Facilitator feedback will include reinforcement. Lieb (1991) stated that reinforcement through encouragement was essential to any learning process (Lieb, 1991; Prakash et al., 2019). Finally, assessments will be included in every assignment. According to Kasworm and Marienau (1997), five principles guide assessment for adult learning. The principles are

> 1. Learning is derived from multiple sources. 2. Learning engages the whole person and contributes to that person's development. 3. Learning and the capacity for self-direction are promoted by feedback. 4. Learning occurs in context; its significance relates partly to

> its impact on those contexts. 5. Learning from experiences is a unique meaning-making event that creates diversity among adult learners. (p. 7)

Finally, all facilitators must be carefully selected as they impact the learning environment. To ensure that facilitators' personalities have a positive impact, training facilitators will be chosen based on the following characteristics/abilities:

- Patience (Collins, 2004)
- Courtesy (Collins, 2004)
- Ability to encourage and motivate participants (Collins, 2004; Lieb, 1991)
- Ability to guide rather than a driver (Collins, 2004)
- Listening (Prakash et al., 2019)
- Ability to create and sustain an emotionally safe learning environment for all participants (Collins, 2004; Lieb, 1991)
- Respect for all participants at all times (Collins, 2004; Lieb, 1991)

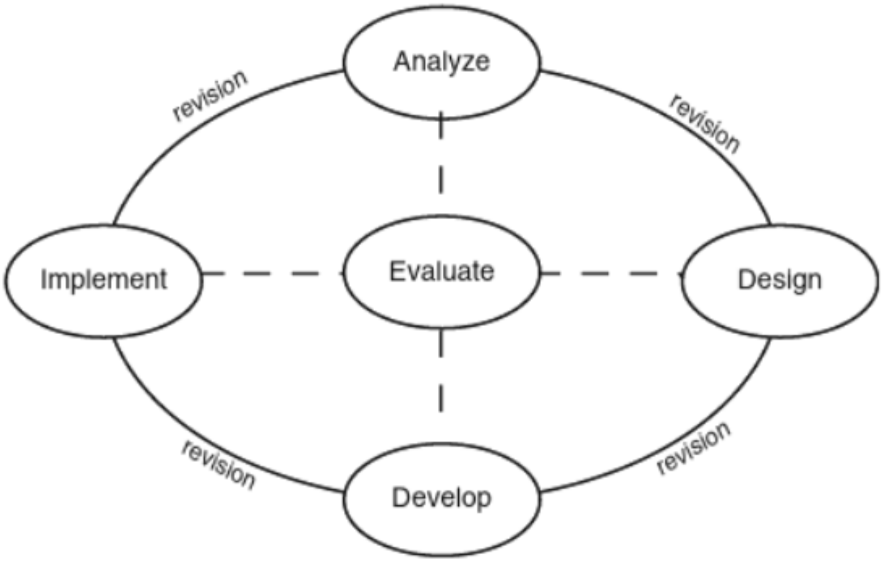
These adult learning principles will work in conjunction with and be built into the training using the instructional ADDIE design framework.

ADDIE MODEL OF INSTRUCTIONAL DESIGN

The research-based training program was developed using the ADDIE instructional design model. The ADDIE model is a student-focused, systematic instructional design method that assists instruction's systematic development (Peterson, 2003). The model is an acronym for the five steps of the instructional design process: Analyze, Design, Develop, Implement, and Evaluate. The framework helps the instructional designer develop objective and aligned assessments so that the participants can actively engage in the training (Peterson, 2003).

According to Branch (2009), the analysis phase identifies and validates the existing performance gap; the design step confirms the anticipated performance and practical testing approaches; the development step creates and confirms the learning resources; the implementation step organizes the learning setting and connects the learners in the learning program; and the evaluate step measures the quality of the learning program and methods, in advance and after the implementation step. Figure 2 shows the flow and interconnections of the steps within the ADDIE model.

Figure 2: ADDIE Model by Branch 2009



The analysis and design steps will be covered in this chapter. These steps will include a summary of the research presented on faculty interactions provided in the previous chapter and an overview of the outcomes and objectives for the training. The next chapter will cover the model’s development, implementation, and evaluation steps.

Step 1: Analysis

The existing performance gap is explained in the analysis step, the instructional outcomes and objectives are established, and the training environment and learner's prior knowledge are identified (Peterson, 2003).

Audience and their Characteristics

The targeted audience for the training program is faculty members. The faculty could be newly hired or working at a community college, full or part-time. According to Lundberg and Schreiner (2004) and Twombly and Townsend (2008), most of the full-time faculty that teach at community colleges are Caucasian and are 50 years old. As a result, it could be assumed that many of them would not be aware of the history of community colleges and the demographics of their student population as it relates to marginalized groups. There are no prerequisites for the training program, and all program participants will experience the same learning objectives.

PERFORMANCE GAP

In the last three decades, the enrollment of women and BIPOC students has significantly increased in higher education (National Center for Education Statistics (NCES), 2020). As their numbers increased, the challenges that BIPOC students experienced also increased. Many of the challenges they experience result from their marginalization and can be connected to their interactions with faculty and staff (Nguyen et al., 2018; United Nations Educational, Scientific and Cultural Organization, 2010). One of the challenges marginalized groups of students' face is that faculty sometimes incorrectly believe marginalized groups are less able or less intelligent than non-marginalized groups (Nguyen et al., 2018). These incorrect beliefs lead to stereotypes and biases that harm students. Therefore, faculty must understand the challenges of the marginalized groups of students they teach and utilize practical strategies to engage these students. Doing so will help more students from marginalized groups persist to completion, leading to equal opportunities in higher education and social mobility for all students (Hallett & Crutchfield, 2017; United Nations Educational, Scientific and Cultural Organization, 2010).

To better support marginalized groups of students in reaching their educational goals, faculty training should include the needs, challenges, and barriers of groups of marginalized students (Dayton, 2005). The training should also assist faculty in understanding all of the roles marginalized groups of students may have to balance while enrolled in college (Kim et al., 2010); identify student needs, the barriers to their non-persistence, and best practices for supporting those needs to graduation (Barnett, 2011; Brown, 2020; Dayton, 2005); but should not reinforce the stereotype that these students are victims or have many deficiencies (Bowl, 2001). Other faculty behaviors that should be included in the training program include how to connect with students effectively; how flexibility in faculty styles can support students; and how to make authentic and intentional personal connections with students even if the students seem as if they do not want to engage with Faculty (Chang, 2005; Schreiner et al., 2011).

Learning Constraints

Learning constraints are barriers that could prevent participants from learning. For every training course, many different constraints impact the engagement of participants. Decreasing barriers is one way to increase participants' motivation to engage in training (Collins, 2004; Lieb, 1991). Some of the constraints and solutions are as follows:

Table 1: Learning Constraints and Strategies to Combat Constraints

LEARNING CONSTRAINTS	STRATEGIES TO ADDRESS CONSTRAINTS
Program participants who do not: • have time to attend the training (Lieb, 1991) • want to change their behavior to engage marginalized groups of students better • believe that higher education has inherent barriers for marginalized groups of students	• Offer the training in the summer or between semesters • Offer a sneak peek workshop to highlight the challenges of marginalized groups and the benefits of utilizing the strategies and connecting them to why they choose to teach and work at a community college (Collins, 2004) • Share statistics and research showing the increase of marginalized groups of students in community colleges and the associated barriers they face
A lack of support from or red tape created by the administration (Collins, 2004)	• Facilitate an abbreviated session of the training for administration and include the positive impacts on faculty, students, and the college
Budgetary constraints, especially budgetary challenges for paying program participants to attend the training	• Pre-arranging a stipend for faculty that attend • Advertising to faculty about the availability of stipends for attending and completing the program
Finding program participants that want to participate in the program	• Reach out to faculty with whom the facilitator already has relationships and give them a sneak peek opportunity. After their sneak peek, ask them to bring one to two colleagues with them to the training • Show faculty how the content can be immediately applied to their work/real-life (Collins, 2004) • Show faculty how they will be able to bring and share their past experiences with colleagues (Lieb, 1991; Kasworm & Marienau, 1997) • Inform participants that the training will include individual and collaborative activities and opportunities to solve applicable problems, which will allow them some direction in their learning, games, and opportunities to personally reflect (including in writing (Collins, 2004)
Many personal responsibility/challenges, such as transportation or childcare (Collins, 2004; Lieb, 1991)	• Offer the training at a time and location that minimizes personal challenges

Program Delivery Option

The training program will be delivered in a face-to-face and group format. In-person training will allow participants to discuss and reflect on the content during the training program.

Step 2: Design

In this step of the ADDIE model, the research and data gathered in the analysis step are utilized to create the course objectives, instructional strategies, and assessment (Peterson, 2003). Also, the media and methods that would best support the implementation of the course objectives are developed (Peterson, 2003).

PROGRAM OUTCOMES

The general program outcome is to increase faculty knowledge of the challenges that marginalized student groups may experience and better support the students' engagement inside and outside the classroom. The participant learning outcomes are as follows:

Outcome #1: Describe the impact of marginalization on students in higher education.

Marginalization is a place in society (Career Ladders Project, n.d.; Garrett, 2020) that prevents individuals from accessing "resources, assets, services, restraining freedom of choice, preventing the development of capabilities" (Gatzweiler, n.d., p. 1). The following groups are considered marginalized:

- Women (especially women of color) (United Nations Educational, Scientific and Cultural Organization, 2010)
- Financially insecure persons (United Nations Educational, Scientific and Cultural Organization, 2010)

- Remote/rural residents (United Nations Educational, Scientific and Cultural Organization, 2010)
- Racial minorities (United Nations Educational, Scientific and Cultural Organization, 2010)
- Disabled persons (United Nations Educational, Scientific and Cultural Organization, 2010)
- Persons whose primary language is not English (United Nations Educational, Scientific and Cultural Organization, 2010)
- LGBTQI+ persons (Garrett, 2020)
- First-generation students (Garvey et al., 2015)
- Military combat veterans (Garrett, 2020)
- Persons who are homeless (Garrett, 2020)
- Felons (Garrett, 2020)

Marginalized groups are predisposed to persistent educational disadvantages (United Nations Educational, Scientific and Cultural Organization, 2010) and have little control to enhance their lives (Garrett, 2020). Gordon (2018) defined marginalized students as underrepresented students from a racial background, lowered social class, and denied access to educational resources.

The following are the expected outcomes for program participants:

- Explain marginalization
- Identify marginalized student groups
- Describe the adverse outcomes of marginalization on student groups
- Identify stereotypes of marginalized student groups
- Identify personal biases toward marginalized student groups

Outcome #2: Define First-Generation, Financially Insecure, and Non-traditional Students in Community Colleges and describe their challenges.

A first-generation student is a student whose parents have not graduated from college (Gordon, 2018). A financially insecure student does not have the financial or emotional resources to achieve academic success (Gordon, 2018). A non-traditional student is 23 years old or older (Van Noy et al., 2013) and did not go to college immediately after high school (Florida Department of Education, 2003; Howard Sims & Barnett, 2015; LaneTerralever, 2019; Philibert et al., 2008), works full-time (Florida Department of Education, 2003; Philibert et al., 2008), attends school part-time (Florida Department of Education, 2003; Philibert et al., 2008); takes care of dependents (Florida Department of Education, 2003; Howard Sims & Barnett, 2015; Kim et al., 2010; Philibert et al., 2008), financially supports themselves (Florida Department of Education, 2003; Howard Sims & Barnett, 2015; Philibert et al., 2008); is more likely to be from a lower-class family (Philibert et al., 2008), and may have to complete developmental education class(es) (Brown, 2020; Philibert et al., 2008).

The following are the expected outcomes for program participants:

- Define the following community college student groups:
    - first-generation
    - financially Insecure and
    - non-traditional
- Explain the research-based and off-campus challenges of community college students who are:
    - first-generation
    - financially Insecure
    - non-traditional
- Explain the research-based and on-campus challenges of community college students who are:

    - first-generation
    - financially Insecure
    - non-traditional

Outcome #3: Describe how Intersections of Marginalization Increase the Challenges for Community Colleges Students.

Students who intersect more than one grouping of marginalization may experience compounding stress and isolation in their academic relationships (Jackson et al., 2016; Chung & Rendón, 2018). Multiple intersections of marginalization create severe and enduring deficiencies that limit opportunities (United Nations Educational, Scientific and Cultural Organization, 2010).

The following are the expected outcomes for program participants:

- Explain intersectionality
- Explain how students who belong to multiple marginalized groups experience a greater level of challenges with community colleges
- Demonstrate an understanding that BIPOC students are more likely to intersect the first-generation, non-traditional, and financially insecure groups

Outcome #4: Utilize effective strategies and inclusive teaching practices to engage students from marginalized groups.

Colleges should concentrate on finding faculty who universally support all students (Booker et al., 2016), will support the student's ownership of their learning (Considine et al., 2017), are dedicated to being culturally aware in their teaching (Chang, 2005), take the lead in connecting with marginalized groups of students (Komarraju et al., 2010), and are willing to make connections with students (Schreiner et al., 2011). For a positive classroom environment, faculty should maintain eye contact, use open body language, and smile (Considine et al., 2017). Additionally, faculty should ensure students that their questions are important (Cotten & Wilson, 2006) and remember their students' humanity (Booker et al., 2016).

The following are the expected outcomes for program participants:

- Identify strategies to minimize their biases toward marginalized student groups
- Identify strategies to minimize stereotypes toward marginalized student groups
- Identify two inclusive teaching strategies they will utilize to engage students effectively

INSTRUCTIONAL STRATEGIES AND ASSESSMENTS

This section will identify the instructional strategies and assessments connected to the course outcomes and objectives. The research that supports each outcome and objective will be summarized, followed by the instructional activities and assessments.

Outcome #1: Describe the impact of marginalization on students in higher education.

The research discussed in Chapter 2 shows that the majority of faculty do not belong to marginalized groups, or if they belong to a marginalized group, their group's identification does not intersect with other marginalized groups. Therefore, many faculty may not understand marginality, which groups are marginalized, and the negative impact of marginalization.

Table 2: Outcome #1-1: Describe the impact of marginalization on students in higher education

PARTICIPANT LEARNING OUTCOME	LEARNING STRATEGY	EVIDENCE OF LEARNING	ASSESSMENT METHOD	ADULT LEARNING PRINCIPLE APPLIED
Explain marginalization, identify marginalized student groups, and describe the Adverse outcomes of	Participants will be placed in groups to research the definition of marginalization and who belong	Participants will present their research to the entire class	Peers and facilitators will provide feedback on the thoroughness of the participants' presentation	• Socialization • Peer sharing • Feedback from peers • Feedback from facilitator

PARTICIPANT LEARNING OUTCOME	LEARNING STRATEGY	EVIDENCE OF LEARNING	ASSESSMENT METHOD	ADULT LEARNING PRINCIPLE APPLIED
marginalized student groups	to marginalized groups			
Identify stereotypes of marginalized student groups	Participants will research the common stereotypes they have about marginalized groups of people	Participants will write a reflective paper that includes the stereotypes that they have espoused with students from marginalized groups	The facilitator will provide feedback on the thoroughness of the participants' paper	• Self-directed learning • Personal reflection • Feedback/ assessment
Identify personal biases toward marginalized student groups	Participants will complete the Implicit Association Test (IAT) for race	Participants will write a reflective paper on their results of the IAT and their feelings about their results	The facilitator will provide feedback on the depth of the participants' reflective paper	• Self-directed learning • Personal reflection • Feedback from facilitator

To accomplish the objective related to marginalization, participants will be randomly assigned to groups to research the definition, identification, and negative impacts of marginalization. After researching the topic, the teams will prepare a group presentation to be shared with all program participants. After each presentation, peers and the facilitator will provide feedback to each group on the thoroughness of their presentation and fill in any missing parts of marginalization. Next, each group will research the stereotypes associated with each marginalized group and individually write a reflective paper on what has impacted their interactions with marginalized groups of students. The facilitator will review each paper and provide feedback to participants on the thoroughness of their paper and the authenticity of the participant included in their paper. At the end of this session, participants will complete the Implicit Association Test (IAT) and write a reflective paper describing their results, their opinion about them, and any next steps, if appropriate. The facilitator will review each paper and provide feedback to each participant on the thoroughness of their reflective paper.

Outcome #2: Define First-Generation, Financially Insecure, and Non-traditional Students in Community Colleges and describe their challenges.

First-generation, non-traditional, and financially insecure students are attracted to community colleges because they can take affordable classes close to home (Bourke et al., 2008; Terriquez, 2015). Their enrollment numbers within community colleges have continued to increase (Gordon, 2018). First-generation, non-traditional, and financially insecure students belong to marginalized groups; however, their challenges are varied inside and outside the college environment.

Table 3: Outcome #2-1: Define First-Generation, Financially Insecure, and Non-traditional Students in Community Colleges and describe their challenges.

PARTICIPANT LEARNING OUTCOME	LEARNING STRATEGY	EVIDENCE OF LEARNING	ASSESSMENT METHOD	ADULT LEARNING PRINCIPLES APPLIED
Define First-Generation, Financially Insecure, and Non-traditional student groups	Randomly assigned to groups, participants will develop their definition of each group and share a personal experience they had with a student from one of those groups	Participants will present their definitions and story to the entire group	The facilitator will provide feedback and share with the participants the definition of each marginalized group and discuss the research-based similarities and differences of each group	• Socialization • Collaborative learning • Feedback/ assessment • Storytelling (past experiences and knowledge)
Identify the off and on-campus challenges of community college students who are First-Generation,	Working in randomly assigned groups, participants will play the Finish Line Game developed by Achieving the Dream	Participants will follow the game's instructions. At the end of the game, participants will submit their	The facilitator will lead a debrief session with the participants. Participants will choose one peer to review their paper.	• Socialization • Collaborative learning • Interactive activity (game) • Applied to real-life situations

Participant Learning Outcome	Learning Strategy	Evidence of Learning	Assessment Method	Adult Learning Principles Applied
Financially Insecure, and Non-traditional	After the game, participants will write a reflective paper on one of the students in the game that faced challenges and did not finish. The paper will include the barriers the student faced and the strategies the student experienced that supported the student and their success	reflective paper to the facilitator	The peer will provide feedback based on their own experience. The paper and the peer review will be submitted to the facilitator for feedback	• Reflective activity • Peer and facilitator feedback

During this session, participants will be placed in randomly assigned groups to develop their definitions of non-traditional, financially insecure, and first-generation student groups and write about their interaction with a student from one of those groups. Participants will present their definitions and stories to the entire group. After all of the teams have presented their definitions, the facilitator will provide feedback on the research-based definitions and lead a discussion with the entire class on the groups' similarities. Next, the participants will play the Finish Line game. After the game, the facilitator will provide feedback to the groups on what the research shows, and which group experiences the listed challenges. Finally, after the game, the participants will write a reflective paper sharing how their IAT scores may contribute to any challenges the students face. The participants will select one peer to review their reflective paper (they will swap papers). The peer reviewer will provide feedback to the participant on the depth of their reflection and ask additional questions. The peer-review and the reflective paper will be submitted to the facilitator for review and feedback. The facilitator will provide feedback to the participant on the depth of their reflection and any perspective they may have missed in their reflection.

Outcome #3: Describe how Intersections of Marginalization Increases the Challenges for Community College Students.

Research supports that marginalized individuals intersect with other groups of marginalization, and those who are marginalized do not contribute to their marginalization—the results of intersecting marginalization compound the negative impacts marginalized students face while in college. Without support, students that belong to multiple marginalized groups will struggle to complete their educational goals.

Table 4: Outcome #3-1: Describe how Intersections of Marginalization Increases the Challenges for Community College Students

PARTICIPANT LEARNING OUTCOME	LEARNING STRATEGY	EVIDENCE OF LEARNING	ASSESSMENT METHOD	ADULT LEARNING PRINCIPLES APPLIED
Explain inter-sectionality	Participants will develop a diagram of their intersectionality	Participants will share their diagram of intersectionality with the class	The facilitator will provide feedback to the participants that include any missing intersections	• Self-directed activity • Activity connected to an experience • Feedback from facilitator
Explain how students who belong to marginalized groups experience a greater level of challenges with	Participants will interview a family member or friend that was non-traditional, first-generation, or was financially insecure while in college	Participants will write a paper about their interviewee's experiences during the interview. The paper will be presented to the class	After all of the presentations, the facilitator will ask participants for the commonalities and discuss any challenges not shared through the presentations	• Self-directed activity • Reflective activity • Peer learning • Peer feedback

PARTICIPANT LEARNING OUTCOME	LEARNING STRATEGY	EVIDENCE OF LEARNING	ASSESSMENT METHOD	ADULT LEARNING PRINCIPLES APPLIED
community colleges				
Demonstrate understanding that BIPOC students intersect the first-generation, non-traditional, and financially insecure groups	Working in randomly assigned groups, participants will discuss which group of students intersect the financially insecure, non-traditional, and first-generation categories most often and the resulting consequences of the intersectionality of that group	Participants will share which group they believe intersects all of the categories (financially insecure, non-traditional, and first-generation categories) and the consequences of the compounded intersections	The facilitator will provide feedback on the complexity of compounded intersectionality and the negative impact intersectionality has on marginalized groups of students	• Collaborative learning • Past experiences • Feedback from facilitator • Information that impacts their work

The participants will watch a video on intersectionality. After the video, the participants will develop a diagram that shows their intersections. Each participant will share their diagram with the class. After their presentation, the facilitator will provide feedback to each participant on the intersections they shared and/or missed. Next, working in randomly assigned groups, the participants will discuss the racial/ethnic group that is more likely to intersect with the non-traditional, first-generation and financially insecure students. The groups will share their presentations with the class. The facilitator will provide feedback on the group’s presentation and share with the group that BIPOC students are the group that research shows are more likely to intersect all three student groups. The participants will interview a family member or friend from one of the three student groups. The participants will write an interview report and share their reports with the class. After all the presentations, the facilitator will provide feedback on the commonalities of the interviewees' experiences.

Outcome #4: Utilize effective strategies and inclusive teaching practices to engage students from marginalized groups.

Because most non-traditional, financially insecure, and first-generation students attend college part-time, work full-time, and do not participate in student clubs and organizations, faculty spend more time with them than any other college employee. Thus, inside and outside the classroom, faculty interactions must effectively engage these students. Furthermore, faculty must intentionally challenge their stereotypes and biases in every interaction with marginalized students.

Table 5: Outcome #4-1: Utilize effective strategies and inclusive teaching practices to engage students from marginalized groups

PARTICIPANT LEARNING OUTCOME	LEARNING STRATEGY	EVIDENCE OF LEARNING	ASSESSMENT METHOD	ADULT LEARNING PRINCIPLES APPLIED
Identify strategies to minimize stereotypes toward marginalized student groups	Each participant will be given a stereotype threat in which they will research and prepare a presentation on the research-supported strategies to mitigate that threat	Participants will present their stereotypes and research-based strategies to the class	The facilitator will provide feedback on the presentation and share any strategies that were not presented during the presentation	• Self-directed learning • Peer sharing • Information that impacts their work • Feedback from facilitator
Identify strategies to minimize your biases toward marginalized student groups	Participants will refer to their IAT results and choose a stereotype mitigation strategy; then, they will identify	Participants will write a report on the two strategies they will use to improve their interactions, what challenges they will face that are	The facilitator will review the report and provide suggestions on implementation for the participants	• Personal experience • Self-directed learning • Feedback/ assessment

PARTICIPANT LEARNING OUTCOME	LEARNING STRATEGY	EVIDENCE OF LEARNING	ASSESSMENT METHOD	ADULT LEARNING PRINCIPLES APPLIED
	two strategies to improve their interactions with students. Participants will record how they will implement the strategies, identify the challenges they expect they may face because of their IAT results, and how they will handle the challenge(s)	directly related to their IAT results, and how they will mitigate the challenges		
Identify two inclusive teaching strategies they will utilize to engage students effectively	Participants will research an inclusive teaching strategy that they are not currently utilizing	Participants will present the teaching strategy they found and researched	Peers will provide feedback to participants after each presentation. Then the facilitator will provide the participants will a list of additional strategies which they can research on their own	• Activity that applies to the work • Self-directed activity • Applying experience and knowledge • Feedback

Participants will be given a stereotype threat and instructed to research strategies to mitigate them in their interactions with students. Participants will present their research to the class. After each presentation, they will provide feedback on the strategies shared, and the facilitator will share any strategies that were not discussed. Using the IAT results and their stereotype threat mitigation presentation, participants will write a report on the two new strategies they will use to improve their interactions with students and include in their report what challenges they may face that are directly related to their IAT results, and how they will mitigate the challenges. The facilitator will review each report and provide feedback to each participant. After all, participants have presented their strategies, and the facilitator will share a handout of the researched-based strategies for independent and future research.

SUMMARY

Using the frameworks of andragogy and ADDIE in developing the training supports active and engaging training programs. Training experiences that include andragogy help minimize some learning constraints, and the ADDIE models ensure that the program follows a systematic learning process. Including the training activities and development, the facilitator plays an essential role in the transfer of learning. The facilitators must possess skills that allow adult learning principles to support the learner and the learning environment. The next chapter will discuss the ADDIE model's design, implementation, and evaluation.

CHAPTER FOUR: PROGRAM COMPONENTS AND RESOURCES

INTRODUCTION

The previous chapter discussed the training outcomes and related training activities in detail. This chapter will discuss the required training resources to create and support the training. The recommended structure of the training program, and the timeframe of each subject, will be discussed. Additionally, recommended technology, room setup suggestions, strategies for recruiting and incentivizing participants, suggestions on obtaining administrative support, and strategies for training future facilitators (train-the-trainer program) will be discussed.

PROGRAM STRUCTURE

As stated in Chapter Three, the framework of andragogy was used to develop the training. Using andragogy ensures the training is effectively structured to engage adult learners. According to Loeng (2018), andragogy allows adult learners to be self-directed, including their experiences in training, connect the training to their work, and clarify how the training can be immediately applied to and assist them in their work.

It is recommended that the training is held one week after the end of the winter/spring semester. (At our community college, the semester that runs from January to April is called winter.) Holding the training at this time will allow faculty a break after the semester but engage them early in the next semester before they start their summer activities. The training should be completed over four consecutive days, four hours each day, for 16 hours of training. Faculty is less likely to participate if it interferes with their summer plans or teaching schedules. Participants will need to be present all four days and for the entire training program to get a certificate and a stipend if it is included. Two 15-minute breaks should be built into each training session. Most of the training will be completed face-to-face working in groups. There will be some individual reflective activities between days, but the participants will complete most of the training in the designated space. The following chart shows the plan for how the training will be facilitated.

Table 6: Training Outline

SESSION #	TOPIC	OUTCOME	ACTIVITY	ANDRAGOGY PRINCIPLE
1	Marginalization	Participants will be able to explain marginalization, identify marginalized student groups, and describe the adverse outcomes of marginalized student groups Participants will research the common stereotypes they have about marginalized groups of people Participants will complete the Implicit Association Test (IAT) for race	• Participants will complete a pre-test. • Participants will do the penny activity (choose a penny and pick and share an event that corresponds with the date on the penny). • The training outcomes will be shared with the participants. • Participants will collaboratively research, define, and present marginalization, the groups of students that belong to marginalized groups, the adverse impacts of marginalization, and the stereotypes experienced by marginalized groups. • Participants will write a	• Collaborative learning • Apply current knowledge • Self-directed • Applied directly to their work

SESSION #	TOPIC	OUTCOME	ACTIVITY	ANDRAGOGY PRINCIPLE
			reflective paper on the stereotypes they have about their students and the subsequent barriers the students may experience. The paper will be left with the facilitator • Homework: participants will complete the IAT and write a two-page reflective paper on the impact of their scores on their self-perception as a faculty and bring their score to the next session	
2	First-Generation, Financially Insecure, and Non-traditional student characteristics and challenges	Participants will be able to define First-Generation, Financially Insecure, and Non-traditional student groups Identify the off and on-campus challenges of community college students who are First-Generation, Financially Insecure, and Non-traditional	• Participants will develop a group definition of each group • Participants will individually share a personal experience they had with a student from one of those groups • Participants will play the Finish Line Game • After the game, participants will write a reflective paper on one of the students who faced challenges and did not finish, the student's barriers, and the supportive strategies the student experienced. The paper will be submitted to the facilitator	• Collaborative learning • Apply current knowledge • Self-directed • Applied directly to their work
3	Intersectionality	Participants will be able to explain intersectionality	• Participants will research intersectionality and develop a diagram of	• Collaborative learning • Apply current

SESSION #	TOPIC	OUTCOME	ACTIVITY	ANDRAGOGY PRINCIPLE
		Participants will be able to explain how students who belong to marginalized groups experience a greater level of challenges in community colleges Participants will be able to demonstrate an understanding that BIPOC students frequently intersect the first-generation, non-traditional, and financially insecure groups	their intersectionality and present it to the class • Participants will research and discuss which group of students intersect the financially insecure, non-traditional, and first-generation categories most often and the resulting consequences of the intersectionality of that group and present their findings to the training • Homework: Participants will interview a family member or friend that was non-traditional, first-generation, or was financially insecure while in college and write a paper about their interviewees experience while in college	knowledge • Self-directed • Applied directly to their work
4	Bias and stereotype mitigation strategies	Participants will be able to identify stereotypes that many marginalized students' groups experience Participants will be able to identify strategies to minimize their biases toward marginalized student groups Participants will be able to identify two inclusive teaching	• Participants will research and prepare a presentation on the research-supported strategies to mitigate stereotype threats they choose, and they will present it to the training • Participants will research and present an inclusive teaching strategy that they are not currently utilizing • Final project: Participants will use their IAT results and chosen stereotype mitigation strategy that	• Collaborative learning • Apply current knowledge • Self-directed • Applied directly to their work

SESSION #	TOPIC	OUTCOME	ACTIVITY	ANDRAGOGY PRINCIPLE
		strategies they will utilize to engage students effectively	they will employ to improve their interactions with students and write a report on how they will utilize the strategy to minimize their implicit biases • Participants will complete a post-test	

Number of Participants per Session

The number of participants should not exceed 20. Keeping the number of participants at or below 20 will allow participants to have enough time to share their experiences with their peers and to have time to reflect on how to apply the content to their lives and work. Ideally, the training should have at least fifteen participants, as doing so will allow for some attrition and practical group work (having four groups with five participants is ideal). Inviting participants from different disciplines and seniority can bring differing points of view and increase the opportunity for peer learning.

Training Location

The training could be offered on or off-campus. Offering the training on campus includes having a familiar location for participants. Also, holding the training on campus reduces additional costs associated with room usage. Most campus environments already have the technology resources required for the training experience. If holding the training off-campus, the facilitator must ensure that the location has enough space for at least 20 participants and access to the required technology to support group and individual activities.

Room Setup

The training space should be set up to support group work, group presentation, individual work, and reflection. For on-campus space, it is recommended that the room has a table in the front of the room for the facilitator and training handouts and a separate tablespace for snacks. It should also include four pods comfortably accommodating five people and their supplies and laptop/computer. Finally, the room should be set up so that all participants can see the presenter's screen and other pods. The setup should be the same for off-campus space as on campus. If space is limited, it is recommended that participants have space outside the training room to work on group projects and that participants bring their personal or work laptops.

Administrative Support

In Chapter Three, lack of administrative support is listed as a learning constraint. To ensure the success of the training, garnering administrative support is imperative. Each college's administration has different expectations of faculty and staff and a vision of student success. As a result, there is no one-size-fits-all strategy to garner their support. It is recommended that the facilitator meet with the administration and provide a summary of the research-based challenges that marginalized groups of students face in community colleges and the potential impact of supporting the faculty's understanding of those challenges and strategies that support students.

Additionally, some colleges may need to garner administrative support to provide stipends for participants. It is recommended that a faculty stipend be included in the administrative support conversation. When talking with the administration, the facilitator should be prepared with a stipend amount. Again, showing the administration the benefits to students and the college when faculty understands the content may help the administration provide financial support for participants who complete the program.

Recruiting and Incentivizing Participants

All faculty could benefit from this training; however, all faculty may not see the benefits of participating. To entice at least twenty faculty to participate, it is recommended that the facilitator develops a flyer that showcases how the training assists faculty in building relationships and supporting marginalized groups of students. The flyer should also include how their improved relationships will support their students' persistence and completion, and if they complete the training, they will receive a stipend. It is recommended that the stipend be between $1,000 to $2,000. To increase faculty participation, the facilitator should first reach out to faculty with whom they have a positive relationship. Then, the faculty committed to attending the training should be asked to reach out to at least two faculty with whom they have an established relationship and personally talk about the immediate benefits of training them and their students.

After all faculty members have signed up, at least 15, the facilitator should send participants a welcome email with the training outline. The email should share that the participants will be able to work collaboratively, share their past experiences and current strategies with their colleagues, and leave the training with additional strategies that they can implement in their classroom immediately. The email should also provide the facilitator's time frames, days of the week, training room locations, and contact information. If at least 15 faculty do not sign up for the training, consider increasing the stipend amount.

Financial Resources

There are minimal costs for the resources for the training program. The training will most likely be held on campus, which usually means no associated fees for room usage. If the training is held off-campus, renting a room and the associated technology resources must be included in the costs. The highest costs for on-campus training will be the stipends paid to faculty that complete the program. The stipend costs should consider the past practice for faculty stipends for training on the campus. When deciding on a stipend amount, the facilitator should consult with a couple of faculty members to ensure a sufficient amount to draw participants to complete the training.

Other costs associated with the training include the cost of the Finish Line training game developed by Achieving the Dream (AtD). Assuming that the college is not in-network with AtD, the cost for each game will be $69.00. AtD recommended that one game be purchased for every five participants. Another recommended cost is snacks (chips, granola bars, chips, and fruit) and bottled water for the participants for all four days. Finally, if facilitating the training is not a part of the facilitator's role, a stipend should be considered for the facilitator. The facilitator stipend should consider the time spent facilitating the training and the homework the facilitator will review and provide feedback. Providing a stipend for the facilitator increases the chances that the inaugural training participants may decide to become a facilitator (see Appendix A).

Technology Resources

The room designated for the training must have a computer for presentations and computers with internet access for participants to complete research for multiple training activities. Participants must have access to a computer or laptop at home to complete homework assignments. Additionally, should the computers or internet services become inoperable before the training, and the facilitator should request technical support to address any technical problems that may arise during the training. In that case, the facilitator should request from their technology office contact for any technical problems they may experience during the training. The training game does not require any technology.

Training Assessment

At the beginning of the training, the participants will complete a pre-assessment. The facilitator will collect the assessment and grade them after the first training. At the end of the training, the participants will complete a post-assessment. After providing feedback to the participants on their last assignment, the facilitator will review and grade the post-assessment and compare the assessments for each student. The facilitator will individually send the participants their pre/post-assessment scores and feedback on their last activity within two days following the training. Also included in the email will be a summary sheet of research-based strategies they can utilize in their classroom. Finally, the email will include a link to a training evaluation.

TRAIN-THE-TRAINER PROGRAM

To ensure that the training can continue to be offered multiple times and at various locations, it is recommended that the facilitator conduct a train-the-trainer session. Participants from the inaugural session are the best group to find future facilitators. As stated in the previous chapter, future (and current) facilitators must be thoroughly vetted as they impact the learning environment. According to Collins (2004), the characteristics and abilities that should be considered when choosing a future facilitator are the ability to be patient with and respectful to all participants, the ability to encourage and motivate participants, the ability to let the participants be the driver of their learning; the ability to listen actively, and the ability to create and sustain emotionally safe training spaces. Suppose the facilitator cannot find participants with the required characteristics. In that case, the facilitator can find faculty with the needed characteristics and ask them to go through the train-the-trainer program.

The Train-the-Trainer program will include the training offered to participants but cover more research-based information that supports the training (research listed in chapter 2). The train the trainer program will take place over five days and be held for five hours for each session. The additional day and four hours will allow a deeper dive into the research.

SUMMARY

All supportive resources must be considered for a training session to have the highest chance of success. Overall, the resources required for the training are minimal. The largest resource will be the stipends for participants who complete the training (and the facilitator, if approved by the administration). To save on resources, it is recommended that the training is held on campus and utilize campus resources like computers and internet services. If held on campus, the training costs will be capped at the cost of the training game divided by five, snacks and water, any copying costs of the training materials, and stipends.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

When early immigrants arrived at Ellis Island hoping to obtain the American dream, there stood in all of her majesty, the Statue of Liberty. Liberty stood as the beacon of hope for those wanting a better life in the new land. Inscribed at the base of Liberty is the poem, “The New Colossus,” written by Emma Lazarus (1883). The poem’s last two lines say, “Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore. Send these, the homeless, tempest-toss’d to me, I lift my lamp beside the golden door!” (Lazarus, 1883). For decades, these words encapsulated the essence of hope and the promise of opportunities for immigrants. However, for many Americans, having access to an equitable education was supposed to be their path to the American dream.

Higher education, especially in community colleges, was supposed to be a beacon of hope for marginalized groups of students. Instead, these students are made invisible after enrollment by the policies and procedures created for elite students and by the administration and faculty because they do not fully understand the challenges created by the institution they serve (Hollifield-Hoyle & Hammons, 2015; Nguyen et al., 2018). Its “hegemonic practices and structures normalize and, indeed, reify the experiences of some members of society [and institutions of higher education], while negating the realities of others” (Howard Sims & Barnett, 2015, p. 3).

Without intentional interventions, higher education will continue to fail to acknowledge and mitigate the needs and challenges of marginalized groups of students (Hollifield-Hoyle & Hammons, 2015). The problem is significant, and to positively change the future financial trajectory of marginalized students, colleges must accept the responsibility to develop specific policies and procedures to meet the unique needs of financially insecure students, first generational, non-traditional, and BIPOC (Goldrick-Rab et al., 2019; Hollifield-Hoyle & Hammons, 2015; Nguyen et al., 2018).

Community college faculty, staff, and administration must make more concerted efforts to provide equal access to degree completion by better understanding the non-traditional students' needs and advertising appropriately to non-traditional students (Howard Sims & Barnett, 2015). Until community colleges acknowledge the unique and complex challenges of non-traditional students and their needs differ from traditional students, non-traditional students will continue to struggle with persistence and completion of their educational goals (Brown, 2020).

SELECT STRATEGIES TO ELIMINATE PSYCHIC DISEQUILIBRIUM

To increase equitable access beyond enrollment, colleges must find ways to assist financially insecure students in paying for the rising costs of earning a degree or certificate, including costs covering living expenses (United Nations Educational, Scientific and Cultural Organization, 2010). Also, faculty can support financially insecure students by believing they can succeed (Beegle, 2017). When all students are given the support to succeed, they rise to the challenge, increasing their self-confidence (Nguyen et al., 2018). Finally, institutions can identify a contact person to support financially insecure students, minimizing any associated shame with being financially insecure.

One of community colleges’ goals is to contribute to their communities positively. Community colleges achieve this goal in many ways; however, they can extend their reach into their communities by supporting FGS, who, when they succeed, give~~s~~ back to their community (Ives & Castillo-Montoya, 2020). When community colleges cannot assist FGS, colleges and their employees must accept that when FGS fail, it is also their failure (Engstrom & Tinto, 2008) and a failure for the communities they serve.

Although students enter the institution with preconceived notions about their interactions, faculty have the opportunity to create positive contacts and foster meaningful relationships with students (Chang, 2005). Positive interactions between faculty and students are the most significant factor for the success of students who lack the social and cultural currency necessary for success in higher education (Costino, 2018). Effectual faculty understand that it is vital to embrace students, respond to their needs, enjoy working with them, and act as a resource for their needs (Schreiner et al., 2011). Additionally, effectual faculty take responsibility for initiating and developing positive and authentic relationships with students as students may be reticent to do so (Chang, 2005; Cotten and Wilson, 2006; Wirt and Jaeger, 2014). To ensure that it is clear to students that the institution values them and is committed to their success, every employee should take time out of their day-to-day tasks to connect with students (Schreiner et al., 2011). Rowell (2016) shared that:

> We must first listen to our students: we must imagine others and understand how they see the world, not how we wish them to see it. Today this is our work: to find a way to respect and walk beside our students, to listen intently to what they are saying, and to

> work with them so they can broaden their circles of empathy and knowledge about the world. (p. 25)

LIMITATIONS AND ASSUMPTIONS

The research-based training developed as a part of this dissertation was focused solely on the interactions between faculty and a limited number of marginalized groups of students. However, more marginalized groups of students attending community colleges also experience invisibility. Additional research on the challenges of the other groups of marginalized students should be included in future training. Trainers should consider their student population and modify the training to address the needs of their students.

The research supports that other barriers, like policies and procedures, must also be addressed. College campuses must review and revise policies and procedures that lack inclusivity because focusing solely on faculty interactions and lack of empathy will not bring about equity for marginalized groups of students. Taking a holistic approach to increasing students' persistence and success is the only pathway to equity for all students.

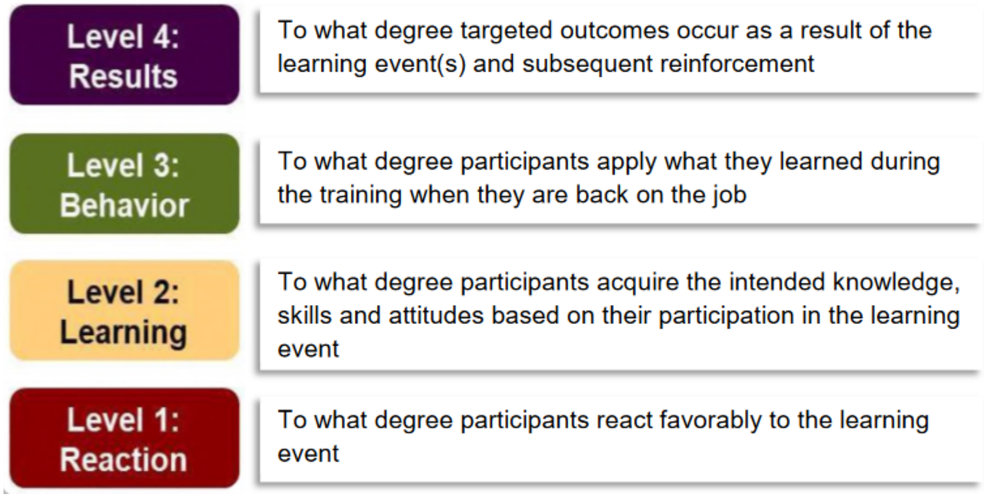
The training developed as a part of this dissertation is focused only on faculty. However, the research supports that staff must also better understand the needs of marginalized groups of students. Staff support~~s~~ student needs differently than faculty, so future training should be modified to the roles of staff so that they can see the direct connection of their interactions and support with student success and persistence.

This dissertation discusses the challenges of four marginalized student groups. Readers must consider that not all students from marginalized groups face all of the challenges or compounded challenges from their intersections. Instead, administrators, faculty, and staff must look at the institution to determine the barriers and not look at the students' lives or backgrounds as contributing factors to the lack of success and persistence. Colleges, faculty, or staff that blame marginalized students for challenges caused by their marginalization contribute to the marginalized groups of students' invisibility.

FUTURE RECOMMENDATIONS

According to Kirkpatrick and Kirkpatrick (2015), "organizations that reinforce the knowledge and skills learned during training with accountability and support systems can expect as much as 85% application on the job. Conversely, companies that rely primarily on training events to create suitable job performance achieve a 15% success rate" (Kirkpatrick & Kirkpatrick, 2015, p. 5). If the training does not result in learning that can be applied to their job and increase job performance, the training has no value to the organization (Kirkpatrick & Kirkpatrick, 2015). The failure of participants to apply what they learn in their work further marginalizes vulnerable groups of students. To ensure that the training changes behaviors that support the college's mission, it is recommended that the training be expanded to include all four Kirkpatrick Levels of Evaluation levels.

Figure 3: Kirkpatrick's Four Levels of Evaluation



Level 4: Results	To what degree targeted outcomes occur as a result of the learning event(s) and subsequent reinforcement
Level 3: Behavior	To what degree participants apply what they learned during the training when they are back on the job
Level 2: Learning	To what degree participants acquire the intended knowledge, skills and attitudes based on their participation in the learning event
Level 1: Reaction	To what degree participants react favorably to the learning event

Currently, the training created as a part of this dissertation meets Kirkpatrick Levels 1 and 2 of evaluation. At Level 1, the participants showed that they had a positive response to the training (e.g., they liked the training); at Level 2, participants learned the information presented in training (knowledge, skills, abilities, and attitudes) (e.g., the participants' posttest scores showed that the participants could provide the correct answer to the questions). At Level 3, participants applied what they learned during the training to their jobs (e.g., a review of course grades show an increase in the successful completion of the course, and student feedback shows that marginalized groups of students felt seen in the class) (Kirkpatrick & Kirkpatrick, 2015). For the training developed for this dissertation, participants will be able to apply to their jobs what they learned. However, to reach Level 4, a coaching and mentoring component should be developed following the successful completion of the training.

A trained facilitator should complete the recommended coaching and mentoring component and will observe the faculty interacting in their classroom and during office hours and weekly meetings. During coaching/mentoring sessions, the facilitator should provide feedback on observations that showed missed engagement opportunities and reinforce appropriate engagement with marginalized students. The coaching and mentoring should continue until the faculty/staff shows proficiency and consistency in applying the content and should end when the organization's equity goals are consistently being met from within the faculty's or staff's sphere of influence.

The training must be developed at the fourth level of evaluation to obtain that application level (Kirkpatrick & Kirkpatrick, 2015). Level 4 of the Kirkpatrick model is defined as "the degree to which targeted outcomes occur as a result of the learning event(s) and subsequent reinforcement" (Kirkpatrick & Kirkpatrick, 2015, p. 5). The targeted outcome of the training is equity for marginalized groups of students, which is also one of the missions of the community college.

SUMMARY

There is no "one size fits all" college experience (Brown, 2020; LaneTerralever, 2019), and community colleges must provide a learning environment that is inclusive to all. When community colleges create inclusive policies and procedures and when all faculty fully understand and care about all students, especially those from marginalized groups, community colleges can finally say to the groups of marginalized Americans, you gave me your financially insecure, your first-generation, your non-traditional, minority students. Because you are no longer invisible to me, you have full access to the American dream through every door of our institutions.

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APPENDIX A: SAMPLE BUDGET PLAN

Expense Types	Cost		Estimated Totals
Stipend - Attendees	$250.00	4 days x 20 attendees	$20,000
Finish Line Game	$69.00	5 games	$345.00
Snacks	$100.00	4 days	$200.00
Facilitator	$100.00	4 days	$400.00
Training Materials Duplication Costs	$20	20 attendees	$400.00
On-campus Training Total			**21,345.00**
Room Rental	$125.00	4 days	$500.00
Equipment/Supplies (bring laptop, screen, clicker)			$0.00
WI-FI Access*	~$50.00	4 days	~$200.00
Off-campus Training Total			**~$22,045**

APPENDIX B: FINISH LINE GAME PURCHASING INFORMATION

The Finish Line Game was developed by Achieving the Dream (AtD) and can be purchased by using the following information:

- AtD Store: https://achieving-the-dream.square.site/ or
- AtD Email: finishlinegame@achievingthedream.org

Purchase one game for every five attendees.

APPENDIX C: IMPLICIT ASSOCIATION TEST (IAT)

The IAT is a researched based assessment created by Harvard University. It helps the assessment taker to identify implicit biases and attitudes towards specific groups of people. This assessment is free; however, Harvard collects the user's information as a part of their ongoing research.

To access the assessment, go to: https://implicit.harvard.edu/implicit/takeatest.html. For additional information about the IAT, go to: https://implicit.harvard.edu/implicit/iatdetails.html

APPENDIX D: TRAINING SUMMARY/EMAIL TO SOLICIT PARTICIPANTS

Dear Colleagues,

Are you concerned about the completion rate of marginalized students in your classes? Are you committed to an inclusive classroom environment but unsure what more you need to do to reach that goal? If you answered yes to both questions, you are a perfect candidate for a newly developed research-based training that will share strategies to impact harder-to-reach students positively. The following are the outcomes of the program:

- Outcome #1: Describe the impact of marginalization on students in higher education.
- Outcome #2: Define First-Generation, Financially Insecure, and Non-traditional Students in Community Colleges and describe their challenges.
- Outcome #3: Describe how Intersections of Marginalization Increases the Challenges for Community College Students.
- Outcome #4: Utilize effective strategies and inclusive teaching practices to engage students from marginalized groups.

During the training, you will be able to bring your past learning experiences and backgrounds to the learning environments (Collins, 2004), and the training will integrate multiple learning styles, i.e., visual, auditory, tactile, and kinesthetic (Kasworm & Marienau, 1997; Prakash et al., 2019). You will also receive a stipend for your attendance. The training will be for four hours a day, for four days. It will be held on campus during the week between the winter and spring semesters. For additional information, please contact {facilitator’s name} at {email address and/or phone number).

We look forward to learning and growing together.

Respectfully,

{facilitator’s name}