Annotated Bibliography

The Community Resources Toolkit: Advancing Student Success by Linking Maslow’s Hierarchy of Needs to Non-Academic Supports

Abstract

The Community Resources Toolkit is a project developed by Paul D. Camp Community College in support of the Chancellor’s College Success Coach Initiative and Achieve 2015. The target population for the coaching initiative is underrepresented students: First generation, Pell grant eligible, and ethnic/minority students. Students must have earned 14 or less credits when they start participating in the program. The toolkit is evidence-based and represents an out-of-the-box approach to teaching students problem solving and critical thinking skills through the use of ‘locus of control’ activities. The toolkit is utilized by success coaches to link students to over 230 non-academic resources and is available online to anyone with access to a computer. This annotated bibliography provides a sampling of key themes, professional practices and evidence-based research which supported development of the toolkit. The following Boolean descriptors were utilized to conduct research to support development of the project: community college; community resources; first generation students; learning theories; low income students; marginalized students; Maslow’s Hierarchy of Needs; minority students; non-academic supports; student success; student development; student retention; underrepresented students.


The researchers explored how community colleges can integrate support services into instructional practices. The findings revealed that integrated services make it possible for institutions to cultivate the academic and non-academic skills that students need to succeed, and to develop the capacity of students to identify when and how to seek help. The researchers recommended that institutions should expand student access to support systems by making these systems an extension of the classroom, whereas staff assists students with connecting to resources and removing the stigma associated with accessing support services.


The researchers sought to determine factors that contribute to the success of nursing students. This study examined the relationships between needs being met and student success, in addition to
considering the attributes that contribute to student success. Two categories were identified by students based on Maslow’s hierarchy: “physiological” and “psychosocial” needs. Students indicated that meeting the aforementioned needs were of importance, but they were not consistently being met.


The author addressed the problem of low retention rates among history marginalized student groups within the community college setting. The focus of this review was to apply current theories of student persistence and program evaluation literature to identifying ways in which non-academic supports can aid in keeping students enrolled in college, earn good grades, and earn a credential. Major theories related to students’ persistence were highlighted (Bean & Metzner, 1985; Braxton, Hirschy, & McClendon, 2004; Braxton, Sullivan, & Johnson, 1997; Pascarella & Terenzini, 2005; Tinto, 1993). Evidence-based recommendations included the following non-academic supports: (1) creating social relationships, (2) clarifying aspirations and enhancing commitment, (3) developing college know-how, and (4) making college life feasible. Karp’s contended that “hungry students are unlikely to be effective students” (p. 20-21) which is consistent with the tenets of Maslow’s *Hierarchy of Needs.*


This study analyzed critical issues related to student persistence in higher education. The authors focused on the need to increase retention rates in order that students are more prepared to face an increasingly globalized workplace. The findings resulted in a recommendation that institutions need to take an integrated approach in their retention efforts that incorporate both academic and non-academic factors into the design and development of programs. The aforementioned approach was determined to create a socially inclusive and supportive learning environment that addresses the social, emotional, and academic needs of students.


This study explored barriers to adult learners’ participation in higher education. The findings revealed that non-academic factors such as job, health problems, financial, legal difficulties, personal or family problems, were encountered which may not be under their control. The researchers recommended that institutions address the problem by incorporating additional instruction in basic survival skills.