Action Guide for Adult-Ready Transformation
Operational Change

» Need for Operational Change

Administrative systems across many educational and training institutions are not set up to serve post-traditional learners. They are often not at all easy for these learners to navigate and put the onus on the learners to adhere to the institutional processes and requirements, rather than on the institutions to modify their processes to orient around post-traditional learners. They can require learners to spend time they don't have going from one office to the next, sometimes getting different answers or misinformation.[1] For many students, just making it through the initial enrollment, registration, financial aid, and required advising services is a major achievement - before they begin their first class. This model is no longer viable.

Academic and career advising, which are intended as a means of support, can instead erect barriers for post-traditional learners. Traditional models of academic and career advising on campuses often exist in separate buildings and are delivered by different individuals.[2] Traditional college counselors often have a caseload of hundreds of students and only provide guidance on a narrow set of issues.[3] However, post-traditional students do not neatly compartmentalize their needs. Rather, they think of them holistically. Post-traditional learners need coordinated, holistic advising, with support geared towards their experiences and the types of guidance and resources they need to succeed.[4]

» Value of Operational Change

Post-traditional learners need institutions and states that present as a united front to support their progression through programs. An integrated model of delivering academic, career, and support services has proven to be a best practice, boosting retention and completion rates for post-traditional learners. By expanding supports, such as those needed to support learners' basic needs, post-traditional learners will be matched with what they need to persist and complete.

» Equity in Operational Change

To ensure an equitable approach to operations change, make diverse student voices front and center in your reform efforts. Map, alongside groups of post-traditional students, what it takes to go from prospective student to enrolled student at your institution. Map what it looks like to seek support from your institution when students are in crisis. Ask questions about the places they must go, the tasks they must accomplish, the support they receive and, importantly, how they are treated by people they meet along the way. Ensure that any solutions put forward actively put students at the center.

[1] Soares, L., Bush, A., Sheffer, H., Steele, P., Johnson, N., Ford, R., & Gibson, J. (2020). Adult promise programs. In C. M. Millett (Ed.), *Depicting the ecosystems of support and financial sustainability for five college promise populations* (Research Report No. RR-20-17, pp. 36–48). Educational Testing Service. Retrieved November 12, 2020 from: https://doi.org/10.1002/ets2.12299

[2] Blankenstein, M., and Wolf-Eisenberg, C., *Measuring the Whole Student: Landscape Review of Traditional and Holistic Approaches to Community College Student Success*; September 30, 2020. https://sr.ithaka.org/publications/measuring-the-whole-student/#post-313888-footnote-33

[3] Hubbard, C., Guentcheva, V., Hussak, L., & Stoneham, K. (EAB Global 2020) *Is Your College Designed for Post-Traditional Learners? 13 Strategies to Ensure You Aren't Underserving Today's Community College Student*; Retrieved November 4, 2020. https://pages.eab.com/rs/732-GKV-655/images/NAV-PostTraditionalWP-PDF.pdf

[4] Blankenstein, M., and Wolf-Eisenberg, C., Measuring the Whole Student: Landscape Review of Traditional and Holistic Approaches to Community College Student Success; September 30, 2020. https://sr.ithaka.org/publications/measuring-the-whole-student/#post-313888-footnote-33

Strategies & Actions: Operational Change

To fundamentally shift back-end functions to better support post-traditional learners, institutions, systems, and states should implement the following strategies, in accordance with the iterative approach laid out in the user's guide and the findings of the self-assessment. The strategies and actions to implement, to improve, and to go next level are as follows:

STRATEGY #1:

Create a one-stop student experience

TO IMPLEMENT	TO GO NEXT LEVEL
• Integrate student services into one centralized location	• Eliminate barriers and siloes across all administrative offices

STRATEGY #2:

Develop efficient systems for tailored student advising

TO IMPLEMENT	TO IMPROVE	TO GO NEXT LEVEL
• Provide students with an adult-focused navigator	• Institute proactive advising	• Align student services across non-credit and credit programs

Strategy #1

Create a one-stop
student experience

TO IMPLEMENT

Integrate student services into one centralized location

STAKEHOLDERS:	POST-TRADITIONAL POPULATIONS TO CONSIDER:
Institutions, Administration	All

Integrating student services is an important step in pivoting to a customer-service mindset that addresses the many administrative barriers that post-traditional learners encounter in their educational experience. Rather than asking learners to accommodate the institution's myriad of administrative processes and move between offices across campus, a one-stop center brings all the services, offices, and personnel to the learners to dramatically reduce the time, effort, and barriers that are typical to moving through an education. Research finds that institutions with integrated student services have greater student engagement and retention as they increase their direct services to learners with less run-around.[5]

An integrated student center can take different shapes - an online onestop for learners in online programs and/or a physical one-stop on campus. It can be created by the institution or system on their own or with the help of a third party. While an integrated student experience certainly incorporates onboarding, it goes beyond onboarding to seamlessly serve and support learners across the whole student life cycle. Achieving the Dream recommends one model for an integrated student services hub that includes admissions and records, financial aid, counseling, and administrative services to improve assistance for working and low-income post-traditional learners.[6] Planning for this model should include educating staff, faculty, and administrators to understand how to serve post-traditional learners with a customer service orientation.[7]

This strategy becomes even more powerful when a holistic approach that addresses student basic needs is taken, such as through the evidence-based Single Stop model. But this means much more than integrating a food pantry into a one-stop center. Many post-traditional students need support for child care, transportation, utilities or housing, in addition to everyday expenses. In fact, the Hope Center for College, Community and Justice's #RealCollege survey found that 48% of college students entering the fall 2020 term were affected by housing insecurity.[8] Colleges must work to make these, as well as other essential student services, centralized and easily accessible for all learners.

For post-traditional learners, the ease of these centers simplifies the postsecondary experience and can make the institution feel more welcoming and accessible beginning with the admission and registration process. Ongoing streamlined support enhances the learner's experience throughout the duration of their educational program. Integrated models that are tailored to specific populations can serve as strong examples of how to serve all post-traditional learners better.

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[5] Achieving the Dream, *Implementing a Holistic Student Supports Approach: Four Case Studies*, Achieving the Dream, 2018. https://www.achievingthedream.org/resource/17504/implementing-a-holistic-student-supports-approach-four-case-studies; Tyton Partners. (2020). *Driving toward a degree*. https://drivetodegree.org; Daugherty, L., Johnston, W. R., & Berglund,T. (2020). *Connecting college students to alternative sources of support: The Single Stop community college initiative and postsecondary outcomes*. RAND Corporation. https://www.rand.org/pubs/research_reports/RR1740-1.html.

[6] Achieving the Dream, *Implementing a Holistic Student Supports Approach: Four Case Studies*, Achieving the Dream, 2018. https://www.achievingthedream.org/resource/17504/implementing-a-holistic-student-supports-approach-four-case-studies

[7] Ohio Department of Higher Education. (2020). *Finish for your future: Fulfilling Ohio's adult learner promise: Report of the adult learner workgroup: High impact practices subgroup report*. Ohio Department of Higher Education. https://www.ohiohighered.org/sites/default/files/uploads/FFYF/FFYF-Subgroup-Report_High-Impact-Practices.pdf

[8] Hope Center for College, Community and Justice. (2021, April 01). College and University Basic Needs Insecurity: A National #RealCollege Survey Report. Retrieved June 25, 2021, from https://hope4college.com/college-and-university-basic-needs-insecurity-a-national-realcollege-survey-report/

CASE STUDY

Using the Single Stop Model to Scale Wraparound Supports: Central Piedmont Community College

BACKGROUND

The Single Stop USA's Community College Initiative is an evidence-based model that helps community colleges connect students to public benefits, and other institutional and community resources to centralize and support their basic needs, including access to food stamps, local food pantries, housing programs, and jobs.[9] Students complete a screening and learn about the benefits for which they are eligible so they can submit an application.

Colleges partnering with Single Stop receive training, technology, and technical assistance, as well as performance analytics and reporting. The colleges commit to designating a space, appointing staff, and connecting with community organizations. While Single Stop offers the same services to all institutions, colleges decide where to embed their Single Stop Department in the organizational structure, as well as the number of staff positions and services offered.

Central Piedmont Community College located in Charlotte, North Carolina started partnering with Single Stop in 2016. The decision to partner came from the president at the time who learned of Single Stop's positive impact on completion and saw it as a tool to increase both student recruitment and retention. Further, the college had an opportunity, through grant funding from the Belk Foundation, to join a cohort of peer colleges seeking to implement a Single Stop model at their institutions.

GETTING STARTED

The first step was to secure a space on campus to house the Single Stop office that was convenient for students, as well as welcoming and inviting. That involved renovating an existing space on Central Piedmont's main campus, which is the largest. Next, leadership at the college had to make a decision about where to embed the Single Stop department and how to organize it. The decision was to house the program under the Student Affairs division. The two-year grant from the Belk Foundation allowed Central Piedmont to hire a Director of Single Stop, a veteran's coordinator, a Single Stop coordinator, and to partner with community organizations to provide key services such as tax and legal services.

The staff appointed at the college received training from Single Stop, while the college worked with community partners to establish wrap-around services. The leadership then toured all six campuses and gave presentations on the model and the services that they were planning to offer to make sure staff and students were aware of the services. The team made sure to market the initiative to all constituents including faculty, staff, students, and community organizations in the areas served by the college.

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[9] Daugherty, L., Johnson, W. R., & Berglund, T. (2020). *Connecting College Students to Alternative Sources of Support the Single Stop Community College Initiative and Postsecondary Outcomes*. RAND Corporation. https://www.rand.org/pubs/research_reports/RR1740-1.html

GETTING TO SCALE

The value of Single Stop was clear. So, when the grant ended, the institution took on part of the costs in combination with other private grants. In fact, the college was able to expand its scope by opening food pantries on all six campuses and hiring more staff to support the work in all six campuses. The new full-time coordinators split their time between campuses. Their weekly presence on each campus was decided based on student need, as measured by proportion of Pell recipients.

The implementation of Single Stop also brought awareness to students' unmet basic needs, as staff became cognizant of student demand for the services and data was collected on specific needs. As a result, the Central Piedmont foundation raised funds to create a student emergency grant. In addition, the college leveraged North Carolina's Finish Line Grants, a state program that offers up to $1,000 in emergency grants to students who are close to graduation and who experience unforeseen hardship. The college used Single Stop to channel these two funding streams to offer emergency grants to students in need.

During the pandemic, student needs increased, and the capacity could not keep up with demand. With stimulus funding, Central Piedmont hired more Single Stop coordinators. In addition, the team hired a financial counselor to offer advice to students on how to best use their emergency grant funding. While the Single Stop initiative started on one campus, awareness of student needs expanded the team's vision of scale by not only expanding the services across campuses, but also diversifying the services offered. As Dena Shonts, Cato Campus Officer puts it "Single Stop launched us to provide other support services".

While the initiative has grown, staff recognize that there is still room to expand and improve. Staff at food pantries are part-time work-study students, and Single Stop coordinators are not available every day on every campus. The college has a plan to create a Basic Needs Center with Single Stop as a part of it. The vision is for students to have food pantries, clothing closets and all Single Stop and counseling staff in one location. However, the challenge remains to offer equitable services across all six campuses. Currently, the college uses a combination of institutional, state, private, and federal stimulus funding to support the initiative.

TIPS FOR LEADERS

1. Use federal stimulus funding to adopt or expand centers like Single Stop at your institution;

2. Embed integrated student services centers in places where staff have the capability to detect student needs and seamlessly connect them to these services;

3. Use data collected through Single Stop to build awareness of college students' unmet basic needs and inform the adoption or expansion of a statewide basic needs agenda. See Massachusetts Case Study in the Partnerships Action Guide; and

4. Access data on poverty rates, access to health care, childcare, and other services in the region to estimate the demand for the services. See Case Study on Dallas College Labor Market Intelligence Center in the Partnerships Action Guide.

TO GO NEXT LEVEL

Eliminate barriers and siloes across all administrative offices

STAKEHOLDERS:	POST-TRADITIONAL POPULATIONS TO CONSIDER:
Institutions	All

To truly achieve a one-stop model, institutions need to not only co-locate services to streamline and optimize how learners move through the system, but also to proactively eliminate the barriers that make the system so difficult to navigate in the first place. It is not uncommon for each administrative office at a college to have their own rules, processes and procedures.[10] They can require learners to come to campus to turn in hard copies of forms, wait a long time to be seen, or have to leave and come back another time when the appropriate staff member is available.[11] Hours of operations are not conducive supporting learners around their work schedules.[12]

Institutions need to identify, understand, and address how existing barriers and silos are hindering post-traditional learners. It may start by understanding what learners need through surveys and focus groups and identifying barriers to efficient service through policy audits.[13] Barriers can include administrative and student service offices not having flexible or extended hours to serve post-traditional learners, financial and registration holds for small fees (such as late registration, parking tickets, library fines, etc,), or the lack of online systems that would enable learners to complete administrative requirements and submit documents electronically.[14]

[10] Felix, E. & Griff, A. (2019, May 15). *Ending the runaround: 12 steps to integrated student services.* Brightspot. https://www.brightspotstrategy.com/integrated-student-services-best-practices/

[11] Spell, P. (2020, November 10). How the pandemic accelerated digital transformation at Jones College. *Campus Technology.* https://campustechnology.com/articles/2020/11/10/how-the-pandemic-accelerated-digital-transformation-at-jones-college.aspx

[12] Soares, L., Bush, A., Sheffer, H., Steele, P., Johnson, N., Ford, R., & Gibson, J. (2020). Adult promise programs. In C. M. Millett (Ed.), *Depicting the ecosystems of support and financial sustainability for five college promise populations* (Research Report No. RR-20-17, pp. 36–48). Educational Testing Service. Retrieved November 12, 2020 from: https://doi.org/10.1002/ets2.12299

[13] Morgan, B. E., Cloud, R., Kurtinitis, S., Illowsky, B., & Aldridge, S. (2020). Enhancing college access and success for student veterans: Providing economic opportunity and supports beyond the GI Bill through college promise. In C. M. Millett (Ed.), *Depicting the ecosystems of support and financial sustainability for five college promise populations* (Research Report No. RR-20-17, pp. 59–69). Educational Testing Service. https://doi.org/10.1002/ets2.12299

[14] Soares, L., Bush, A., Sheffer, H., Steele, P., Johnson, N., Ford, R., & Gibson, J. (2020). Adult promise programs. In C. M. Millett (Ed.), *Depicting the ecosystems of support and financial sustainability for five college promise populations* (Research Report No. RR-20-17, pp. 36–48). Educational Testing Service. Retrieved November 12, 2020 from: https://doi.org/10.1002/ets2.12299

Exemplars

San Jacinto College in Texas brought together administrative and academic staff from its three campuses to create a process-map of the student experience from enrollment to graduation. Through the use of flow charts and efforts to identify barriers, they realized there were inconsistencies in how each campus applied policies and processes. Moreover they were able to see how certain policies and approaches created unnecessary hurdles for learners, and they realized that they would need to work together to improve student services.[15]

Jones College, a public community college in Mississippi, started working in early 2020, prior to the pandemic, on a plan to bring together all student services - recruiting, admissions, financial aid, records, and student success - under one unit and transition from hard copy documents to electronic documents. The college recognized the significant delays learners experienced waiting for hard copy forms to move from one office to the next or to receive hard copy communication about necessary next steps. The pandemic accelerated the need for a paperless system and helped staff and stakeholders recognize the inefficiencies. The enrollment office has now moved completely digital as a result.[16]

TIPS FOR LEADERS

1   Create process-maps, alongside administrators and students, to make the student journey and potential barriers more transparent.[17]

2   Institute paperless systems to reduce the need for in-person paperwork, which poses a barrier for students with limited time who rely on public transportation.

[14] Soares, L., Bush, A., Sheffer, H., Steele, P., Johnson, N., Ford, R., & Gibson, J. (2020). Adult promise programs. In C. M. Millett (Ed.), *Depicting the ecosystems of support and financial sustainability for five college promise populations* (Research Report No. RR-20-17, pp. 36–48). Educational Testing Service. Retrieved November 12, 2020 from: https://doi.org/10.1002/ets2.12299

[15] Jenkins, D., Lahr, H., Brown, A. E., & Mazzariello, A. (2019). *Redesigning your college through guided pathways: Lessons on managing whole-college reform from the AACC Pathways Project.* Columbia University, Teachers College, Community College Research Center. https://ccrc.tc.columbia.edu/media/k2/attachments/redesigning-your-college-guided-pathways.pdf

[16] Spell, P. (2020, November 10). How the pandemic accelerated digital transformation at Jones College. *Campus Technology.* https://campustechnology.com/articles/2020/11/10/how-the-pandemic-accelerated-digital-transformation-at-jones-college.aspx

[17] Jenkins, D., Lahr, H., Brown, A. E., & Mazzariello, A. (2019). *Redesigning your college through guided pathways: Lessons on managing whole-college reform from the AACC Pathways Project.* Columbia University, Teachers College, Community College Research Center. https://ccrc.tc.columbia.edu/media/k2/attachments/redesigning-your-college-guided-pathways.pdf

Strategy #2

Develop efficient systems for tailored student advising

TO IMPLEMENT

Provide students with an adult-focused navigator

STAKEHOLDERS:	POST-TRADITIONAL POPULATIONS TO CONSIDER:
Institutions, Administration	All

Post-traditional learners require support using a holistic, rather than a disparate approach. A study by the Education Advisory Board, (EAB) documented that in 76% of schools, academic and career counseling operate in separate universes.[18] A student may see an academic advisor about schedules, classes, transcripts, and transfers. Less often, a student will see a career advisor about employment opportunities. Adult-focused navigators can help correct for the disparate, traditional approach.

Research on navigators for occupational programs at 42 colleges as part of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants found that navigators made a substantive impact.[19] Navigators focused their work across the entire life cycle of the educational and training experience, from recruitment through to employment, and directed learners to multiple services and resources during their educational experience. They helped students with college processes, such as admissions, registration, and scheduling.

Navigators also served as the liaison for industry. Funds were made available through the TAACCCT grant to build systems to more effectively connect learners to industry resources. Having industry context and data allowed navigators to support learners with making informed decisions about which programs and pathways to choose. The research identified navigators' connection to industry as having a significant impact on a students' acceleration into the workforce.[20]

The study found that navigators needed to develop unique expertise to meet the needs of post-traditional learners. This included gaining a working knowledge of everything from veteran's resources, to credit for prior learning, to options for accelerated credential attainment, to housing, health care, and employment opportunities. Additionally, navigators needed to be fluent in multiple communication modalities, including technology enabled advising sites.[21]

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[18] Koproske, C., Barnes, D., Delamater, A., Silverman, A., Teske, S., *Integrating Academic and Career Development,* EAB, 2018, https://pages.eab.com/rs/732-GKV-655/images/AAF-IntegratingAcademicCareerDev-PDF.pdf

[19] Love, I. *Navigating the Journey: Encouraging Student Progress through Enhanced Support Services in TAACCCT.* Washington, DC: New America. 2019. https://d1y8sb8igg2f8e.cloudfront.net/documents/Navigating_the_Journey_Document-v2_98Tr0C3.pdf

[20] Ibid.

[21] Love, I. *Navigating the Journey: Encouraging Student Progress through Enhanced Support Services in TAACCCT.* Washington, DC: New America. 2019. https://d1y8sb8igg2f8e.cloudfront.net/documents/Navigating_the_Journey_Document-v2_98Tr0C3.pdf

CASE STUDY

A City-wide Effort to Support Post-traditional Learners: Nashville Area Chamber of Commerce Adult Navigators

BACKGROUND

In 2016, the National League of Cities invited Nashville to participate in a convening to reflect on the challenges facing the city, and workshop solutions through a design-thinking exercise. Agencies and organizations participating in this effort included the Nashville Mayor's Office, Nashville State Community College, and the Nashville Area Chamber of Commerce (Nashville Chamber). One of the problems identified through the exercise was that different systems worked to connect post-traditional learners to education and training opportunities, but they were not working together. As a result, these organizations were not efficiently or effectively moving learners into the higher education system. The group came up with the idea for an interconnected system that would create a 'sorting in' culture, where pos-traditional learners could be connected to the appropriate people and resources in a seamless way.

The idea was supported by regional community-based organizations and the local technical college, but funding was not yet identified. When the Lumina Foundation approached Nashville to apply for a Talent Hub designation, the team decided to apply with this idea, and took advantage of the application process to clarify goals. Nashville was selected in the first round, leading to a partnership between the two local community colleges, the chamber of commerce, and the city government to promote educational opportunities beyond high school. The Talent Hub focused on the Nashville Promise Zone, an economically disadvantaged part of the city with almost 53,000 adults, disproportionately people of color, without a postsecondary degree or credential. The goal of the partnership was to connect people to education and training aligned with in-demand, high wage jobs in the community.

GETTING STARTED

To set up the initiative, the Nashville Chamber established two Reconnect Cafes, hired two adult navigators, created the Reconnect Ambassadors Program, and set up a data tracking system.

Reconnect Cafes and Reconnect Navigators. Reconnect Cafes were established to provide a safe place for learners to drop-in and access services to help post-traditional learners return to higher education and earn a credential. These cafes are located on the campus of Nashville State Community College. Although they are intended to serve post-traditional learners, anyone can walk into a cafe and be supported. Once at the cafes, students are met by a Reconnect Navigator who is trained to give a 'warm hand off' when connecting students to services. A warm hand off means that, if the navigator cannot solve a student's problem directly, they will directly connect the student with the appropriate services, help frame the problem and questions with the new service provider, and assist in getting the student to and from the services or new service provider. The warm hand off is intended to support the student in developing social capital and building a network of support.

Reconnect Ambassadors. The Nashville Chamber recruits and trains ambassadors to connect learners to cafes and navigators for advising. Ambassadors are cultivated in spaces that can reach post-traditional where they are: at work, at church, at local community centers, etc. Recruiting partners and ambassadors requires trust-building among communities that have been historically excluded from economic opportunity. In order to build trust, the Nashville Chamber organized listening tours, which not only helped create and sustain partnerships, but also further disseminate the services and supports provided by the Chamber.

GETTING TO SCALE AND NEXT STEPS

The scaling of Nashville's navigator model has been aided by collaborations with state-level partners. Today, they are a part of the ecosystem of support for Tennessee Reconnect, the statewide initiative providing a tuition-free pathway for adults to complete a postsecondary degree.

The collaboration of the different Talent Hub partners helped increase awareness of the barriers facing post-traditional learners. For example, the cafes helped raise awareness of food insecurity among students, as navigators noticed the high demand for food among drop-ins. This evidence legitimated the college's plan to establish a food pantry. In addition, the workforce board located adult education on the campus of Nashville State, which created an opportunity for navigators to work with a new population of post-traditional learners seeking a high school diploma and provide pathways to further education and training.

Finally, based on data shared by the colleges, the partners identified approximately 12,000 students who had a past balance on their student accounts and were facing barriers to return to college. Over half of these students are people of color. Given that debt-forgiveness is against the law in the state of Tennessee, the Nashville Chamber and the colleges are currently piloting a program to allow students with balances to complete up to three semesters by postponing their debts. In the meantime, partners and advocates are working with the state legislature to bring awareness to the issue and change the law to allow for debt-forgiveness.

TIPS FOR LEADERS

1. Collaborate with state partners to bring citywide efforts around navigators to scale;

2. Leverage cross-sector partnerships to braid funding and provide wrap-around services;

3. Look to chambers of commerce to convene partners across sectors and further engage employers;

4. Expand adult navigation services to connect students in adult basic education with further education and training. See the case study on how the Louisiana Community and Technical College System leverages Ability to Benefit to build pathways in the [Accessibility Action Guide](#).

→ TO IMPROVE

Institute proactive advising

STAKEHOLDERS:	POST-TRADITIONAL POPULATIONS TO CONSIDER:
Institutions, Administration	All

Implementing proactive advising is a complementary practice to navigators that further supports post-traditional learners. Also known as intrusive, intentional, or engaged advising, proactive advising flips the approach of traditional advising. Rather than a student approaching an advisor to seek help, the staff identify a potential problem, reach out to the student and resolve the issue before it becomes a major barrier.[22] Similar to the navigator model, the advisor establishes a supportive relationship with the student and uses available technology to proactively meet with the student.

There are key elements that help intrusive advising be successful. One such element is the use of robust data analytics and associated technology. These tools provide advisors better and earlier information than may be available with traditional or conventional measures.[23] Data analytics can track student progress and make it possible to identify and drive at-risk students to services and other supports in a timely manner. Early intervention, continuous and personalized support, careful training of advisors, and administrative support are all critical to the process.[24]

This model is particularly relevant for post-traditional learners who are balancing complex schedules and multiple responsibilities. Post-traditional learners who receive intrusive academic and non-academic supports are significantly more likely to complete non-degree credentials of various lengths.[25] A common recommendation is to make intrusive supports mandatory to promote more equitable access to resources by offering the opportunity to all students for their benefit.[26]

[22] Rowh, M., Intrusive Advising for College Students: 5 traits of successful proactive-advising programs, *University Business*, August 22, 2018.
https://universitybusiness.com/intrusive-advising-for-college-students/

[23] Ibid.

[24] Ibid.

[25] Valentine, J., and Price, D., Enhancing Student Supports to Improve Completion of Non-Degree Credentials for adult Learners, 2020.
https://www.dvp-praxis.org/wp-content/uploads/2019/12/Compiled-Evaluator-Studies-November-2019.pdf

[26] Ibid,;
Negoita, M. The Effect of Intrusive Advising on Nondegree Program Completion, 2020. https://www.luminafoundation.org/wp-content/uploads/2019/11/impacts-of-key-community-college-strategies-on-non-degree-credential-completion-by-adult-learners.pdf
Cosgrove, J., Giani, M., Exploring the Impact of Intrusive Student Support Practices on Non-Degree, Short-term Credential Completion, 2019. https://www.luminafoundation.org/wp-content/uploads/2019/11/impacts-of-key-community-college-strategies-on-non-degree-credential-completion-by-adult-learners.pdf

Exemplars

Georgia State University has used data analytics for several years as part of its intrusive advising. They follow more than 800 risk factors on undergraduates and receive an alert to reach out to a student when needed. The University has experienced $12 million in additional revenues attributed to increased retention and completion.[27]

The Colorado Online Education and Training Consortium implemented an intentional advising model using career coaches at Colorado's fifteen community colleges from 2012 -2015. The principles that guided the project included focused attention on non-academic issues and helping students link academic and career plans. Job qualifications for the position of coach included a college degree, two years of professional experience with "non-traditional" students, strong interpersonal, organizational, and problem-solving skills. Coaches came from multiple disciplines.

Missouri's Manufacturing Workforce Innovation Network (MMWIN), a consortium of eight Missouri community colleges and the State's technical college offered intrusive support services to assist students with completion and employment. The services included on-boarding and program orientation, career coaching, and job placement. Results suggest that students who received intrusive advising were 8 - 11 percentage points more likely to complete a certificate.

TIP FOR LEADERS

1. Data analytics should be used as a supplement to other advising reforms that invest in both additional advising capacity (i.e. personnel) and training to use data analytics tools effectively

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[27] Rowh, M., Intrusive Advising for College Students: 5 traits of successful proactive-advising programs, *University Business*, August 22, 2018. https://universitybusiness.com/intrusive-advising-for-college-students/

TO GO NEXT LEVEL

Align student services across non-credit and credit programs

STAKEHOLDERS:	POST-TRADITIONAL POPULATIONS TO CONSIDER:
Institutions, Administration	All

At many institutions, non-credit programs provide services, such as admission, advising, and career services, to their students that are separate and distinct from the services that students in credit programs receive. While the services provided to students in non-credit programs may be more personalized to the needs of the learners in their programs, they may also prevent students in non-credit programs from being able to access services in credit-based programs. This creates inequities in how learners are served and the resources they can access to support achieving their educational goals.[28]

Aligning administrative systems and functionality may entail aligning or merging student services across non-credit and credit programs and making services and resources for students in credit-based programs available to learners in non-credit programs. It may also include eliminating duplicative services. Assessing technology, both software platforms that are student facing, as well as those that are focused on back-office operations, is essential to planning for and bringing about such alignment. This is significant and important work on its own, and *A More Unified Community College* is another resource released by Education Strategy Group that provides a framework and examples for these efforts.

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[28] Education Strategy Group. (2020). *A more unified community college: Strategies and resources to align non-credit and credit pathways in community colleges.* http://edstrategy.org/wp-content/uploads/2020/10/A-More-Unified-Community-College_FINAL.pdf

Exemplars

Monroe Community College in New York reorganized their Career Services so that it would be led by their Economic and Workforce Development Center to serve students in both non-credit and credit programs. This move gives all students access to the same career opportunity, labor market demand, and wage data, as well as guidance for transitioning from learning and training into the workforce.[29]

Kentucky Community and Technical College System transitioned non-credit programs into credit and merged duplicate programs. They found that operations were the greatest challenge in the work. They did process mapping to identify policies and procedures that hindered alignment and improved technology so they could see and track all student data.[30]

Community College Workforce Development Cohort, a group of 13 community colleges working to align non-credit and credit programs through funding from the Capital One Foundation, took steps during the COVID-19 pandemic to effect greater administrative alignment. Some community colleges began offering student services to students in non-credit programs so learners could receive support remotely. One institution provided learners in non-credit programs with college email addresses so that they could receive information and connect to institutional resources during the pandemic.[31] A subset of this cohort began working in 2019 to develop a data alignment tool that highlights the gaps, inequity, and areas of opportunity related to data collection and analysis as part of the alignment effort.

TIPS FOR LEADERS

1. Bring stakeholders from all relevant departments to the table to work together on how to align systems and functionality; common language and jointly developed guidelines can help inform the alignment work.

2. Conduct policy and process audits to help identify barriers related to learners transitioning between the non-credit and credit programs.

3. Identify and address alignments and misalignments between non-credit and credit student information systems and how customizations of one may impede alignment with another. See the action on linking non-credit and credit data systems to better track students in non-credit programs in the Data Action Guide.

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29 Ibid.

30 Ibid.

31 Bond, R., Cormier, M. & Raufman, J. (2020, November 17). When preparation meets opportunity: The benefits of integrated credit and noncredit divisions during the pandemic. *The Mixed Methods Blog.* Community College Research Center. https://ccrc.tc.columbia.edu/easyblog/credit-noncredit-alignment-pandemic.html