Going the Distance: Increasing College Success Among Nontraditional Students of Color

a conversation w/

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Thanks for joining us! We will begin promptly at 3:00 p.m. ET.

- Use the "Chat" area for group interaction.
- Submit questions to Q/A as they arise.
- This webinar will be archived at NROC.org and you will receive a follow-up email with a link to the recording and slides.
- Contribute to the Twitter conversation at #NROCpd.
- Do you need help with Zoom? Email memberservices@NROC.org.

THE NROC PROJECT

NROC collaborates with educators to

imagine, develop, test, & refine

technologies that improve student success.

Going the Distance: Increasing College Success Among Nontraditional Students of Color

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Ms. Linda Bridwell

NROC Webinar
October 7, 2021

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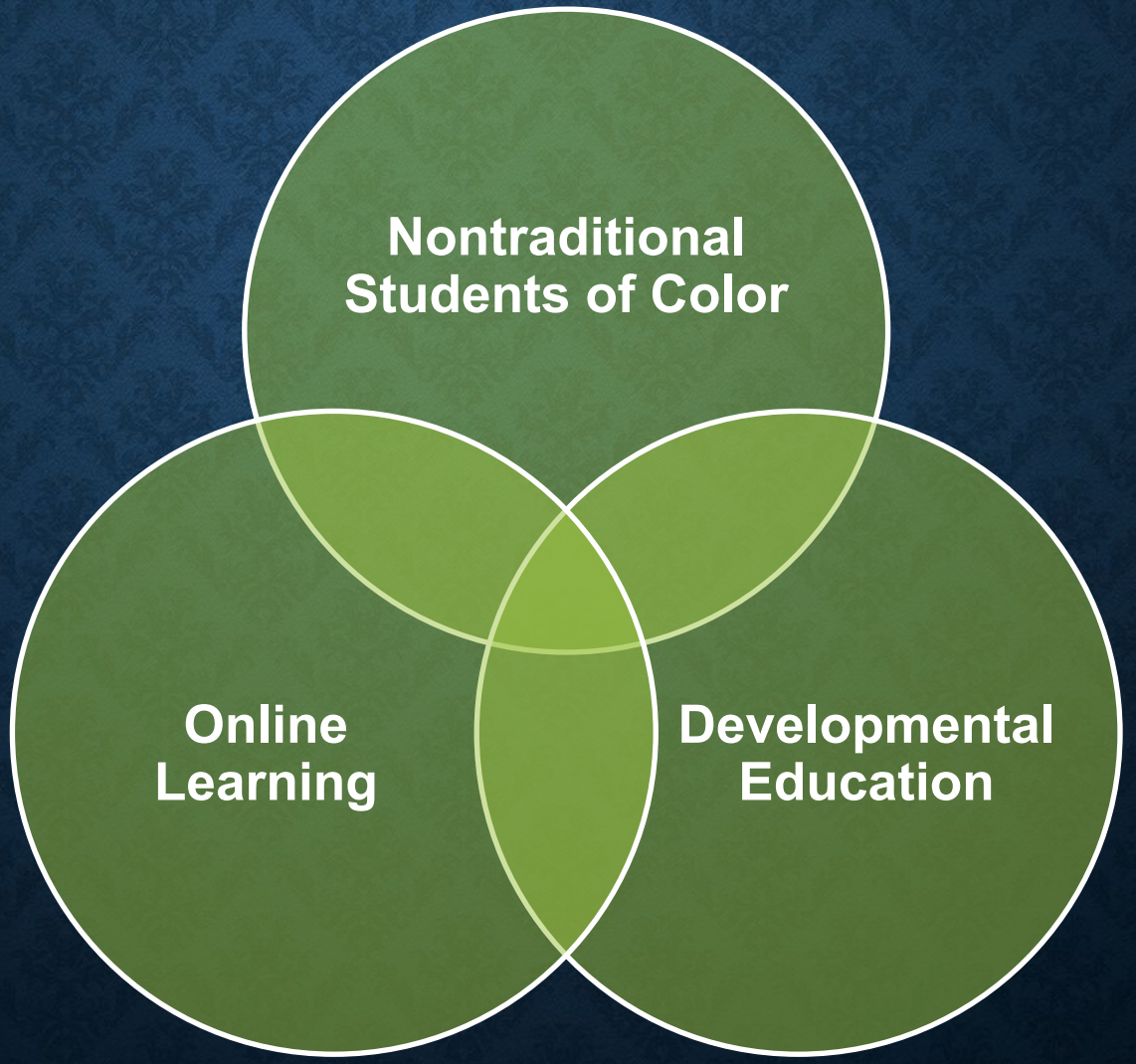
WHAT IS YOUR ROLE AT YOUR INSTITUTION?

Introduction



Background

- Nontraditional students are largest number of students placed into developmental education (MacDonald, 2018).
- Online education not viewed as best option for students, especially those in developmental education courses (Bawa, 2016, Xu & Jaggars, 2011).
- Students of color, a large portion of the nontraditional student population, are not addressed specifically in the literature (Flowers, et. al., 2014).

WHAT IS A CHARACTERISTIC OF A NONTRADITIONAL STUDENT?

Research Questions

What are the instructional needs of nontraditional students of color enrolled in online developmental education courses?

How does online developmental education address the affective needs of nontraditional students of color?

How do essential components of online developmental education courses contribute to success in credit bearing courses for nontraditional students of color?

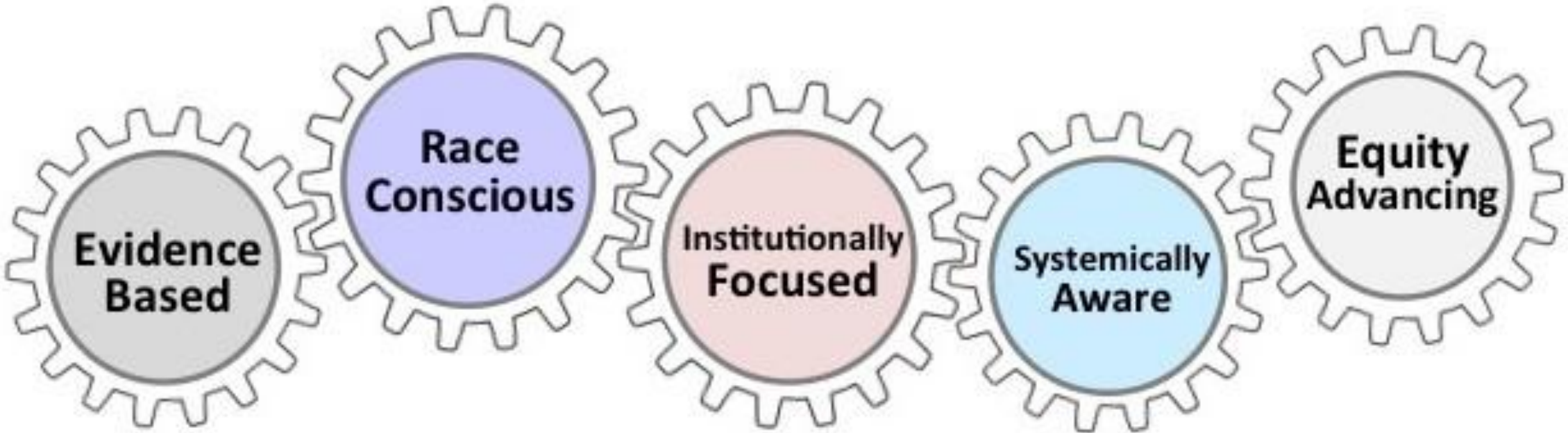
Conceptual Frameworks

Adult Learning Theory

- Adults like to direct their own learning.
- Adults have previous experiences to relate to new learning.
- Adults need relevancy.
- Adults are problem-focused.
- Adults are intrinsically motivated to learn.

Equity Mindedness

- Race Conscious
- Institutionally Focused
- Evidence Based
- Systemically Aware
- Action Oriented (Equity Advancing)



WHICH PRINCIPLE OF EQUITYMINDEDNESS RESONATES WITH YOU?

Research Methods

- Student Interviews
- Faculty Focus Group
- Document Analysis

FINDINGS

Importance of Support Systems

“I guess they gave you their opinion about what classes they thought I should do first in regards to maybe the level of how advanced certain classes were. So maybe I should start at this class first and then do that class. Also, even in just my everyday life, like things I was going through, I was talking about with my advisor and he gave his advice.”

Preparation for the Online Environment

“I knew I needed to pick and set aside time for the class away from work and away from kids.”

Understanding Nontraditional Students

“Oh, I will be late for this week, for two or three days,” and then they will say, ‘Okay,’ then they'll move the due date to a certain time.”

Colorblindness in the Online Environment

“I would say they keep in mind the diversity of all the students and to take into account all the different backgrounds they come from, whether it's social or economical or financial, whatever. Just take into account that there's a lot of different students here who come from different countries, ages. Maybe they're single parents.”

“Your Student is a Human Being”

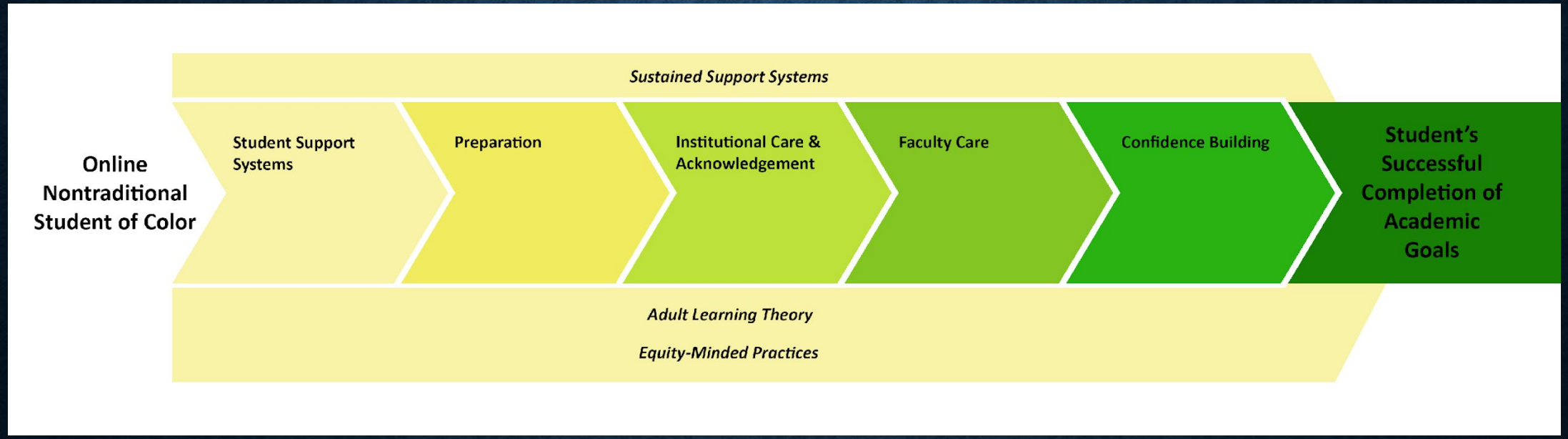
“I would say don't forget that your student is a human being, a person, and the personal message that they do. They always do a personal message, keep doing it because it makes your student feel like, "Oh, I can connect with them on a personal level as well.“

“I am confident now”

“I think those courses really helped me a lot to achieve my goal because actually... because I know I have to do everything possible in order for me to achieve my goal, but in order to do it, you have to learn. Learning English and math will give you the confidence. I am confident now.”

WHAT SURPRISED YOU ABOUT THE FINDINGS?

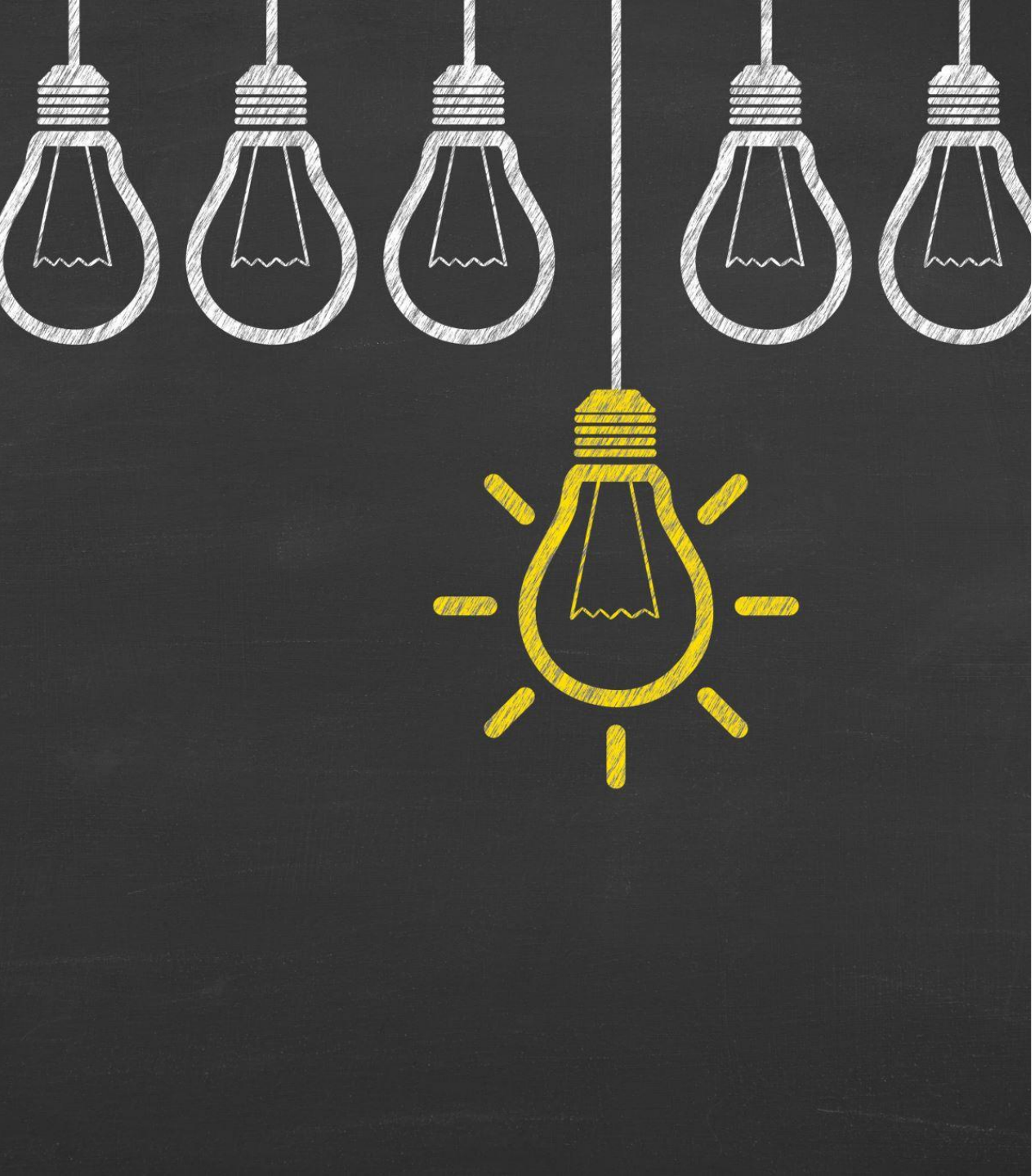
Academic Momentum for Online Nontraditional Students of Color (AMONSOC) Model



SUPPORTING STUDENTS IN MARICOPA

Multiple Measures Model for Placement

- HS GPA
- ACT/SAT
- GED
- ACCUPLACER
- EdReady



EdReady

- Diagnostic
- Study path
- Opportunity for improvement
- Building of skills

District EdReady Support Team

Maricopa EdReady Student Resources

Maricopa EdReady Page

Maricopa EdReady video

A Student EdReady Story

Hispanic Female

Admitted Fall 2020 to EMCC

Did not enroll for any courses in Fall 2020

GPA: 1.93	ENG	Quant Reasoning	College Algebra	College Reading	Critical Reading
EdReady Start	26 (10/15/2020)	45 (10/15/20	39 (09/03/20)	67 (10/13/20)	30 (10/15/20)
EdReady End	80 (01/12/21)	81 (01/12/21)	80 (01/11/21)	80 (10/15/20)	91 (01/15/21)

Spring 2021 Courses for 2nd 8-weeks

Classes

Enrolled Dropped Wait Listed

Class	Description	Units	Grading	Grade	Status
COM 100-0025 (35099)	Intro to Human Communication (Lecture)	3.00	Standard Letter Grades		✔
ENG 101-0033 (25778)	First-Year Composition (Lecture)	3.00	Standard Letter Grades		✔
MAT 141-0015 (35918)	College Mathematics (Lecture)	4.00	Standard Letter Grades		✔
PSY 101-0025 (25982)	Introduction to Psychology (Lecture)	3.00	Standard Letter Grades		✔

How are we doing?

Ethnicity	Developmental Placement Fall 2019	Developmental Placement Fall 2020
American Indian	35%	23%
Asian	16%	12%
Black	44%	28%
Hawaiian	24%	13%
Hispanic	31%	21%
White	19%	13%

(Source: Developmental Education Dashboard, Maricopa Institutional Effectiveness)

from *Moving Beyond Placement to Preparation: EdReady To Support Student Success**

September 2021 Vol. 24, No. 9 Learning Abstracts from the League for Innovation

What's Next?

- Tracking data on course completion
- Proactive outreach to students
- Support for high school students

QUESTIONS?

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THANK YOU!

Special thanks to our presenters:

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Thank you for joining us!

You will receive a link to the recording and presentation assets, also available at NROC.org.