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| Sub-population | Summary | Possible Implication for Educators | Name |
| Commuter, Part-Time & Returning Adult Students  (Tim Wynes) | Commuter, part-time and returning adult students constitute the 85% of college students who aren’t attending college right out of high school as full-time students and residing on campus. Commuter students instead live off-campus, part-time students generally take less than 12 credit hours a semester (although Quaye points out that this is an area open to interpretation by each college or university) and, adult returning studs are those over the age of 25 and have a gap in their education after high school. According to the NCES, about 40% of college students are over the age of 25 and part-time undergraduates are 23% of the enrolled students at four-year universities and a substantial 61% of the student body at two-year colleges. Part-time students are less likely to earn a degree and more likely to work while in college as compared to full-time students. More than half of college students tend to take courses at more than one college at a time, a phenomenon called “swirling.” Having a foot in more than one institution at the same time, not a full-time student at any college, reduces the likelihood of graduation with the odds against completion increasing the more colleges a student is enrolled in at one time. Student-parents are on the rise in higher education as are the number of students who are either (or both) food and housing insecure. Quaye sums up the overall impact of the data by noting that “the fact they commute to the college campus and/or attend part-time profoundly influences the nature of their educational experience” (Quaye, Harper, and Pendakur, 2020, p. 328).  Issues that are faced by commuter and part-time and adult students to varying degrees include: lacking a sense of belonging to their college, a lack of integrated support networks, balancing multiple roles (parent, employee, spouse and student), and transportation. These students also face numerous unintentional barriers – scheduling of classes and activities, technology, availability of faculty to name a few – through policies and procedures that simply do not take them into account. These practices emphasize their marginalization and that they are different from traditional students. Colleges would do well to consider that for commuter, part-time and adult students, school isn’t always their priority (Quaye, p. 328). | As we have learned throughout the class and is emphasized here by the chapter’s author, colleges policies - according to Astin - effectiveness are measured in relation to the degree they increase student engagement (Quaye, p. 331). It is important for educational administrators to understand that commuter, part-time and returning adult students don’t have the ability to engage their college the same way traditional students do (Quaye, p. 331). Commuter students can’t be expected to alter their lives outside of college, therefore institutions need to “develop strategies specifically and intentionally” to pull them into learning (Quaye, p. 331). Those strategies include guided pathways for college majors and transferability from two-year to four-year institutions. A success story is Alamo College’s MyMAP (Monitoring Academic Progress) interactive device that networks students in everything from enrollment to career paths. Because commuter, part-time and returning adult students are more likely to drop out due to financial constraints, it is incumbent on financial aid advisors to make sure students correctly detail their expenses when filing for financial aid. Flexible textbook options (textbooks being a major expense), emergency loan programs and exploring alternative delivery options to reduce trips to campus (online) are examples of strategies institutions could pursue to retain students.  In terms of academics, colleges may find alternative methods for effectively engaging commuter, adult and part-time students. These include learning communities within the classroom and living/learning communities that reach beyond an individual course. Chattanooga Community College, for example, has set up cohorts for students over the age of 25 (Quaye, p. 333). Building schedules that allow commuter students time between classes to meet with faculty and complete school work as well as notification systems that alert faculty to students that may be missing work or class and establish connection as possible tools as well. Simple faculty awareness of commuter students lives, that they are on tight schedules, have significant non-school commitments and may be hesitant to ask for help and then connecting may help in retention. | Tim Wynes |
| Students with Disabilities (Deirdre Graham) | Students with disabilities are facing challenges in academic engagement, co-curricular engagement, legal issues, and barriers to engagement. Regarding academic engagement, some studies have found that although students with disabilities graduate at similar rates to those without disabilities, they are on average taking longer to graduate in six years. One of the significant concerns is that many faculty do not willingly allow accommodations for students with disabilities despite them being mandated. As with students without disabilities, those who have them benefit from co-curricular engagement. However, these programs have not received the same attention or funding at the collegiate level as academic programming. Students with disabilities are less likely to to be involved in co-curricular activities than their peers without disabilities. There is also a discrepancy between those with visible versus invisible impairments, with the latter being more engaged. The chapter also discusses three federal legislations that provide protections for those with disabilities: Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act (ADA), and the Americans with Disabilities Amendments Act (ADAAA). These laws define “a minimum standard of accommodation, but best practices go beyond just making the campus accessible and actively encourage students with disabilities to access the benefits of engagement,” (Quaye, Harper, and Pendakur, 2020, p. 193). Students with disabilities face many barriers to engagement including attitudinal, self-report, physical, and institutional. Attitudinal generally falls under two assumptions: ableism and stigma. These mindsets extend to faculty and staff as well as the peers of students with disabilities, which can make life on campus frustrating and difficult for them. Another barrier is that many students with disabilities do not report and therefore gain access to much needed accommodations. This is particularly true for students with chronic illnesses or learning disabilities. There are obvious physical barriers for students with disabilities such as lack of accessible sidewalks, entrances, elevators for those in wheelchairs or lack of Braille signage or software for those with visual impairments. Institutions need to make an effort to tear down barriers for students with disabilities to create a welcoming campus. They should create supportive policies, dedicate administrators to focus on this cause, and have a community collaboration. | Institutions can only benefit from diversity, which includes students with disabilities. Educators are a large portion of the problem of students with disabilities struggling to adapt on campus. Quaye, Harper, and Pendakur acknowledge that most instructors are not open to making accommodations for students with disabilities (2020). They believe that this cheapens the education value of the institution. In these instances, educators are embodying an ablesist mindset by assuming that accommodations are holding students to lower standards. Educators should be empowering students with disabilities to bolster academic success rather than try to block accommodations. Institutions often believe that accommodating students with disabilities is expensive and inconvenient, but this merely limits accessibility and creates a barrier. Students with disabilities face frustration in dealing with faculty, staff and administrators since many relegate responsibility to those who are specialized on campus to work with this community. Many are deemed to lack knowledge on disabilities and the available accommodations. The institutions have a responsibility to go beyond the legal requirements in order to foster a positive learning and campus environment for students with disabilities. Quaye, Harper, and Pendakur recommend that institutions combat ableist attitudes and abolish barriers to student engagement for those with disabilities. There needs to be more support and a true commitment to incorporate students with disabilities as a diverse component of the institution. | Deidre Graham |
| Community College Transfer Students (Deirdre Graham) | Community college transfer students face many obstacles at both their pre- and post- transition stages. The primary challenges facing these transfer students are transfer shock, college adjustment, student persistence and attainment, credit acceptance and articulation issues, and work-life-school balance concerns. Transfer shock refers to the initial academic struggles students may have while transitioning to a four-year institution. In their first semester after transferring, students often see a temporary decrease in their grades compared to their pre-transfer GPA.  There are many disparities between community colleges and four-year institutions that require a major adjustment for transfer students. Transfer students often feel lost in the masses at four-year institutions and find them more academically rigorous and fast paced. They perceive that four-year institutions fail to provide them the support and help needed during the transition for a successful and lasting transfer. For this reason, community college transfer student persistence and attainment is another challenge with transfer students being less likely to earn their degree than native students. After the initial transfer shock, persistence is determined by a mix of academic and social factors including the rigor of their high school curriculum, community college grades, gender, lack of math remediation, socio-economic status, and degree goals.  One of the biggest frustrations and limitations for community college transfer students is credit acceptance and articulation. Many four-year institutions will not accept community college credits or require prerequisites before gaining admittance. This can require transfer students to retake courses or add additional required courses, which can become time consuming and costly. This has a direct impact on degree attainment. These issues arise and both the community college level and that of the four-year institution. Many community colleges lack the advising resources necessary to appropriately guide students toward a successful transfer. And four-year institutions often allow their elitist egos to create barriers and dismiss courses at the community college level.  The transition to a four-year institution shifts the transfer student’s work-life-school balance from their time at the community college. Many community college programs are geared towards working adults and accommodate those schedules while four-year institutions tend to steer towards offering courses and student services during traditional work schedules. A study by Berger and Malaney (2003) found that transfer students had to decrease the average time spent working or with their families per week while increasing time spent studying and socializing with peers (Quaye, Harper, and Pendakur, 2020). This is not necessarily feasible for all transfer students who may work full time or have families to support. | Educators at the four-year institutions need to make more of an effort to encourage and support community college transfer students during their critical first semester to minimize the impact of transfer shock. At both levels, these transfer students need more advocates who will help them navigate the transfer process. The community colleges need more academic counseling to prevent students from taking courses that will not transfer, and four-year institutions need to abandon their elitist mindset and recognize the financial burden they put on these students by not accepting their credits for comparable courses. Four-year institutions also need to offer more accommodating schedules for working students so that they do not have to sacrifice their job or their education. Community colleges have already created effective models for working individuals by offering online, hybrid, evening, and weekend courses. Four-year institutions could follow the community colleges’ lead and incorporate more of these options to become more accessible to working transfer students. | Deirdre Graham |
| Online Environment (Deirdre Graham) | Online and distance learners often have other commitments such as work and families that impact their ability to participate and persist in the program. There many variables that impact one’s ability to complete an online degree including academic (study habits), background (age, ethnicity, goals, prior GPA), environment (finances, hours working, family obligations, outside encouragement), and psychological (stress, satisfaction, commitment to goals). Online learners need to be able to successfully navigate learning in an online environment or they will most likely struggle to remain in the program. Online learners are often looking for an environment that matches their lifestyle and learning style. There are some cultural differences that can impact one’s success in successfully participating in an online program. Hofstede and Bond (1984) discuss four cultural dimensions that impact social engagement for learners: power distance, uncertainty avoidance, individualism versus collectivism, and masculinity-femininity (Quaye, Harper, Pendakur, 2020). Power distance refers to status hierarchies. Those with higher power assert dominance over those with lower power, which, in a classroom setting could be the instructor having power over the students or a dynamic amongst students. This can have an impact on student debates, participation, and critical thinking skills. If students do not see themselves as equals, they may struggle engaging in a course. Uncertainty avoidance can impact which students participate in an online environment. Students with a strong uncertainty avoidance are more likely to struggle in an open, unstructured course. Those with a weak uncertainty avoidance are more likely to be engaging in discussions. Similarly, whether students are more individually minded - focusing on their own goals - or part of the collective - engaging with the community with a shared goal in mind - impacts overall motivation and collaboration. Lastly, the masculinity-femininity cultural background indicates the differences in values by gender. Male students are more likely to be competitive and assertive in course discussions while female learners might be more hesitant. | Educators need to be aware of the external factors facing many online learners such as work and family obligations. Some students may also struggle engaging in an online environment based on their cultural differences. In an asynchronous online setting, it can be harder for an educator professor to actively draw a student with a perceived lower power distance into a discussion. Students with a strong uncertainty avoidance expect the professor to have all the answers and be experts in the material, while those with a weak uncertainty avoidance understand it is acceptable for a professor to not have all the answers. Students that have an individual mindset are more likely to be independent in the program. They value the program for the material they learn with the expectation that it will increase their self and economic worth. These students are most likely to participate with like minded students who are goal-oriented. These can affect the overall motivation to engage with other students and educators need to be aware of this. Masculine cultures tend to be more competitive and more likely to overrate their academic performance. Female societies on the other hand, are less competitive and tend to underrate themselves, especially in male-dominated fields. Educators need to be aware of this disparity and offer encouragement to female students. | Deirdre Graham |
| First Generation Students  (Wynes) | In the chapter of the book, the author utilizes national longitudinal data national and institutional data. She finds the scholarship tends to treat first generation students as a homogenous group (Quaye). The recommendation is for institutions not to treat first generation students as “one size fits all” (Quaye, p.288). To begin with, colleges should “engage first generation students in identity exploration” (Quaye, p. 288). It is important to recognize that what a student experiences in college is an important piece of a student developing their identity (citing Chickering & Reiser, 1993; Deaux, 1993; Moran 2003). This development aids students in arriving at an understanding of their intersecting identities beyond their first generation status  There are several definitions of a first generation student. The federal government (important for financial aid) defines these students as having parents without a college degree. Another definition confines first generation students to those whose parents never attended college (Gofen, 2009; Pascarella, et al., 2004). NCES data indicates that as many as one-third of undergraduates are from homes where parents did not attend a post-secondary institution. Drilling down into the demographics of first generation students, they are evenly split along gender lines, tend to come from low-income families, English is their second language and they are older than other entering students, attend apart-time and live off-campus.  First generation students were likely not counseled about college options in high school and they are “less likely to enroll in a college or university” (Quaye, p. 289). For a variety of reasons, they simply do not as much as other students about higher education opportunities. They are likely to choose to attend college for reasons related to family or improving their financial situation by obtaining career advancement (Bui, 2002).  First generation students tend to choose public two-year and for-profit schools (Engle & Tinto, 2008). Higher achieving first generation students are more likely to choose less challenging or less selective institutions than similarly situated peers. Community colleges, in a particular, offer a low-cost (therefore, low risk) option that is close to home (read: family) and allows them to attend part-time and work outside of the college. Areas of concern for first generation students include academic preparation, and becoming isolated as they have one foot in different worlds and lack contacts outside of college to assist in their success. Black and Latino students also face being celebrated within their home environments for their success or facing resentment for perceived stepping up and out from the same environment. | The author concludes that the framework of intersecting identities gives college administrators a “framework to propose strategies to engage students in identity exploration and development” (Quaye, p.288). As students discover their plethora of identities, colleges have a better opportunity to more fully engage students and develop the tools they need to be successful students. There are also the academic challenges first generation students face. They are more likely to require developmental coursework as they enter college and often are less certain about selecting a college major. They tend to select majors based on salary. A challenge for first generation serving institutions is broadening student’s awareness of academic majors and the benefits of a rigorous approach to studies. Therefore, colleges that make an effort to pull first generation students into co-curricular and other peer oriented activities may see benefits in the academic areas of critical thinking skills and degree planning (Pacarella, et al., 2004).Specific programs targeting first generation students have shown promise in improving persistence and completion. Summer bridge programs – programs that focus on the transition from high school to college with individual and academic support and build a community of peer support – may “enhance their understanding of and comfort level in the college environment” ((Wathington, et al., 2011). Living-Learning communities have had success in aiding first generation student’s transition where faculty connect and mentorships are intentionally developed. Colleges should consider orienting toward a “student ready” approach as opposed to a “college ready” approach, This approach focuses on the college’s level of preparedness in serving students instead of the student’s level of college readiness. (Quaye, p. 292). | Tim Wynes |
| Transracial and Asian-American Adoptees (Wynes) | Transracial Asian American adoptees are a subpopulation of students that have not been widely researched and written about until recently. Transracial Asian American adoptees tend to be marginalized and underserved “because they are often invisible to their non adopted peers and college educators” (Quaye, p. 55, citing Suda & Hartlep, 2016). As transracial Asian American adoptees appear to be similar to other Asian American students, they may suffer the same racism as those students but also have unique experiences in college based on their race and background.  Transracial Asian American adoptees adjusting to the world higher education may feel “racially in-between” two worlds (Quaye, p. 56, citing Ehlers, 2012). Transracial Asian American adoptees may find themselves experiencing “racial liminality” where they feel “neither authentically Asian nor fully White, but rather an amorphous mix of racial identities” (Quay, p. 56). Essentially, transracial Asian American adoptees may feel a lack of connection between the identity they’ve been assigned and their own definition of their racial identity. They are, in some respects, left to define themselves and the shift they feel between how others view and define them can impact how they see themselves fitting in within a college culture.  Transracial Asian American adoptees are both White (from their adoptive families) and Asian (by birth) but peers and faculty may only see them as Asian and ascribe traits accordingly. They have had access to “White privilege” through high school as the children of adoptive White parents but lose that status to some extent once they enter college. This can create a sense of isolation for transracial Asian American adoptees. This can impact their self-confidence as their understanding of their fit within a racial demographic is questioned. White privilege may have shielded transracial Asian American adoptees from racism but it also may invite these students to contemplate if they are authentically Asian. As transracial and transnational adoptees, these students may have limited knowledge about their birth origins and lack a complete picture of their background (Quaye, p. 60). They may be susceptible to negative consequences of racism and microaggressions, spawning insecurity about their place and fit within a culture. | Key to working with Transracial Asian American adoptees is understanding their concern about people presuming to identify and understand them without inquiring further. It’s suggested that instead, educators set aside what they think they know and inquire further of Transracial Asian American adoptees to acquire an informed understanding of their experiences. As this is a relatively new field of scholarship, the author suggests attending sessions on Transracial Asian American adoptees at student affairs and other professional conferences (Quaye, p. 63).  The chapter author recommends that student affairs professionals have the potential to effectively engage Transracial Asian American adoptees by helping students focus on their assets from their background. Transracial Asian American adoptees, as discussed in the chapter summary, can be on the receiving side of microaggressions and other race-based actions. Specifically, helping these students view their experiences as assets may afford them a certain resiliency to racism.  Colleges have multiple opportunities to turn the experiences of Transracial Asian American adoptees into positive campus engagement. Building opportunities to introduce Transracial Asian American adoptees to the campus through public narratives – telling their stories – can make students, student affairs professionals and faculty more aware of the racialized experience these students have had. Encouraging Transracial Asian American adoptees to join and be invited to student organizations may reduce their senses of isolation and promote engagement through an increased sense of belonging to the college. As being a Transracial Asian American adoptee is not obvious by appearance, educators should encourage these students to network through social media reach out to the campus community.  Finally, colleges are encouraged to disaggregate data collection as it pertains to Asian Americans. There is diversity of Asian Americans that crosses several racial categories that is not captured by that single label. It is suggested that institution research at college campuses provide an open answer area for Asian American students to better describe themselves to their college which may, in turn, assist in improving on resources and policies instituted to improve student engagement. | Tim Wynes |
| Student-Athletes (James Deane) | Student-athletes are a sub-population of students with particular pressures and conflicts unique in higher education. There are many levels of competition, the NCAA recognizes and governs three divisions of competitive play, however there are club and in-house sports (NCAA, n.d.). The added pressure stems from a common difficulty experienced by student-athletes and it is the struggle to balance the demands of college athletics with the level to which students can fully engage and be involved in campus activities (Gayles, 2014).  Despite these conflicts it is interesting to note, division I student-athletes in particular graduate at higher rates than non-student athletes (Quaye, & Harper, 2014; NCAA, n.d.). This suggests these students, with the highest demands athletically, are already provided support systems and resources to maintain their enrollment. Are these resources provided for the student’s well-being or to ensure the student can continue to participate in the sport? In any case, this does speak to how this sub-population is able to overcome such conflict of time.  Gayles, J. G. (2014). Engaging Student Athletes. In S. J. Quaye, & S. R. Harper (Eds.), *Student Engagement in Higher Education : Theoretical Perspectives and Practical Approaches for Diverse Populations*. (2nd ed., pp. 209-220). Routledge.  Quaye, S. J., & Harper, S. R. (2014). Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations. (2nd ed.). Routledge. | It is important to recognize that the sub-population of student-athletes contains many more levels of sub-populations, gender, sport, ethnicity, division, sexual orientation and more (Gayles, 2014). Therefore, higher education professionals who work with student-athletes should not adopt a one-size-fits-all strategy in supporting student-athletes to succeed academically and individually (Gayles, 2014).  Through the scope of Astin’s (1999) theory of involvement, any barriers, such as the commitment to participating in athletics, reduces the level of involvement of the student-athlete in the college experience. Active involvement is linked with achieving personal development and learning goals and satisfaction with college (Astin, 1993). Involvement in campus activities includes curricular and co-curricular activities, reading and studying, meeting faculty, and even attending class (Quaye, & Harper, 2014); all of which may be sacrificed due to the sizable responsibilities of competing (especially at the top level) of college athletics.  Another lens with which to surmise student-athletes is with Bandura’s (1977) self-efficacy theory. This perspective views the confidence in which individuals, in this case student-athletes, believe in their ability to exhibit behaviors that will lead to desired outcomes (Bandura, 1977; Gaston-Gayles, 2005). Student-athletes are likely to acquire beliefs in their athletic abilities but may struggle academically (Quaye, & Harper, 2014). Higher education officials must acknowledge this potential shortfall by assisting student-athletes to associate similar levels of dedication to achieving athletic goals as with academic goals.  In combating this conflict of involvement and self-efficacy, student affairs offices should implement actions to increase athletes interactions with non-athletes on campus; in housing, athletes and non-athletes should share accommodations and athletes should be encouraged to live on campus; faculty should aim to create opportunities to build a connections in and outside the classroom; and affairs staff should build confidence and encourage motivation in student athletes to exhibit behaviors associated with achieving academic success (Quaye, & Harper, 2014). Whatever policy is implemented, its effectiveness will be judged on the level to which it has increased student-athletes involvement on the campus and the student-athletes reported levels of self-efficacy (Quaye, & Harper, 2014).  Astin, A. W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40(5), 518–529.  Astin, A. W. (1993). *What matters in college: Four critical years revisited*. Jossey-Bass.  Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review*, 84, 191–251  Gaston-Gayles, J. (2005). The factor structure and reliability of the student athletes’ motivation toward sports and academics questionnaire (SAMSAQ). *Journal of College Student Development*, 46(3), 317–327.  Gayles, J. G. (2014). Engaging Student Athletes. In S. J. Quaye, & S. R. Harper (Eds.), *Student Engagement in Higher Education : Theoretical Perspectives and Practical Approaches for Diverse Populations*. (2nd ed., pp. 209-220). Routledge.  NCAA (National Collegiate Athletics Associate). (n.d.). *Our three divisions.*[http://www.ncaa. org/about/resources/media-center/ncaa-101/our-three-divisions](about:blank)  Quaye, S. J., & Harper, S. R. (2014). Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations. (2nd ed.). Routledge. | James Deane |
| International students (James Deane) | International students are a sub-population of students that is continuing to grow, the United States being a popular destination across the globe (Lee, 2014). There is however stiff competition most notably in Europe and Oceania. International students are an important population to institutions in the U.S, especially with the decline in state funding and the fact that international students are often charged higher tuition rates (Lee, 2014). It would be fiscally responsible for prestigious institutions with global reputations to offer and secure seats to international students; after all they significantly contribute to the US economy. In fact, elite universities somewhat rely on international students not just financially but to maintain and build their influence through leading significant research projects, especially in STEM fields and providing diverse cultural perspectives to the body (Lee, 2014).  Despite the benefits associated with international students, they are a population that is often misunderstood in higher education (Lee, 2014). International students experience feelings of isolation, loneliness and discrimination and it is the responsibilities of the faculty, student affairs staff and administrators to assist these student to acclimatize to their new life in the U.S. and encourage integration.  Lee, J. J. (2014). Engaging international students. In S. J. Quaye, & S. R. Harper (Eds.), *Student Engagement in Higher Education : Theoretical Perspectives and Practical Approaches for Diverse Populations*. (2nd ed., pp. 105-120). Routledge.  Quaye, S. J., & Harper, S. R. (2014). Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations. (2nd ed.). Routledge. | As previously mentioned, international students are an incredibly important population to the functioning of institutions of higher education and the student experience. However, it is important for educators and higher education administrators to recognize the vast and varied backgrounds, languages, ethnicities, religious and political views that often causes international students to be “marginalized and invisible on campuses” (Lee, 2014, p 107). As a result, international students have been found to experience problems to a larger extent than local students. Problems include difficulties finding work, feelings of burnout, anxiety and depression (Lee, 2014). Their shared identity is only that they chose to study in the United States; they may not share any other commonalities even if they’re from the same country or region.  Many international students first language is not English and must therefore overcome the challenge of learning content in a foreign language. This can often lead to social isolation and difficulties with developing relationships (Lee, 2014). However, even for students who do come from English speaking countries, can experience discrimination, and have difficulties adjusting to cultural norms (Lee, 2014). Administrators can alleviate these occurrences by forming international societies. These groups have been associated with improved health and ability to overcome negative experiences. Yet it is also important to integrate these groups into the general student body and encourage frequent communications (Quaye & Harper, 2014).  Lee, J. J. (2014). Engaging international students. In S. J. Quaye, & S. R. Harper (Eds.), *Student Engagement in Higher Education : Theoretical Perspectives and Practical Approaches for Diverse Populations*. (2nd ed., pp. 105-120). Routledge.  Quaye, S. J., & Harper, S. R. (2014). Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations. (2nd ed.). Routledge. | James Deane |
| Homeless Students in College (James Deane) | The study of homeless students in higher education settings is very limited. In fact recording the number of homeless college students in the student body only began in 2009 (Gupton, 2014). Homeless students are represented by many other subpopulations and as suggested by Gupton (2014) can experience the effects of each populace simultaneously. Perhaps the lack of research stems from the difficulties with which an absolute definition of homelessness is provided. The Mckinney-Vento Homelessness Assistance Act states homeless youth must meet one of four criteria; lack of nighttime residence, sharing of a residence due to loss of housing; those who reside in cars or abandoned buildings; or migrant children who meet either of the previous descriptions (Gupton, 2014).  Perhaps the main cause of homelessness is poverty. “Poverty makes it difficult for individuals and families to provide shelter, food, and security, becoming homeless makes providing those basic needs nearly impossible” (Quaye, & Harper, 2014, p. 225). Therefore, one might suggest this population is one of, if not the population in most need of support.  This lack of basic needs puts additional strains on the homeless population. These hardships impact the overall well being of the population from a social, physical and psychological perspective. These greatly disrupt learning and educational experiences and therefore the level of education achievements of this group (Gupton, 2014). Similar to low-income student, homeless students encounter access and affordability hurdles with regards to higher education (Gupton, 2014).Garmezy, N. (1991). Resilience in children’s adaptation to negative life events and stressed environments. *Pediatric Annals,* 20 (9), 459–466.  Gupton, J. T. (2014). Engaging homeless student in college. In S. J. Quaye, & S. R. Harper (Eds.), *Student Engagement in Higher Education : Theoretical Perspectives and Practical Approaches for Diverse Populations*. (2nd ed., pp. 221-236). Routledge.  Quaye, S. J., & Harper, S. R. (2014). Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations. (2nd ed.). Routledge. | Homeless students are highly associated with low self-esteem, depression, anxiety, and poor personal health (Gupton, 2014). These associations are particularly important for educators as they attempt to support this population. Homeless students experience access and affordability barriers to higher education, similar to low-income students. However, from the developmental psychological perspective, resiliency theory provides insight into how the homeless population is able to overcome and persist through traumatic experiences (Quaye & Harper, 2014).  Based on Garmezy’s (1991) research as noted in Gupton (2014), resiliency theory contains three factors: individual characteristics, family relationships, and social support outside the family. Although the primary factor for developing resiliency is in the individual characterizes of the student such as intelligence, for support staff in higher education, it is important to recognize the institutions role in developing resiliency. Institutional support such as that provided by a teacher, who may supplement the role of a caring parent, can instill hope and stability to an otherwise chaotic life. It is also important to recognize that homeless youth are not likely to have a comfortable and safe location each day and so the institution can be the location to fill that void as they transition to independent living. Gupton (2014, p 233) argues further, “higher education is an ideal place to continue to help homeless students develop their capacity for resiliency.” Therefore, encouraging and supporting homeless students to attend and persist through higher education so as to achieve their degree, will give homeless students opportunities to balance their life and control their future in spite of the hurdles they experience.  Garmezy, N. (1991). Resilience in children’s adaptation to negative life events and stressed environments. *Pediatric Annals,* 20 (9), 459–466.  Gupton, J. T. (2014). Engaging homeless student in college. In S. J. Quaye, & S. R. Harper (Eds.), *Student Engagement in Higher Education : Theoretical Perspectives and Practical Approaches for Diverse Populations*. (2nd ed., pp. 221-236). Routledge.  Quaye, S. J., & Harper, S. R. (2014). Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations. (2nd ed.). Routledge. | James Deane |
| Religious Minority Students | Higher education instructions in the United States have predominantly Christian roots and influences (Quaye et al, 2020). Historically, American colleges and universities were originally founded to train young men for the clergy and a life of service in Christian ministry (Brubacher & Rudy, 1997, as cited by Quaye et al, 2020). However, over the last 400 years, the institution of higher education in America has become more and more secularized due to increased denominational diversity, the passage of the Morrill Land Grant Acts, greater access, and the Carnegie pension system (Quaye et al, 2020). That said, as recently as 2008, 76% percent of 228 million people polled identified as Christian on the American Religious Identity Survey (Quaye et al, 2020). Thus, Christianity has been and still is the majority religion on college campuses, while religions such as Islam, Judaism, Hinduism, Buddhism, and Mormonism are in the minority.  Religious minorities lack the same status, support, and resources as Christian denominations; thus, they often experience feelings of alienation, marginalization, and isolation (Mahaffey & Smith, 2009, as cited by Quaye et al, 2020). Furthermore, religious minorities often face challenges associated with dietary restrictions, observance of religious holidays, and access to safe campus spaces to freely practice their religion (Mahaffey & Smith, 2009; Mayhew & Bryant, 2013 as cited by Quaye et al, 2020).  Colleges and universities often do not really engage students’ religious beliefs for fear of alienating them or infringing on their constitutional rights (Clark, 2003; Jablonski, 2001, as cited by Quaye et al, 2020). However, unlike private institutions, public institutions are legally obligated to maintain a neutral stance on religion, not favoring one over another. Public institutions are also required to provide support and resources as best they can for all religions (Kaplin & Lee, 2007 as cited by Quaye et al, 2020).  Reference  Quaye, S. J., Harper, S. R., & Pendakur, S. L. (2020). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed.). New York: Routledge. | Given the challenges religious minorities face, colleges and universities can and should do a better job of engaging students’ religious beliefs and creating a culture of understanding and acceptance that welcomes and celebrates students of all faiths (Quaye et al, 2020). Additionally, it is important for faculty, staff, and administrators to recognize the uniqueness and benefits of all religions and how religion can contribute to the positive growth and development of students. One of the ways campuses can better engage religious minorities is to adopt non-coercive policies that allow for personal choice in participation of religious events and promote a culture of open, honest, and respectful dialogue on religion that is non-discriminatory. Furthermore, faculty and staff can serve as advisors or mentors to students who have religious questions, are facing religious challenges, want to explore or participate in a particular religion, establish a group on campus, or even host an event. Inter and multi-faith programming and events on campus can promote religious diversity and inclusion, leading to a greater awareness, understanding, and acceptance of all students and their faith. Institutions can recognize faith traditions and holidays of all faiths on university calendars, create safe spaces for all students to practice their particular religion, offer greater dietary options for those with dietary restrictions, offer theme housing or make accommodations for religious students with legitimate needs, and alter/extend hours or times for students to attend formal worship services during the week or participate in various student life activities dependent on their beliefs (Quaye et al, 2020).  Reference  Quaye, S. J., Harper, S. R., & Pendakur, S. L. (2020). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed.). New York: Routledge. | Alex Crabtree |
| Indigenous Students | A sense of place is very important to Indigenous students, as place carries historical, cultural, and spiritual significance in shaping who these students are (Quaye et al, 2020). It cannot be denied that Indigenous people occupied the land that is the United States long before European settlers came over and systematically displaced them onto reservations along with trying to enforce Christian morals and ways of life upon them through education to cure them of their supposed savagery (Quaye et al, 2020). In fact, all U.S. institutions of higher education were founded on Indigenous land, so it is important for colleges and universities to reconcile with their past history and mistreatments of Indigenous peoples (Quaye et al, 2020).  Of particular note and relevance to higher education institutions is the fact that many Indigenous peoples, particularly Native American tribes—there are currently 573 distinct federally recognized tribal nations in the U.S.—are self-governing and have dual citizenship as both a tribal nation member and a U.S. citizen (Quaye et al, 2020). Native Hawaiians, along with people in U.S.-occupied territories of American Samoa, Puerto Rico, and Guam are also considered Indigenous peoples protected by the federal government. This dual citizenship can create challenges for Indigenous peoples, such as limited access to higher education, because they are not often recognized as full citizens of both the U.S. and their U.S.-occupied territory (Quaye et al, 2020).  Three theories and concepts of note related to Indigenous people are settler colonialism, nation-building, and tribal critical race theories. Settler colonialism seeks to either forcefully or subtly remove and replace the presence and influence of Indigenous people groups with those of the settlers who lay claim to a place and colonize it. Thus, Indigenous people are seen as lacking value and unimportant. Furthermore, settler colonialism seeks to redefine what is native about a place and its people.  Nation-building emphasizes the importance of higher education for Indigenous students in terms of improving their social mobility and establishing the belief that Indigenous students can make positive contributions to their native communities in many ways. Furthermore, nation-building, especially in higher education, strives to appreciate and understand the importance of Native peoples’ values and traditions while also preserving their community and sense of sovereignty. Tribal Critical Race Theory acknowledges the commonalities among various Indigenous people groups while also recognizing the many differences that exist between them. This theory serves as a framework to help sociologists and higher education professionals better understand the history and way of life of Indigenous people groups to better understand and improve their experiences in higher education.  Because place is centrally important to the identity of Indigenous peoples, Indigenous students may (and likely will) struggle with feelings of homesickness (HeavyRunner & DeCelles, 2002 as cited by Quaye et al, 2020). Furthermore, being on a college or university campus which sits on Indigenous land can be emotionally jarring for Indigenous students as they struggle with feelings of anger, sadness, and resentment over the systematic removal of their ancestors and historical mistreatment by white settlers. Indigenous students face challenges of being marginalized, racialized, and isolated given the mainstream stereotypes of Indigenous peoples and the belief that they are not relevant and belong in the past (Quaye et al, 2020).  Reference  Quaye, S. J., Harper, S. R., & Pendakur, S. L. (2020). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed.). New York: Routledge. | Given the struggles and challenges of Indigenous people on college campuses, as well as the importance of Indigenous peoples as a whole, to higher education, and to society at large, it is important for higher education professionals to rethink and engage Indigenous students in better ways. Quaye, Harper, and Pendakur (2020) present several ways higher education professionals can deepen engagement with Indigenous students: 1) develop and maintain relationships with Indigenous communities, 2) honor connections to place, 3) build community with Indigenous students, 4) support and protect Indigenous student practices, 5) foster student connections to home communities, and 6) reframe concepts of student engagement.  Because communities and relationships are extremely important to Indigenous students, it is important for high education professionals to regularly interact with Indigenous leaders to campus to better understand community and student needs and establish administrative offices devoted to working with Indigenous communities.  It is also important for higher education professionals to honor and respect the importance the land on which their institution sits has to its Indigenous students and create an open, honest dialogue centered around history and atonement for past sins of removing and mistreating Indigenous peoples (Quaye et al, 2020). Building community with Indigenous students requires understanding how they value community and creating spaces for them to gather, learn, and do life together (Quaye et al, 2020).  For Indigenous students who cannot travel home to participate in cultural rituals, ceremonies, and practices, higher education professionals must put policies in place and provide spaces for Indigenous students to engage in them (Quaye et al, 2020). In connection with cultural practices, it is also important for higher education professionals to strengthen Indigenous students’ ties to home and even encourage and facilitate their going home (Quaye et al, 2020).  Reference  Quaye, S. J., Harper, S. R., & Pendakur, S. L. (2020). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed.). New York: Routledge. | Alex Crabtree |
| Graduate and Professional Students | Graduate and professional students account for 14% of all college students in the U.S. and are a growing subpopulation as noted by a 36% enrollment increase between 2000 and 2010, according to a US Department of Education report in 2017 (Mcfarland et al, 2018 as cited by Quaye et al., 2020). Unlike undergraduate students who receive a broad education in a variety of subjects, graduate and professional students often receive a very focused and in-depth education in a specific field or discipline (Kidwell & Flagg, 2004 as cited by Quaye et al, 2020). Graduate and professional students are very diverse in terms of their age, race, gender, socioeconomic status, and religious affiliation among other things, such that the makeup of students in degree programs and concentrations varies (Quaye et al, 2020). It is interesting to note that more women than men are pursuing and receiving graduate degrees. More international and Asian American students are receiving graduate degrees than undergraduate degrees while less than 10% of master’s and doctoral degrees earned go to Hispanic or Latinx and American Indian students. Furthermore, less than 10% of master’s and doctoral degrees are awarded to Asian American master’s students and Black doctoral students, respectively (Quaye et al, 2020).  Challenges and concerns among graduate and professional students include retention with only about a 50% national completion rate for doctoral students (Council of Graduate Schools, 2008 as cited by Quaye et al, 2020). Funding and finances are another challenge as money available to graduate students is only for full-time students, meaning part-time students have to find ways to subsidize their education, usually by working while going to school (Nora & Snyder, 2007 as cited by Quaye et al, 2020). Debt is another problem, with 67% of all graduate student aid being federal loans (Belasco, Trivette & Webber, 2014 as cited by Quaye et al, 2020). Balancing work and family life or competing obligations with schoolwork is quite a challenge too coupled with the fact that many graduate students feel like there is a lack of support to help them in various ways. Graduate students also deal with more mental and emotional health issues than undergraduates with more than half to two thirds of graduate students reporting they felt hopeless or were experiencing crippling depression, respectively (Quaye et al, 2020). Feelings of isolation and exclusion are higher in graduate than undergraduate students with minorities experiencing racism, marginalization, and a sense of invisibility (Winkle-Wagner, Johnson, Morelon-Quainoo & Santiague, 2010 as cited by Quaye et al, 2020). Lastly, many graduate students of low socioeconomic status report feeling a sense of not belonging (Poon & Hune, 2009 as cited by Quaye et al, 2020).  Reference  Quaye, S. J., Harper, S. R., & Pendakur, S. L. (2020). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed.). New York: Routledge. | All of these challenges can make retention and graduation difficult to achieve, thus it is important to engage these students and provide adequate support and resources. Quaye, Harper, and Pendakur (2020) present a number strategies to better engage graduate and professional students and help them be more successful. Institutions could offer services and resources outside of normal working hours, especially for students with jobs to work or families to raise. Additionally, off-campus resources and services should be made available to students who either cannot make it to campus or are in an online degree program. To better engage graduate and professional students, institutions should offer professional development activities that will help them advance in their careers, along with family oriented events that will allow them and their family to spend time together while being involved on campus or in a program (Quaye et al, 2020).  Given the many mental and emotional stressors graduate and professional students face, institutions should offer free or reduced cost counseling and mental health services—online services for those students in online programs (Quaye et al, 2020). Professional development and career guidance opportunities are helpful and important to students who want to change or advance careers. Graduate and professional students may very well be served by peer mentoring programs to help guide and support them through the various challenges of their degree program. Because not much financial aid is offered to graduate and professional students in the form of grants, scholarships, and need-based aid, more should be offered. Additionally, it should be offered in ways that are accessible to graduate and professional students with busy lives and many competing demands. Faculty can serve as guides to graduate and professional students facing numerous challenges in their particular program by offering professional development resources and seminars. Lastly, institutions can perform holistic assessments of their students to improve student learning and outcomes, as well evaluate how well they cater to or neglect graduate and professional students (Quaye et al, 2020).  Reference  Quaye, S. J., Harper, S. R., & Pendakur, S. L. (2020). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed.). New York: Routledge. | Alex Crabtree |
| Military Connected Students  (Jen Morocko) | Military connected students defined by Milina and Morse (2015) are active duty personnel, veterans, reservists, and National Guard. Institutions often identify military connected students as those that receive financial benefits for education. Higher education institutions are comprised of 4% of military connected students as undergraduates (Henke & Paslov, 2016). The number of military students is expected to increase as they can use military educational benefits to obtain a college degree. Research efforts have been focused on mostly transition and little on engagement and retention.  Military students differ from traditional students in many ways. Oftentimes, they are older, have jobs and they have children or families to take care of. They are more mature and because of their structured military background and they are more focused and have better study habits. Most military students seek each other out for support and do not connect with faculty or non-military students. This population is more academically engaged and less socially engaged than traditional college students but have lower grade point averages due to responsibility outside of campus life.  Quaye, S., Harper, S. R., & Pendakur, S. L. (2020). *Student Engagement in Higher Education* (Third). Routledge. | DiRamio and Jarvis (2011) and Tinto (1993) discuss a theoretical model that integration into the campus for military students is done through military connected peer groups and civilian culture and professional environments are facilitated by career services. Studies by Vacchi, Hammond and Diamond (2017) criticize this model because it is deficit based and they theorize that integration needs to be done by focus on the military students strengths and not how they differ from other students. Faculty will need to nurture academic and interpersonal validation but will first have to be educated to understand military students’ backgrounds and needs. Military connected students bring rich personal histories and experiences that should be incorporated into the classroom. Overall success for military connected students will depend on higher education faculty and student engagement. They will need to acknowledge the complex identities, validate academic success, train and reward educators, develop mentoring programs and include off campus validation.  Quaye, S., Harper, S. R., & Pendakur, S. L. (2020). *Student Engagement in Higher Education* (Third). Routledge. | Jen Morocko |
| Student Parents  (Jen Morocko) | Student parents are not supported in higher education. 1 in 4 undergraduates is a student parent. There are additional barriers for this subpopulation that already has many struggles. 71% of student parents are single mothers. 50% are African American, 49% are Native American and 31% are Latina students (Gualt, Reichlin, & Roman, 2014). Most are low income and even well below the poverty line. They are marginalized and overlooked within policy and practice and are given little support. Most must work full time jobs in addition to schoolwork and parenting responsibilities. Some can get help from family members and from the boyfriend or father of the child, but the father can even add stress to the situation. Childcare and finances are difficult to understand and not even offered at some institutions. The Temporary Assistance to Needy Families reform in 1996 took away funding for nearly half of the number of recipients and support for women looking for higher education was eliminated (Wilson 2011). Women are being funneled into certificate programs that only ensures them a lifetime of lower pay instead of giving support for 4-year degrees which would allow them to work in professional careers.  Quaye, S., Harper, S. R., & Pendakur, S. L. (2020). *Student Engagement in Higher Education* (Third). Routledge. | Educators and Institutions can have an impact on student parents. Studies have shown that triple the number of students will graduate on time if they have affordable on campus childcare (Gualt, Reichlin, & Roman, 2014). Create subsidy for childcare and help find childcare if there is none provided on campus. This along with a more holistic approach for student parents will increase the support they will need. Include a comprehensive support system that includes a counselor, work study options, tutoring, priority registration and book vouchers (Cerven et al. 2013). The institution will need to reduce isolation for students by setting up peer groups that can meet weekly. There will need to be programming to accommodate student parents. Include changing tables in bathrooms, allow children to come to the classroom if it is a safe environment. Establish liaisons between students, welfare staff financial aid workers. Educate faculty to accommodate student parents and share their own care responsibilities. (Gualt et al. 2014).  Quaye, S., Harper, S. R., & Pendakur, S. L. (2020). *Student Engagement in Higher Education* (Third). Routledge. | Jen Morocko |
| Multiracial Students  (Jen Morocko) | Multiracial student needs in higher education were almost invisible until the 1990’s. The 2010 Census reported 2.9% of the population self-identified as being more than one race (U.S. Census Bureau, 2012). More recently studies show that up to 6.9 % of our population now identifies as multiracial (Census Bureau n.d.) In 2015, 3.5% of students in higher education identified as multiracial (Snyder, De Brey, & Dillow, 2018). College applications are allowing for more than one race to be chosen when filling out demographics, however many other surveys and questionnaires are not up to date on that practice. This causes psychological stress and can influence the building of identity (Renn & Lanceford, 2004). Navigating friend groups and a sense of belonging becomes challenging in many situations of student life. Assumptions are made and microaggressions occur. Multiracial students are forced to negotiate between racial groups. Multiracial oppression or monoracism occurs.  Quaye, S., Harper, S. R., & Pendakur, S. L. (2020). *Student Engagement in Higher Education* (Third). Routledge. | To begin to support he multiracial population, there will need to be an audit of policies. All forms and paperwork that need to be filled out must conform to having more than one option for race. Multiracial staff and faculty need to be hired to create a connection for students. This demonstrates the commitment of the school to have support for all their students. In addition to making sure there are multiracial staff and faculty, there will need to be diversity training for everyone at the institution. Create multiracial leadership retreats, programming and social outlets that address student interests. All organizations will need to be treated equally. Base curriculum around multiracial perspectives so that the students are being educated as well as the staff and faculty.  Quaye, S., Harper, S. R., & Pendakur, S. L. (2020). *Student Engagement in Higher Education* (Third). Routledge. | Jen Morocko |
| Poor and working class students (Laura Neitz Coleman) | Social class, although a strong indicator of student involvement outside of the classroom, is often overlooked in higher education research. The idea of class, especially when contrasted with American ideals, is not normally addressed within our society. Higher education, once again mirroring society, also has a lack of fluency around the topic. This lack of fluency and uncomfortable approach to addressing this subpopulation is not limited to students but also pertains to faculty and administrators. The needs, both academically and personally, of this subpopulation are not normally actively addressed or met which creates additionally barriers for students. This barriers impact persistence, student learning and development, and disallow education to live up to its ideal as the tool to break the cycle of poverty.  Students from poor and working-class backgrounds enter the academy at a disadvantage. This subpopulation is likely to face more financial constraints from their peers. Even when activities outside the classroom don’t have a nominal fee, there is the opportunity cost of attending events verses spending the time in a (perceived or real) more constructive manner. These students are more likely to have jobs during their time in the academy which causes them to face additional constraints when balancing academic, personal and professional calendars. Additionally, students within this subpopulation, who are statistically are more likely to be first generation students, can be unaware of resources outside of the classroom- tutoring, academic advising, counseling- that can improve their success within it. There are also the possibility students feel like accessing these resources will signal weakness to their peers and administrators.  Higher education is set up on an elite baseline. Students within this subpopulation are more likely to feel a type of imposter syndrome as they don’t fall within the elite baseline. The higher education system in the United States was built by and for an elite class. The echoes of this baseline are still strongly felt on campus, especially by students who fall below that baseline | Social class is a complicated identity and one that is often consciously or unconsciously not addressed. For that reason, society and the current education system does not have a direct roadmap of how to address the issue as a whole. To begin addressing and dismantling the elite baseline, educators need to increase their fluency on the issues of class in order to address the systemic barriers that are in place within higher education. In order to do so, there must be a multi-lens approach which addresses multiple aspects of the academy. First, once educators have addressed their own illiteracy on class, they must advocate for others to understand their own lack of knowledge and assist in adding to literacy through training. Those who are aware of the barriers must also advocate for a holistic review of where classism is present in the institution- policies in the handbook (how fees and fines can create barriers); qualifications for additional support (maintaining high class hours to qualify for scholarship); requirements or recommendations (encouraging/requiring internships within a field, even if they are unpaid); set hours of operations.  It is also important for educators to understand and address how students from this subpopulation might have differing needs. Creating and connecting students with services to assure basic needs are being met can have a large impact on persistence. If a student is experiencing food or housing insecurity, it will be challenging to perform well within the classroom. This can be done by addressing these needs through services such as food pantries or providing free/low cost housing for students in need. Additionally, connecting individuals within this subpopulation can have a positive impact and reduce imposter syndrome. This will provide students not only an additional network within the institution but also more personal mentoring or role model relationships. Institutions can cultivate this network through their hiring practices, allowing students to have individuals within institution to connect with personally. | Laura Neitz Coleman |
| Trans\* Students (Laura Neitz Coleman) | Even if someone sees gender as a societal construct, the interaction an individual’s gender has with the society that constructed it is very real. Trans\* students face not only obstacles but also possible violence for not following the normative baseline set up in society and higher education. Students who belong to this subpopulation face real threats for expressing their gender. Higher education, ever the mirror of our society, is built on the assumption of two genders and every individual identifying with the gender assigned at birth.  Due to the complexity of this subpopulation, it is important to acknowledge there are multiple identities that fall within it. Trans\* students are students who do not identify as cisgender. Simply meaning, this subpopulation gender identity does not match the gender assigned to them at birth. This includes individuals who do not subscribe to the gender binary.  Students within this subpopulation experience challenges navigating higher education. These challenges include access to facilities and ability to navigate the system while using their correct gender identity. Additionally, students can be tokenized where they are asked to speak for the whole population when only able to account for their own experience. Trans\* students also face inappropriate inquiries, in public spaces, about deeply personal matters that would not be considered appropriate to ask cisgender students. Trans\* students are also likely to be reduced to this singular identity by others outside of this subpopulation. For this reason, trans\* students are less likely to interact within the campus environment.  Trans\* students, and therefore the resources targeting them, are often grouped with students who don’t follow the heteronormative baseline. This can be a challenge to addressing the need of trans\* students due to the coupling of sexuality and gender expression. These services, which are historically underfunded, don’t typically focus their programming or attention on gender expression. For that reason, even though resources for trans\* students are meant to be grouped within these services, the focus is not on the subpopulation which leads to a lack of support on campus and signals on misunderstanding of the realities they face both on and off campus. | It is important for educators to have an understanding of both gender as a spectrum and the reality of this subpopulation’s gender expression. The vast majority of individuals are socialized to both understand and interact with gender through the cisgender lens. Students within this subpopulation are challenging these norms so it is important for educators to reflect on gender, not seeing it as strictly binary, in order to avoid microaggressions and create safe communication. Cisgender individuals have not had to do the gender reflection work trans\* students have completed, so it is important complete this reflection in order to have a deeper understanding of how gender interacts both internally and externally.  Once gender reflection work is begun, educators are able to examine the trans\* experience as a whole and through the narrative of individuals. Students within this population can be tokenized so it is important to create a space where there can be learning through an individual but also not expecting them to speak for the community as a whole. Educators are able to gain information about the experience of the community holistically through engaging with trans\* scholarship.  It is also extremely important for educators to cultivate a campus that is physically trans\* inclusive. This manifests by allowing students to access spaces and services that align with their gender identity including locker rooms, dorms, counseling and health services. Creating a physically inclusive space can be facilitated through including gender identity in nondiscriminatory policies for both student and employees. This not only creates a layer of safety that is denied to trans\* students in other aspects of their lives but also signals the institutional commitment to this subpopulation. | Laura Neitz Coleman |
| Justice-involved students (Laura Neitz Coleman) | With Black men are 6 times and Latinx men 2.7 times more likely to be incarcerated than white men, justice-involved students are more likely to have minoritized racial identities (US Department of Education, as cited by Quaye, Harper & Pendakur, 2020, p. 273). For this reason, the intersection of this identity with others that students hold can be challenging. This subpopulation, which broadly includes students who have those who have criminal histories, has not been a focus of academic research in higher education, so gaps remain on the best ways to engage. The authors identify four main challenges to engaging this subpopulation: academic barriers, access to campus housing, financial aid, and stigma. Academic barriers, which include the fact that the subpopulation generally has a lower education level in comparison with the general population, are enhanced by technological barriers and lack of comfort in group settings. Access to university housing, which many students relay on, is complicated for this subpopulation due to regulations that bar individuals with specific offenses from accessing student housing. Not being able to take part in campus can impact development outside the classroom. The access issues to campus housing for individuals with specific criminal backgrounds also extends to financial aid. Members of this subpopulation who have been convicted of certain crimes, are unable to access certain types of federal student aid due to eligibility being revoked or suspended. Stigma is also a true barrier for this subpopulation that takes place in society and is mirrored in the academy. Individuals in this subpopulation are less likely to receive support, have a space where they can explore this aspect of their identity, and can have this identity heighten stigmatized associations with other aspects of their identity. These barriers make accessing, and persisting, in higher education challenging for students in this subpopulation. Since higher education is seen as a vehicle for upward mobility in the US, these challenges can create a serious impact for not only the students in the subpopulation but also their families. | Students in this subpopulation need support inside and outside the classroom to succeed in higher education. To address academic barriers, educators can be intentional inside the classroom including providing opportunities to have choice within the course of their education- both in curriculum and classroom assignments. To address the stigma associated with being a part of this subpopulation, educators can assist students through intentional language and identity development. It is important to intentionally place the individual as centric when referring to them, not the crimes associated with their status. Using terms such as *formerly incarcerated person*, not *ex-convict*, places the student as the center, making their experience secondary. Additionally, this language does not focus on guilt/innocence but rather the outcome of justice system actions. Identity development is important for this subpopulation as critical examination of experiences and outcomes of being justice-involved does not normally take place. Just as educators encourages development and examination of other identities, and their intersections, this identity should not be ignored. Increased access to financial, academic and professional services will also benefit individuals in this subpopulation. Advocating for access to not only financial aid but additional financial services for this subpopulation can assist in persistence. Additionally, institutions need to have access to support services that can assist in the particular need for this subpopulation. This support services should expand outside of the traditional when supporting development after graduation through professional development and mentorship programs. | Laura Neitz Coleman |
| Student-Athletes (Jeff Sattora) | Being a student-athlete on a college campus can come with its pros and cons. While playing a sport you love, and the potential of a scholarship and other added perks is valuable, there are downsides that those student-athletes have to deal with.  To start, student-athletes have to deal with a major time commitment. Practices, games, meetings and travel all eat up time on their schedule that the traditional student may not have to consider. Managing that time is key for them and is a major factor in their success of lack of success in higher education. Dealing with those commitments can have academic impacts. According to research, a large number of student-athletes mentioned athletics prevented them from taking advantage of educational opportunities, whether that is desired major, certain classes, or even studying abroad for example (NCAA Research, 2016 as cited in Quaye et. al., 2020).  While the time commitment and academic balance can be a struggle both during higher education and prior to college in preparing for that world, these student-athletes have other factors at play. Multiple studies have found that there is a perception of athletes not caring about academics, or only caring about what is needed for requirements and having a “dumb jock” stereotype (Quaye et. al., 2020). While some assume there is a lack of care, these students may not have been prepared properly to succeed. Studies found that student-athletes were less prepared for college than their non-athlete peers, with the commitment of achieving athletics at a high level playing a factor in their commitment to studies (Quaye et. al., 2020).  All of these factors, from time commitments to stereotypes, impact student-athletes and can affect their success in higher education both in school and beyond.  Quaye, S.J., Harper, S.R. & Pendakur, S.L. (Eds.) (2020). Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations (Third Edition). Routledge. | As educators working with this population, there are many things to consider. The first and potentially most important, is to come in with an open mind when working with student-athletes. They may be a star on the football team that’s on national television or a swimmer that competes in front of small crowds, but they all deserve the same amount of respect as a traditional student. Promoting a “dumb jock” stereotype not only hurts those athletes but can hurt your classroom environment as a whole.  It is also important to have an open mind with these athletes and understand what they are going through. Their normal week may include two high-level competition, long hours of practice, and travel, all while working on an assignment. Whether you are an administrator or professor working with this group, it is important to understand their commitments and plan for them. Most athletes are going to know their commitments on a schedule early in the year, so there’s no reason that they can’t be planned for.  Finally, it’s also important to have an open mind with what these athletes can accomplish in college. They may be busy, but the more opportunities you can provide them and the more you can help them meet their goals, just like with any student, the more they will achieve. | Jeff Sattora |
| Graduate and Professional Students (Jeff Sattora | Graduate and professional students often deal with many issues that younger “traditional” students may not even consider or have on their plate. Often an older group, with many working part-time or balancing family and other outside obligations, time management and balancing both school and professional obligations is a key struggle for this population no matter where a student is in post-baccalaureate education (Quaye et. al., 2020). Balancing that act can also be difficult at times if students feel that resources are not available to them as part-time or older students. Part-time graduate students express concern at the lack of services available to them on campus, especially when taking into consideration the varied hours they may be working on a project or assignment compared to a full-time student (Cohen & Greenberg, 2011, as cited in Quaye et. al., 2020).  Outside of time management and resources, there are other concerns this population deals with. Various studies found that this population deals with greater depression and higher anxiety level compared to undergraduate students, while also not taking care of themselves or seeking help (Quaye et. al., 2020). Those stressors could have many causes, but one financial one jumps out- potential debt. Choy & Cataldi (2011) found that the debt burden for graduate students is much higher than undergraduates (Quaye et. al., 2020).  These factors, from a busy schedule and the potential of family counting on you as a professional student, to anxiety and the thought of student debt, there are a lot of issues that this population has to consider during their time in higher education.  Quaye, S.J., Harper, S.R. & Pendakur, S.L. (Eds.) (2020). Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations (Third Edition). Routledge. | Educators and administrators working with graduate students may have to adjust their style as opposed to working with undergraduate students, but that isn’t always a bad thing. This population may have more on its plate, from a full-time job to kids at home, all things that educators need to think about. When meeting and communicating with these students there may need to be more flexibility than the traditional office hours you may have with an undergraduate. As with working with a student of any age, this population may also need to be treated differently. Even with undergraduate students you may interact with an 18-year old freshman differently than a 22-year old senior. Those differences in communication style can be even more important dealing with a professional student. These students often have much more life experience, and potentially more confidence in their own abilities and experience, than a younger student may have. All things that need to be considered when working with this population.  Like working with any population, people in higher education have to be understanding of what a graduate and professional student deals with. Understanding their commitments and what they may be dealing with outside of the classroom, while also considering and taking into account the experience and skill they can bring, will only help when working with this group. | Jeff Sattora |
| Students with Disabilities (Jeff Sattora) | Students with disabilities can often face challenges when navigating the world of higher education. Abelism, the oppression of students with disabilities, can play a major role in that group’s experience in higher education and comes in multiple forms: individual, institutional, systemic, and social-cultural (Hardiman, Jackson, & Griffin, 2007, as cited in Quaye et. al., 2020). Examples of these oppressions can be assuming there are no disabled students just because they are outwardly not visible, or not providing resources for students to succeed in the classroom, all struggles that disabled students may face throughout their college career.  Outside of those oppressions, there can be a lack of understanding of the population that leads to struggles for those students. Burgstahler and Moore (2009) for example found that students using disability services often found there was a lack of knowledge about the disability or accommodations, with faculty also unprepared to work with the population (Quaye et. al., 2020). As a student in higher education, dealing with school can be a full-time job on its own, adding the extra struggles of a lack of resources and understanding of your situation on top of that can lead to unnecessary struggles for this student subpopulation.  One of the most obvious struggles for this population, and one that ties into the above and is potentially the most visible, is physical barriers. Whether it is a lack of ramps, parking spaces desks, readable signs, among others, they can all impact a student’s day-to-day life on campus (Quaye et. al., 2020). Thinking about the above struggles, a student dealing with a disability may have to take an inconvenient path to class because of the physical campus, to then deal with a professor that doesn’t understand their situation and also not have the accommodations they need for class, a sequence that could occur multiple times a day.    Quaye, S.J., Harper, S.R. & Pendakur, S.L. (Eds.) (2020). Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations (Third Edition). Routledge. | As educators and administrators working with this population, there are multiple takeaways we can have from this lesson. In a group that is so wide-ranging, from vision or hearing disabilities, to learning or physical disabilities for example, the most important thing is to understand your students and as best you can what they are dealing with. Having open communication, especially early in a semester, can lead to a better understanding for both parties. This may allow a student to understand what is available to them better, or help an educator or administrator know what they need to do for the student. As it is with any student, treating students with a disability equally, while also being respectful and understanding of what they need to succeed, can lead to their success. A student may need to sit in the front of class for example, doing a little thing like saving them a seat can go a long way.  On a larger scale, those working at high levels of universities need to consider these struggles as well. Making sure your university is accessible, whether it is each building has a ramp, or classrooms have usable desks and signs are readable for each student, are all things that people working in higher education need to consider. | Jeff Sattora |
| Low-income Students  (Shea Sbranti) | College is all about engagement with students in order to create a successful learning environment. While engagement requires time it also requires money. “Low-income students typically do not that the time to engage in college the same way wealthy students do”. Typically lower income students are often absorbed by work that they are doing in order for them to be able to pay for college. While working requires lots of time throughout the week lower income students may also take less credits than the wealthier students as they need to be able to balance both school and work. Theory suggest that due to the time constraints on low income students it benefits them more to focus on engagement opportunities inside the classroom rather than outside (Kezar, 20150. This is implying that when students don’t have the opportunity to see teachers during office hours, it’s important that professors set aside time during class to be able to speak to students and make sure they are on the same track. |  | Shea Sbranti |
| Students with Disabilities  (Shea Sbranti) | Students across the country with disabilities are the highest it's ever been. Whether this is because we now have more advanced technology and medicine the question stays the same. That is how we can make education more accessible and affordable for students with disabilities in higher education. In the book they want to make the distinction between a person with disabilities and an impairment because they are two different things. They use the word impairment to describe “any condition that results in a way of functioning or results in behavior that differs from the expected level of performance in any given area”. While a person with a Disability “consequences of attitudes and physical or social environments that support only putatively normal ways of doing things” (Griffin, Peters, & Smith, 2007). While people with different disabilities struggle with daily life it is important to give them the best education possible. Putting money and time into these programs will not only help these kids down the road but give them a platform for success. |  | Shea Sbranti |
| LGBT Community  (Shea Sbranti) | One of the main issues in our undergrad population of the LGBT community. While college is a time for students to find themselves and figure out their purpose in life this is a time where many students come out with their sexuality. This is often a difficult time for students as they are highly stressed not only with school but with letting the public know what they prefer sexually. As higher education professionals it is our job to make sure all students are treated equally and given the best opportunity to succeed. One of the things that stuck out to me was the thought of having mentors and role models. Giving this is a stressful time for students having mentors to help guide them through the process will give students a sense of guidance and encouragement. The most important thing that needs to happen is making sure LGBT students feel both included and excepted. |  | Shea Sbranti |
| Undocumented students (Jerica Shuck) | Undocumented students, unsurprisingly, encounter a lot of difficulties in their careers through higher education. These students aren’t free to just be students, they can sometimes be used as political pawns in trying to support or refute these populations' access to education. Some colleges establish specific tuition amounts for undocumented students, and give them in-state tuition, or out-of-state tuition. For some students, the lower tuition amounts may be what encourages them to pick one institution over another. Undocumented students also aren’t always eligible to receive aid from the university, or from the federal government, because they aren’t eligible to fill out the FAFSA. There are 50% more undocumented students graduating from high school every year, and between 200,000-250,000 undocumented students are enrolled in US colleges (2% of the population). They encounter many difficulties like “lack of financial aid, disclosure of legal status, and a campus climate hostile toward undocumented students” (Quaye et. al., 2020). | Most significantly, undocumented students are really facing limited access to higher education, and they are being hurt by it, in addition to the campus communities that neglect to support them. Access is even more difficult for these students who are stuck in the in-between, and as immigration policies continue to be prevalent in news and politics, these students are routinely pulled back and forth. Some institutions support these students, while others don’t, and without support coming from the federal government, these students will always be disadvantaged. Even further, if an institutional is supportive of these students, the larger student body might be hostile toward them. “Initiatives” to help undocumented students enroll in and graduate from college are useless without buy-in from constituents across the board. At the very, very least, higher education professionals need to spread awareness of these undocumented students and how we can continue to support them. These are not populations we can ignore, nor are they going away. | Jerica Shuck |
| International students (Jerica Shuck) | The US is the leading destination for international students from all over the world, but the top three countries are China, India, and South Korea (comprising 55% of international enrollments in the US). The financial contributions international students can make to an institution are significant, especially with many public colleges and universities being awarded less public funding. International tuition rates contribute tens of millions of dollars to the US economy every year. Even still, many people may view international students more as economic assets, rather than academic assets. Some may assume that their economic contributions much outweigh what they could contribute to US culture, when we need to remember that these international students are some of the most affluent and knowledgeable in their home countries. They are the students who help maintain high program rankings and recognition. International students also provide diverse perspectives and cultural experiences, which help to enhance the overall college and university experience. International students can help faculty, staff, and students form connections across national borders, which is useful in research collaborations, for example. | International students need different support services than our domestic students, and if provided poorly or nonexistent, these international students may be exerting a lot of unnecessary energy on problems that are not necessarily their own. With vastly different cultural and educational experiences, it is important to understand how best we can serve these students. Immigration issues vary widely based on country of origin, and having ill equipped staff members or programming to serve these students is problematic. Similarly, international students may need additional academic support services if they speak English as a second language. Understanding some college courses is hard enough as is, even if English is your first language, let alone if you are an international student studying completely in English for the first time. Finding community on campus is crucial for students to feign feelings of loneliness and segregation, both with students from similar cultural backgrounds and different. | Jerica Shuck |
| Religious minorities (Jerica Shuck) | Christianity is deeply-rooted in US higher education because of the historical significance of why many of the first colleges and universities were created: for clergy. Organized religion and values are foundational to many American colleges, and since those first organizations were used as templates for additional colleges, that framework has been mimicked time and time again. There are statistically higher numbers of Christian students enrolled in higher education as well. The underlying Christian narrative in America also gives room for non-Christians to be discriminated against. Many administrators are hesitant to engage in conversations about individual religious beliefs for fear it will be segregating to other students, and that spirituality and religion are topics private to their students. Non-denominational places to pray and engage in religious ceremonies on campus are becoming more common, as they don’t adhere to a certain religion, but are supportive of all of them that are found on today’s college campuses. | Encouraging a wider variety of different religions is important in creating a more culturally diverse space on campus, and giving more educational opportunities for all students. These cross-cultural conversations and spaces can help with the student development process, create a sense of belonging on campus, and give higher amounts of satisfaction with college experiences (Quaye et. al., 2020). College is a great time for students to explore their own personal identities, and part of that might be religion. For colleges and universities to truly be a “melting pot” or a microcosm of the world, minority religions must be represented and supported. Faculty, staff, and other administrators can support these minority religions by, first and foremost, recognizing them and allowing students to celebrate the holidays that are most important to them, rather than the holidays most important to the “wider population.” Additionally, students in minority religious groups will experience greater levels of satisfaction if they interact with other students who are similar to them, or are curious about their beliefs (Quaye et. al., 2020). This can be facilitated as easily as allowing special-interest clubs on campus to exist, or supporting those students with the dining options to satisfy their religious beliefs. | Jerica Shuck |
| Undergraduate women of color (Emily Lane) | "All women, including Black, Latina, and Asian American women are outpacing their male counterparts in college enrollment and degree attainment" (Harper & Quaye, 2015, p. 55). With more women getting higher education degrees, there will be changes in the job market and women's societal roles that may favor women. This "female advantage" is not seen equally by all women of color, and systemic disadvantages women of color may experience are enhanced by "oppressive structures that exist beyond by heavily influence the campus environment" (Harper & Quaye, 2015, p. 55). Within racially minoritized students, women's graduation rates are higher than men. There is an increasing number of women of color in higher education but very little is known about their college experience, but it has been established that since more women of color are enrolling each year, their interaction with the college experience must be positive.    Harper, S. R., & Quaye, S. J. (2015). *Student engagement in higher education: theoretical perspectives and practical approaches for diverse populations*. Routledge. | Specifically, Black women and Latina women significantly outnumber their male counterparts, but they do not outnumber their White female counterparts. This being said, it is important for educators to keep in mind that just because more women of color are enrolling and graduating, it doesn't mean they are engaging in college life in a positive way. Structures of racism and patriarchy existing on college campuses likely decrease levels of significant engagement and women may succeed in spite of these things rather than because of significant college engagement.    One example of racism on campus is the exoticization and devaluing ideals relating to their bodies. If an administrator or educational professional sees a situation where a women of color is being deconstructed to her physical stereotype, such as "Black women [being] hypersexualized on one hand and deemed sexually unappealing on the other", or Asian American and Pacific Islanders being assumed to be "sexually submissive [with] smooth skin and shiny black hair", they have the responsibility to address this situation and bring attention to the power of these stereotypes (Harper & Quaye, 2015, p. 59). If educational leaders do not address these stereotypes, women of color can experience frustration, exclusion, and the inability to engage successfully on campus. | Emily Lane |
| Undergraduate Female Asian American and Pacific Islanders (AAPI)  (Emily Lane) | Asian American and Pacific Islander (AAPI) students have an extremely large presence in higher education, so much so they are considered to be "honorary Whites" specifically regarding their intelligence and their numbers (Harper and Quaye, 58). This generalization robs AAPI students of representation in relevant cultural studies analyzing microaggressions and specific opportunities for meaningful cultural engagement. For example, one study followed ten AAPI female students looking for microaggressions. Of the ten participants, nine provided daily interactions where they were subjected to situations in which their racial stereotype of being smart and good at STEM subjects were apparent. One participant also noted situations where she is assumed to be smart and her fellow classmates of color were assumed to be less intelligent which incited undue hostility between the groups (Harper & Quaye, 2015, p. 58). There is also an idea that AAPI women "lack racial consciousness and awareness of racism" which "trivializes their experiences with racial discrimination" and closely aligns AAPI with white people. This idea also excludes AAPI women from conversations regarding racial inequities deeming African Americans' issues as more important (Harper & Quaye, 2015, p. 58).    Finally, aligning AAPI women with white women excludes them from participating in racial and gender salience with both women of color and white women. This isolation can be noted in social situations and opportunities on campus. For example, AAPI women are not always involved in leadership activities designed for women of color, nor are they trained in cross-cultural relationships designed for women of color because they are viewed as "honorary Whites". | Viewing AAPI women as "honorary Whites" excludes them from important ethnic and gender studies which are keystone to making higher education campuses more inclusive. They must be viewed as ethnically different, and stereotypes that feed microaggressions must be addressed and validated. One issue facing AAPI women academically is the desire to attain higher education degrees but the concern that earning too many degrees will make them less desirable candidates for marriage because it is not culturally acceptable in many Asian countries to have more education than your husband (Harper & Quaye, 2015, p. 61). Higher education professionals can encourage AAPI women with this concern to find other women who experience the same difficulties. They can also support them while the students decide if completing the degree they want to complete is worth the possible setback culturally.    College faculty and staff must also be aware of the silencing power microaggressions and overgeneralizations have regarding AAPI women. If these women are treated as though they are not indeed experiencing racially fueled issues, they will not likely seek help when they are faced with barriers or even dangerous situations. In order to continue cultivating safe, inclusive, supportive campuses, AAPI women must be given a voice and supported when they use it. However, this should not be over emphasized. "Particularly at predominately White institutions, Hune (1998) highlighted how AAPI women often felt isolated and alone. They felt they were either being overlooked or were receiving extraordinary attention" (Harper & Quaye, 2015, p. 62).    Educators have the responsibility to not only teach information, but also foster the ability for students to advocate for themselves and for one another. To do this, students must have a voice and feel supported and valued for their differences and for their similarities. | Emily Lane |
| White students on multicultural campuses (Emily Lane) | Schools are experiencing more racial diversity than ever before, and many white students have the perception that they understand racial diversity when they begin college. However, despite the level of engagement and diversity the students were exposed to before college, students lack the cognitive ability to truly evaluate what it means to be White. "We can assume that many, if not most, of the White students entering colleges and universities need some more focused attention on their own racial identities and the skills necessary to successfully engage in a multicultural community" (Harper and Quaye, 97).    One perspective students assume is to be "colorblind". This allows them "to minimize the cognitive dissonance created when engaging with diverse others" (98). It takes cognitive maturity to engage with diverse others and value multiple perspectives. Reaching this cognitive maturity requires that White students first recognize their own racial identity and explore its implications to their lives. This is not a linear process because it involves exploring White history, accepting the racism that is in that history, and finding a way to balance the negative history with a positive "construction of self" (Harper & Quaye, 2015, p. 99).    Constructing this view of oneself involves utilizing multiple dimensions of identity and the willingness to analyze what it means to be white in these dimensions of class, sexuality, gender and age (Harper & Quaye, 2015, p. 102). | The "nuanced" approach theorists have developed to introduce the acceptance of one's Whiteness is fairly new so it is not yet widely utilized by Higher Education professionals (Harper & Quaye, 2015, p. 102). This implies that faculty and staff are untrained and unfamiliar with the theories involved in leading students to the cognitive maturity of accepting their Whiteness and the decision of what to do with this aspect of their identity. Although it seems like learning and utilizing these theories is a huge feat, it is an important one if higher education establishments truly want to become ethnically diverse.  This also implies that the microagressions against non-white students that are often discussed could be greatly decreased by leading White students past the idea of being colorblind to the characterization of accepting multiple ethnic perspectives. In order to do this, colleges must provide, encourage, and facilitate "action-oriented agenda(s) that provide White students with concrete opportunities to apply their learning" (Harper & Quaye, 2015, p. 103). For example, intergroup dialogues where White students are confronted with previously unexamined racial biases and are able to explore them in a cooperative and reflective space. More coursework related to Whiteness and ethnic identity can give students the ability to engage in questioning and analyzing racial identity and lead them to participation in the pursuit of racial justice.    These are just a few suggestions for engaging White students in pursuing a cognitive understanding of their Whiteness and embracing other ethnicities and the various perspectives they provide. | Emily Lane |
| Returning Adult Learners (Jordan Cox) | Community colleges are viewed as a 2nd chance institution (Quaye, 307). This is due to their ability to have open enrollment, and a flexible class schedule. This appeals to returning adult learners because they are balancing a life outside of academia and the identity of being a student with identifying in other roles as well (i.e. parent, manager, etc). American culture previously determined the life of an academic (go to school when you are young, work, and then enjoy retirement.) There has been an increase of adult students going back to college to start a new degree, get a new skill, or a new certificate. These older students show much more potential for higher grades than if they had gone as their younger self (Quaye, 308.) Traditionally, adult learners are more likely to be female and people of color (Quaye, 309). More and more jobs are requiring additional training for a technological based society, and this requires colleges to have the support team to help non-digital natives navigate learning. Adult students can be like a pegboard and not necessarily fitting into the “college mold.” Adult students need colleges to be flexible in admissions and their schedule. As more skillsets are needed in the workplace so will adult learners returning to college. | Colleges need to be careful with the return of adult learners. They are focused on going green and reducing textbook costs for the traditional student, but that may mean an adult learner who has trouble with technology may struggle to participate in learning. Colleges can become more open to returning adult students by recognizing old credits from their prior universities, as well as, creating accelerated programs to assist in completing the degree or cert faster as they balance work or personal life. Colleges could also incorporate education with adult support services (Quaye, 318), such as daycare for single parents or creating events to engage the adult learner while supporting them and their family. Instead of adults taking placement exams they could also take a PLA (prior learning assessment,) to see if workplace experience or training from the military could replace college credits. In the same way, instead of requiring an adult taking on an internship (which is the same as their current full-time job,) they could be assigned to do a capstone project instead to meet their goals of graduation. | Jordan Cox |
| Community College Transfer Students  (Jordan Cox) | About 85% of students live off campus, and 60% of students are part time, and little data is known about commuter/part-time students because they are treated as equal with their full time counterparts. Student engagement is focused on full time students and not the commuters. Astin reports that commuting is viewed negatively for obtaining a degree (Quaye, 291). A commuter student is more likely to start/stop college and switch around to multiple colleges in a term called “swirling.” “Swirling” students are less likely to finish their degree (Quaye, 291). About 40% of undergraduates are 24 years or older. Being a commuter student means taking on multiple identities besides student, which means they do not have the time or resources to invest in the campus. They lack a support network on campus and will find support off-campus (family, friends, bosses, etc.) They need college to be a convenience to them and their daily work-life balance. The campus resources do not necessarily understand these students because they are serving a different student population. | *Colleges and educators can understand the commuter student through Maslow’s hierarchy of needs (Quaye, 294). The Mattering scale is a theory that assesses the campus resources, policies, and education to see how student central they are. Students need to feel like they are the central focus and not just marginal. They also need to assess the equity of education and experience. That commuters and full time students have positive experiences on campus regardless of the lifestyle they have. They could do this by creating learning communities for commuter students, engagement opportunities that are helpful for commuters (noon, or classes that are only twice a week, etc.) They could also make campus workshops that are focused on developing real life application skills (resume making, career path making, etc,) instead of “tie-dye shirt events.” Event engagement is hard for a commuter because they need to prioritize other things, but if there is real-life application that they can use right away, then they would be more likely to attend and feel a part of the campus community. They could also help create better campus environments that does not necessarily have to happen in the classroom, like active learning classes.) Admin need to understand that the life events for a commuter student or transfer student are different than a traditional student and are just as important as a first year student.* | *Jordan Cox* |
| Men of Color  (Jordan Cox) | Black men are the most “outnumbered at most colleges and universities, their grade point averages are among the lowest of all undergraduate learners'' (Quaye, 3). ) These students sometimes encounter racism and stereotyping from their professors that influences their academics and sense of homogeneity on campus. For the most part, 1/3 of of black men graduate in 6 years. The current studies are skewed and only address the cause of these problems (poverty, racism, etc.) The most research on Black men in higher ed has only been published in the last decade compared to all other racial groups. In the 70’s and 80’s Black men were more engaged on campus, but now, even at HBCUs, black men are disengaged with the campus. Students think that being an athlete is more important than leadership development, black men have trouble working together, “black men come to college having already been socialized to devalue purposeful engagement, and there is a shortage of black male role models and mentors on campus” (Quaye, 60).  Quaye gives a framework to shift focus from finding a problem to finding a solution, while the Organization Learning Theory by Agryis and Schon help organizations to learn from past errors and anticipate and respond to “impending threats.” In order to help black men succeed there needs to be a culture change on campus with all facets involved. The Critical Race Theory also helps find the uneven distribution of power and privilege and racism in an organization. | In order to best engage black students, there needs to be a communal cultural shift in thinking. This means not waiting for change to happen in the classroom, but rather having staff, administrators, dining hall workers, be given the opportunity to assist these black men through mentorship and teaching the importance in leadership development. This could mean that a dining hall staffer could be the adviser to one of the ethnic student groups on campus (such as the Black Student Union,) or the creation of mentorship groups to engage black men outside of the classroom during the lunch hour in an active social gathering. Campuses wanting to make this a priority need to have a committee and groups with documented data and setting the bar with high expectations for Black men. Some universities have developed an Equity Scorecard to help engagement teams assess the equality on campus for their students especially their black-male students. | Jordan Cox |
| Graduate & Professional Students | Graduate and Professional students are an exceedingly diverse population, which encompasses as many different subpopulations as their undergraduate counterparts, but with additional layers of complexity higher education professionals must take into consideration. For example, students pursuing a masters in business (MBA) on average enroll in the program more than seven years after completing their bachelors, and the majority work full-time while pursuing the degree. In contrast, students pursuing professional degrees such as medicine or dental enroll within two years after receiving their bachelors on average, and will enroll in the program full-time. Differences like this are apparent across different program types, cost, and locations, and they have implications for racial and ethnic representation, socioeconomic concerns, increased familial responsibilities, and a multitude of other factors.  These unique differences are most apparent when considering the number one concern that is unilaterally present across all graduate and professional programs; retention. The completion rate for doctoral students for example hovers at only 50% across the nation (Council of Graduate Schools, 2008 as cited in Quaye et. al., 2020). While there are a multitude of factors that correlate to a student’s departure from a graduate or professional program, there are some general issues that have been identified. Funding is one of the top concerns for this population since federal funding is extremely limited past the undergraduate level, and so many students must rely on internal assistantships, or external jobs, in combination with student loans to manage the cost of their education. In addition, since many graduate students are adult students or students on their second career, fiscal concerns also often effect familial responsibilities and quality of life (Quaye et. al., 2020). The stress of balancing all these responsibilities, school, work, family, means that graduate students on average experience “…more negative life events, greater depression, and higher anxiety than their undergraduate peers (Mallinckrodt & Leong, 1992 as cited in Quaye et. al., 2020).  Quaye, S.J., Harper, S.R. & Pendakur, S.L. (Eds.) (2020). Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations (Third Edition). Routledge. | The implications of these findings mean that higher education professionals who work with graduate or professional students must view this population through a very individualistic lens. While there are commonalities across the population regarding overall concerns; funding, work-school-life balance, each student’s unique situation will reflect on their ability to succeed and progress in their chosen program. Overall, access and outreach programs to increase awareness of fiscal support opportunities is vital for this population, as is resources for stress-management, counseling services, and family support services. The style and effectiveness of this programming will also have to be targeted, considering that many students within this population often are on campus little to never. Accessibility to resources off-campus, and after hours, is key here.  In addition, the overall focused nature of pursuing an advanced degree tends to mean that this population is much more likely to engage in career development and professional networking activities than any other type of event ( Gardner & Barnes, 2007 as cited in Quaye et. al., 2020). These events will need to take into consideration the previously mentioned responsibilities these students might need to juggle, and so programming that is family-oriented and occurs outside a typical 8:00-5:00 schedule should be considered.  Quaye, S.J., Harper, S.R. & Pendakur, S.L. (Eds.) (2020). Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations (Third Edition). Routledge. | Mary M. Rinker |
| Lesbian, Gay, and Bisexual Students | Students who identify as Lesbian, Gay, or Bisexual face unique challenges in the higher education environment as they deal with an additional, and invisible, identity which is interconnected to their other more identities, and which has been subject to oppression and marginalization across all facets of society. Quaye et al (2020), referencing the work of Cawthon & Guthrie (2011) and Rankin (2003) identified six major themes which capture the unique challenges this population experiences. These themes are as follows:  · Claiming identity and language  The language and terminology associated with the LGB community is as diverse as the people within it, students who are questioning, or even already confident in, their sexuality may choose terms to self-identify based on a myriad of factors including what terms are most present in their individual social group, geographic region, even ethnicity may play a factor. Terminology should always be left up to the member of the community to claim.  · Navigating disclosure of sexual orientation  Fassigner (1998 as cited in Quaye et al (2020),) states that coming out is a deeply personal decision and one that does not follow any set schedule or parameters. His model of LGB identity development describes two parallel processes, and internal development identity, and an external identity. This external identity is fluid and ever-evolving meaning LGB students may be out at varying levels to various different social, work, or family circles at one time.  · Negotiating a heteronormative campus environment  Across the nation college campus are, for a majority, becoming more inclusive and welcoming for it’s LGB members. However this macro culture has only partial influence on the micro cultures that are formed in residence halls, student organization, classrooms and other environments where the level of inclusivity is determined by it’s own population composition and intergroup relations.  · Reframing and redefining significant relationships and life events  Redefining relationships with family and significant others is a significant factor in the identity development process for LGB individuals. This identity may also play a part when considering their future careers, as they consider the micro-cultures they may experience in various educational or work-related fields.  · Intersections with other aspects of identity  The intersection of identities is a key facet to any identity development process, and those within the LGB population are no different. The effect their sexuality has on their other identities can play a key part in the college experience for students in this population.  · Finding and developing mentor relationships with campus role models  Having positive role models is a challenge for most marginalized groups, LGB individual included. Navigating the macro and micro culture of an institution to find mentors is a significant endeavor, and one that is complicated by the invisible nature of this identity, which may mean that students are not aware of LGB role-models even if they are present. | The implications of these findings emphasizes the importance of programming that both empowers and engages LGB students, as well as encompasses the vast variety of intersectionality present in this population. The LGB population has it’s own subpopulations, and addressing these cross-sections through a networking of peers and mentors should help students with their identity development, as well as provide counter-narratives to dismantle the one-size-fits-all perception of LGB individuals. Programming should be created then to cover both of these goals, with events/resources that are aimed at combating heteronormativity across the entire campus body, and targeted programming that is structured to provide spaces where LGB individuals can connect with the larger LGB community.  Students within this population may never showcase this facet of their identity to higher education employees, and so providing safe-spaces with like-minded individuals is key to providing these students the opportunity to find vital support networks. Faculty and staff training is also critical to diminishing heteronormativity across campus, and interventions at the employee level, such as domestic partner benefits, are also vital to changing how LGB students are perceived on campus.  This population also experiences disproportionately high mental and psychological stressors during college, so access to targeted medical and counseling services, as well as marketing to increase awareness of these services, is key to helping these students succeed. | Mary M. Rinker |
| Homeless Students | The Mckinney-Vento Homelessness Assistance Act (1987 as cited in as cited in Quaye et al (2020),) defines homeless youths as those who “…lack a fixed, regular, or adequate nighttime residence” and who meets one of the following four categories:  1. Children or youth who reside in a shelter, welfare hotel, transitional living program, trailer park of camp ground due to lack of adequate housing, are abandoned at hospitals, or are awaiting foster care placement  2. Children or youth who are doubled up or share a residence with other persons due to loss of housing or economic hardship  3. Children of youth who reside in parks, cars, abandoned buildings, bus or train stations  4. Migratory children who meet any of the three previous conditions  This definition is of course not all encompassing and there are many additional living situations which could be considered as representative of homelessness. For example, family homelessness, meaning a youth who is unaccompanied or without the care of a parent, family member or adult guardian. Youth who couch surf from home to home, youth who live in an unstable, but secure environment, such as a shelter or storage room. All of these individuals could be considered part of the homeless subpopulation.  Homelessness in and of itself is characterized by constant upheaval and a lack on consistency in what should be the foundations of a student’s life. These students not only experience economic hardship, but also experience social, physical, and psychological conditions which impact their well-being. In addition homeless-youth are more susceptible to trauma, abuse, and neglect which places additional disruption on their education, and is highly correlated to lack of academic success (Raffert & Shinn, 1991 as cited in Quaye et al (2020).  On top of issues with access, affordability, and college-readiness, homeless students may have additional barriers related to the lack of a guardian which can impact their ability to apply and be admitted to a higher education institution. To complete a FAFSA application for example, information from parental figures is an assumption, one that homeless youths may not be able to provide. | Despite the many challenges present for this population, the resiliency theory can help higher education employees identify ways to engage homeless students and help them succeed in college.  The resiliency theory premise is that individuals who experience life stressors can take those struggles to create positive outcomes. This theory also identifies external support form an institutional for example a teacher or mentor, as one of the developmental aids of resiliency. As homeless youth experience stressors and challenges outside of school, so an educational institution can become a safe space outside of that situation. Mentors and teachers then become critical in helping these students develop resiliency, which will further help them succeed in college and later in their adult life.  This population also has a great deal of variance within it, and so support services must first look to identity the individual nature of the homeless student population on campus. Higher education administrators first need to look for trends in this student population and then develop access and outreach programs which pay attention to the individualistic nature of their student’s situations. Pre-college programs are especially important as homeless youths face so many barriers that college often seems a complete non-option to them. Providing targeted outreach, after identifying potential students from local shelters and school systems, would showcase the resources and support the institution can offer to help make college a reality for this population. Support services should be provided to deal with the many facets of a homeless situation, including food-insecurity, living quarters, financial services, counseling services, etc. Training to support awareness of the needs of this population is also vital in making sure there are not gaps in services. For example, making sure homeless youths have access to housing during extended school breaks is a critical need for this population. Resources to support these students come from an intersection of many offices, and so Quaye et al (2020) recommends having a liaison or team specifically trained to assist this population, and who has the necessary experience and knowledge about all the services needed. | Mary M. Rinker |
| Students with Learning Differences, particularly ADHD/ADD | Prevalence rates of ADHD in college are estimated to be 5%. At least 25% of college students receiving disability services ALSO have ADHD. Students are very smart - no one knows they're there, and their differences are often masked by intelligence. Sometimes they are tested later, during college. They often have symptoms of anxiety and depression, and suffer from impostor syndrome with respect to utilizing services of learning centers and accommodations. | Students do need support across a spectrum of issues not just academic, that is, counseling centers will need to be working hand in hand with Learning centers.  There are likely to be increased headcounts in services not only due to ADHD but also due to COVID isolation and exacerbation of agoraphobia and psychosis. | Bonnie Biggs |
| Students in Fraternities and Sororities | It is true that these students are usually white, privileged, and well-funded. They are deeply concerned about the world but not always equipped to make change and know that they need DEI exposure -- and are eager to have it. That said, at the less evolved end of the spectrum, they struggle with systemic issues involving hazing and racism that reflect poorly on whole systems. [Historical doc here](https://onlinelibrary.wiley.com/doi/full/10.1002/ss.20289?saml_referrer).  “There were areas within fraternity/sorority life where members’ behavior aligned closely with espoused values (influential personal relationships; community/civic engagement; and co-curricular participation), but there are important areas where the Call for Values Congruence (Franklin Square Group, 2003) rings true (addressing alcohol abuse; promoting academic achievement; and, fostering interactions with diverse peers).”  Asel, Ashley & Seifert, Tricia & Pascarella, Ernest. (2009). The Effects of Fraternity/Sorority Membership on College Experiences and Outcomes: A Portrait of Complexity. Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors. 4.  Also, what about the subpopulation that are African-American: why did they join NPC vs. NPHC / divine nine ? “Paradoxically NPHC sororities and overall black Greek life has an unsubstantial presence on campus. Almost all non-black Northwestern students are ignorant of the fact that black Greek life even exists on our campus, and the separation of “white Greek life” and “black Greek life” is one that is obvious, stark, and never challenged. “ [LINK](https://www.teenvogue.com/story/what-its-like-to-be-black-in-white-sorority) | There is a new and important trend we need to support -- not just “collaborating” with divine nine groups on events (because the larger NPC groups tend to overwhelm the smaller NPHC) but instead lending voices, social media and platforms to the causes of the NPHC groups. Platform passing is easy, inexpensive, and creates cross-cultural awareness that may even exceed what we can do at our “in person” events.  Obviously we need to continue gaining points of leverage and areas of cooperation with students before bad choices are made, rather than afterward. Simply denying university recognition will not bring them back into the fold once they are out of it.  Some theorists propose that the womens’ groups can be used to influence the men - that may appear to have some success for a very short term but is not a long-term strategy for success. | Bonnie Biggs |
| Adult Graduate Students in Online Programs - specifically second/ third career | This population has been on a career trajectory that does not necessarily overlap with their field of study. There is more hard-pivoting than I expected. They are not usually engaged in the institution outside of their program which is usually super specialized. Looking for statistics about satisfaction that someone mentioned in the synchronous session.  Marc Bousquet says that they are “Workers Who Study” rather than “Students Who Work.” This is a highly relevant comparison as it says much about the lifestyles of adult learners, who often have full-time jobs, children at home, and other members of their household relying upon them.  https://marcbousquet.net/Bousquet\_4.pdf | Most of the challenges facing this population are related to not finishing the program they started. Life gets in the way, as do challenges related to returning to school after a departure including changing requirements, changing technology and the demands of the rest of their lives, on the time they had intended to devote to classwork.  Impostor syndrome also plays a role - - “Why did I think I could do this?” --- and similar questions pop up frequently. Increased interaction with peers and faculty can go a long way towards combating these feelings. | Bonnie Biggs |
| Student Veterans | This subpopulation of students is increasing, as wars are ending these students are beginning their education. This subpopulation may be more challenging to address needs for as they will typically differ from the traditional undergraduate student. Student veterans, unlike traditional undergraduates, typically have their own families/children and will be older in age. They are also more likely to attend college part-time. These students are also frequently male. Because of these differences, student veterans will also face challenges when transitioning to their college experience. They are often more successful than their peers because of their increased maturity and being more career-driven, but might also feel set apart from their peers and feel disconnected. These students are best viewed through the theory lens of Multiple Identities/Intersectionality. This population will have varying additional identities and come from many backgrounds. They include many other subpopulations and this is another reason why they may struggle to connect with peers or even faculty and staff at their institution or college. (Quaye and Harper 2014 p. 323-326)  Quaye, Stephen, John Harper, Shaun R. Student Engagement in Higher Education : Theoretical Perspectives and Practical Approaches for Diverse Populations. 2014. Routledge | When working with this subpopulation of students and trying to ensure a positive experience for them, educators have to remember that they are more than their military status. As mentioned previously, these students have multiple identities and backgrounds and want to be viewed as such. Because of this intersectionality, these students may be a more challenging group to serve, but educators have to keep in mind that students are individuals and that ensuring their positive experience might not be a solution as easy as addressing needs in a broad sense looking only through the lens of their identity as student veterans. In order to support these students, Quaye and Harper recommend turning to the theory of Validation. References works by other authors, they write “Non-traditional students require validation to overcome existing anxieties, fears, and prior invalidations. Validation serves as an important foundation for involvement, academic success, and development in college (Rendón, 2002; Rendón & Muñoz, 2011)” (Quaye and Harper, 2014 p. 327). Educators should keep in mind both theories, intersectionality and validation, to best engage these students.  Quaye, Stephen, John Harper, Shaun R. Student Engagement in Higher Education : Theoretical Perspectives and Practical Approaches for Diverse Populations. 2014. Routledge | Brie Burdge |
| Community College Transfer Students | This subpopulation of students have spent the first few years of their higher education experience at a community college before transferring to another institution to complete their education. Community colleges will be more affordable and allow students to receive the first years of their education and transfer to complete it, without accumulating the same amount of student debt. It is also not uncommon that this subpopulation of students are older in age than traditional undergraduates. This means they may also be working full-time and have dependents and families. There have also been studies done to determine what factors play a role in whether or not a student will transfer. “Wood, Nevarez, and Hilton (2011) investigated background factors indicative of student transfer. They found that younger students, non-minorities, students without disabilities, students from higher socio-economic ranks, and full-time students were significantly more likely to transfer than their counterparts” (Quaye and Harper, 2014 p. 273-274).  Quaye, Stephen, John Harper, Shaun R. Student Engagement in Higher Education : Theoretical Perspectives and Practical Approaches for Diverse Populations. 2014. Routledge | As an educator working to engage and serve these students, one would have to keep in mind this subpopulation of students is likely to experience “transfer shock” which is a period after transferring to a four-year institution where the student will experience lower grades as a result of working to adjust. The reason this will happen is because of the differences that exist between community colleges and four-year institutions. Students will be dealing with adjusting to potentially larger class sizes, more academically challenging courses, and a different social atmosphere. Educators at these institutions have to be aware of the many reasons that students might be experiencing this transfer shock and be thoughtful with how they offer them support in relation to that. Ensuring a successful transfer for these students is up to the university or college, they have to do their part in prioritizing this group of students and making sure that they have the resources available that they might specifically need. (Quaye and Harper, 2014 p. 275 - 279).  Quaye, Stephen, John Harper, Shaun R. Student Engagement in Higher Education : Theoretical Perspectives and Practical Approaches for Diverse Populations. 2014. Routledge | Brie Burdge |
| Low-Income Students | This subpopulation of students might not have the opportunity to engage in their college experience the way other students can. These students don’t have time for as many college activities outside of academics because of their need to work or live off campus. These students were also less likely to attend college at all. This subpopulation of students will frequently choose to attend institutions that are less costly and less selective in comparison to their wealthier peers. Low-income students will be more likely to rely heavily on financial aid, despite the lack of resources on the topic they may have had access to in high school. (Quaye and Harper 2014, p. 237-240)  Quaye, Stephen, John Harper, Shaun R. Student Engagement in Higher Education : Theoretical Perspectives and Practical Approaches for Diverse Populations. 2014. Routledge | Educators looking to serve this subpopulation of students have to be aware of the challenges these students face in terms of engaging in their college experience in comparison to the ways that their wealthier peers are able to. When thinking about the five effective practices outlined by the NSSE, it is easy to see how low-income students will face challenges to fully benefit from each. Quaye and Harper write, “The five educationally-effective practices that are operationalized in the National Survey of Student Engagement (NSSE) are academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment” (Quaye and Harper, 2014 p. 238). Because of the challenges in engaging in these practices that low-income students face, educators have to be mindful of adjusting the way that they operate in order to lessen that gap. The recommended theory to support these students is Maslow’s Hierarchy of Needs, demonstrating that for these students, engagement in college activities is not a most basic need, therefore not as much a priority (Quaye and Harper, 2014 p. 240).  Quaye, Stephen, John Harper, Shaun R. Student Engagement in Higher Education : Theoretical Perspectives and Practical Approaches for Diverse Populations. 2014. Routledge | Brie Burdge |
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