ADVANCING CAREERS AND TRAINING (ACT) FOR HEALTHCARE THROUGH STUDENT SUPPORT SERVICES

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About Equal Measure, DVP-PRAXIS, and Brandon Roberts + Associates

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DVP-PRAXIS LTD is an action-oriented consulting firm based in Indianapolis, IN, focused on higher education and the workforce. DVP-PRAXIS specializes in mixed-method formative and summative evaluation services to inform implementation and measure impact; provide strategic advising services for project development and implementation; and conduct research and policy analysis on critical issues facing higher education and the economy. Since 2004, DVP-PRAXIS has built a reputation for thoughtful listening to clients' needs, and for leveraging its experience and knowledge to support foundations, non-profit organizations, state agencies, and colleges and universities committed to improving postsecondary education and skills-development practices and public policies.

Brandon Roberts + Associates is a public policy consulting firm focused on issues of postsecondary education, workforce, and economic development. The firm has more than 25 years of experience providing evaluation, planning, program development, and research, as well as strategic analysis and technical assistance services to a diverse group of clients including private foundations, governmental agencies, and national nonprofit organizations. The firm organizes its work around the overall concept that sound data and objective analyses are the essential foundations for effective findings, recommendations and actions.

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About the ACT for Healthcare Consortium

In 2014, 16 colleges from the Wisconsin Technical College System (WTCS) embarked on a project to develop, improve, and expand adult education and training for healthcare-related occupations. Like many other states across the country, Wisconsin experienced tremendous growth in the healthcare industry over the last 20 years, driven in part by an aging population and associated healthcare needs.

Demand for healthcare workers in Wisconsin continues to grow, with jobs projected to increase to nearly 437,000 by 2024, representing a faster 10-year growth rate (13.5 percent) than any other major Wisconsin industry.[1]

While WTCS trains large numbers of students in healthcare programs, the number of healthcare graduates will need to increase to meet the significant and growing demand for these workers in Wisconsin. Expanded and improved training opportunities to increase the number of graduates with technical diplomas and associate's degrees, as well as shorter-term credentials valued by the healthcare industry, will be especially critical to meeting these needs – as nearly one-half of currently projected healthcare job openings in Wisconsin will require workers with postsecondary training and/or credentials beyond a high school diploma, but less than a bachelor's degree. [2]

Aided by a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant from the U.S. Department of Labor, Wisconsin's technical colleges launched the Advancing Careers and Training for Healthcare (ACT for Healthcare) project to meet this growing demand for trained healthcare workers in Wisconsin. The participating colleges are pursuing various strategies to achieve this goal, including developing innovative healthcare curriculum and instructional techniques; embedding shorter-term credentials within existing healthcare programs along a career pathway; developing brand-new programs to serve Wisconsin's emerging healthcare needs (e.g., geriatrics and end-of-life care); introducing new simulation technologies; and expanding engagement with local employers to ensure alignment of training programs with industry needs.

About this Issue Brief

A key strategy pursued by ACT for Healthcare colleges – and the focus of this Issue Brief – is the delivery of various support services to improve healthcare students' success in completing industry-recognized credentials in Nursing, Medical Assistant, Gerontology, and other high-demand fields.

Strategies include academic supports such as enhanced classroom instruction, tutoring, and test preparation, as well as non-academic supports like personal counseling and case management, job search and placement, and study skills and time management.

The information we present in this Brief is based on qualitative and quantitative data collected on student support services, as part of the third-party evaluation of the ACT for Healthcare initiative. As part of these data collection efforts, we conducted site visits in 2016 to 15 colleges,[3] facilitating in-person interviews and focus groups with key ACT for Healthcare support services staff, project leaders, faculty, and administrators.

Support services development and delivery was a key strategy explored in these site visits. In addition, colleges collected and submitted student-level data on out-of-class support services provided in targeted healthcare programs.

This Issue Brief is structured as follows:

» **Section 1:**
An overview of national research on support services and student success, with a focus on technical and community colleges.

» **Section 2:**
A typology of the various supports offered at ACT for Healthcare colleges, providing a description of each approach, and presenting examples from various colleges to highlight promising practices.

» **Conclusion:**
A summary and overview of next steps for the evaluation.

SECTION 1

NATIONAL EVIDENCE ON SUPPORT SERVICES AND STUDENT OUTCOMES

Community and technical colleges across the country increasingly have invested in the development and expansion of support services to improve student success and increase completion rates.

According to recent estimates, fewer than 40 percent of community college students go on to earn a postsecondary credential of any kind within six years.[4] Barriers to completion are often academic in nature, as an increasing proportion of students arrive to college academically unprepared.[5] However, many community and technical college students face challenges not directly related to academics, including balancing study with work, childcare, and other life responsibilities; financial pressures; personal health needs; and uncertainty about career goals, how college courses connect with job opportunities, and how to prepare and search for employment.

To address these needs of community and technical college students – a diverse population of learners including recent high school graduates, returning adult students, and incumbent workers looking to upgrade skills – institutions are expanding the delivery of a variety of support services. These services include academic advising; tutoring; supplemental instruction and basic skills support courses; College Success courses focused on study skills and time management; and non-academic personal and career coaching by dedicated support services staff.

Several lessons are emerging through recent research focused on assessing the effectiveness of support services delivery at community colleges. For example, evidence suggests that the frequency and intensity of student supports matter for student outcomes, with more intensive, longer-term supports having greater benefits than low-intensity, one-time services; supports that are more intrusive and individualized also tend to be more effective.[6] A promising model of this type of intensive, individualized, intrusive, and long-term support is proactive success coaching, an approach that has been linked to higher rates of student persistence and longer-term completion in a study using a rigorous experimental design.[7]

In addition, the research literature suggests that making support services a required part of the community college experience can lead to more positive outcomes for students,[8] since not all students are equipped with the knowledge and time to seek out the supports they need.[9] Sometimes these mandatory supports are provided to all students in a class or program, while in other cases, these required support services are targeted to students failing to meet specified grade or attendance thresholds. Making support services mandatory can help promote equal access to these resources, offering all students the opportunity to benefit from them.

SUPPORT SERVICES AT ACT FOR HEALTHCARE COLLEGES

The delivery of support services is the most widespread strategy Wisconsin's ACT for Healthcare colleges are implementing to improve academic and employment outcomes for students in targeted healthcare programs.

Some of these supports are integrated into program curriculum or embedded in the classroom, while others are delivered outside of class through one-on-one and group-level sessions. Although the types of support services, and the ways they are delivered, vary across and within institutions – the majority are intended to help students in three primary areas: academic readiness; career or employment preparation; and personal support. The latter two areas – career preparation and personal supports – do not deal directly with academic content, and are commonly referred to as "non-academic," although they are designed to support and encourage academic success.[10]

In Table 1, we illustrate a simple typology to document and classify the various approaches to implementing student support services across the ACT for Healthcare consortium of colleges. Support services are organized along two primary dimensions: service location (in-class vs. out-of-class) and support content area (academic vs. non-academic). Distinguishing supports according to service location is important, given that most in-class supports are inherently mandatory (pending absences, all students in the class have exposure to the support), whereas out-of-class supports are rarely required. As noted in Section 1, support services that are mandatory for students tend to have a more substantial impact on academic outcomes.

The combination of the two dimensions results in four location/content area service types: in-class/academic (ICA), in-class/non-academic (ICNA), out-of-class/academic (OCA), and out-of-class/non-academic (OCNA). In Table 1, we provide a brief description and several examples of each service type.

Table 1: **ACT FOR HEALTHCARE SUPPORT SERVICES TYPOLOGY**

	IN-CLASS		OUT-OF-CLASS	
	Academic	**Non-Academic**	**Academic**	**Non-Academic**
TYPE	In-Class/Academic (ICA)	In-Class/Non-Academic (ICNA)	Out-of-Class/Academic (OCA)	Out-of-Class/Non-Academic (OCNA)
DESCRIPTION	In-Class/Academic supports are delivered by academic support instructors or staff embedded within existing or new courses or labs, or via concurrent support courses providing contextualized basic skills review. All students attending required courses, labs, or support courses have exposure to these ICA supports.	In-Class/Non-Academic supports are provided by ACT for Healthcare support staff (e.g., success coach, education specialist, career advisor) during required class sessions. These supports are often delivered once or a limited number of times per semester, most often in a group-level, workshop format. ICNA supports are mandatory for students attending class.	Out-of-Class/Academic supports are provided out of class by program faculty or support instructors. Group-level OCA supports tend to focus on a particular academic topic or skill, or on exam preparation, whereas individual OCA supports are less structured. OCA supports are typically optional for students, though at some colleges OCA supports are mandatory for all or a subset of ACT participants.	Out-of-Class/Non-Academic supports generally consist of non-academic advising or counseling sessions with ACT support service staff or licensed counselors. These out-of-class sessions are typically voluntary. Although a few ACT colleges provide OCNA supports in the form of group-level workshops, most OCNA supports are provided on a 1:1 basis.
EXAMPLES	• Concurrent basic skills support course (group) • Academic specialist embedded in class for additional clinical skills practice (1:1 or small group) • Mandatory Open Lab basic skills support (1:1 or small group)	• Information session on resources for students (on- and off-campus) (group) • Resume writing workshops (group) • Program-tailored College Success courses (group)	• Tutoring (1:1) • Topic-specific review sessions (group) • Preparation for industry certification exams (group)	• Personal counseling or advising sessions (1:1) • Career coaching sessions (1:1) • Study skills and time management workshops (group)

Using this typology as a guide, the following sections provide a more detailed description of the key approaches to delivering support services at ACT for Healthcare institutions. For each of the four service types, we explore the diversity within each approach, highlight potential benefits and limitations, and share examples from selected colleges to identify promising practices. In addition, for out-of-class supports (both academic and non-academic), we provide additional quantitative data on the number of ACT for Healthcare participants served, duration of services, dosage, and content areas covered, based on student-level service utilization data collected by colleges in academic year 2016-17.

IN-CLASS SUPPORT SERVICES

In-Class/Academic

The most common approach to delivering in-class academic supports across the ACT for Healthcare consortium is to embed support instructors or staff within healthcare courses or labs. In some cases, this role is filled by faculty from a college's basic skills division; in others, it is provided by support staff who are graduates of the respective program or college, and have experience working in the program's healthcare field. Support instructors attend class regularly, and provide supplemental academic support alongside program faculty in a number of areas, including basic math and English skills review, core clinical skills practice, and study skills and exam preparation.

For example, at Moraine Park Technical College, a basic skills instructor works with the Medical Assistant instructor during the program's weekly, required open lab to deliver contextualized basic skills content. At Blackhawk Technical College, a lab and clinical specialist attends all core Medical Assistant courses, and assists students in small groups as they practice their core skills. And at Nicolet Area Technical College, a success coach provides in-class assistance to Nursing Assistant students during the lab and clinical portions of the program.

Another approach to delivering in-class academic supports is through the creation of separate academic support courses offered concurrently with regular program courses. These support courses, which provide contextualized skills review, are typically designed to serve students with basic skills needs in math or English, including English Language Learners. For example, Madison College offers a concurrent support course delivered by nursing faculty for its Nursing Assistant program, which enrolls many students who need basic skills support. As one instructor of these support courses noted, *"This support class idea should be even bigger – offered to way more students. Employers are crying for [employees] and [this support course] is bringing in folks who had previously not had an opportunity."*

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Contextualized, Basic Skills Support Embedded in Weekly Labs
Moraine Park Technical College

Moraine Park Technical College (MPTC) has modified the Medical Assistant (MA) program at its West Bend campus, delivering it as a cohort-based accelerated program that includes a mandatory, weekly open lab session. During this open lab session, a basic skills instructor works with the MA instructor to deliver basic math and English skills content, provide test-taking strategies, and introduce interactive games to students. Importantly, these weekly lab sessions are mandatory for students, meaning the supports are embedded within the overall program design.

The weekly lab time is structured to be open and flexible, so that the instructors can tailor the content to the needs of the students in any given week. The MA instructor and basic skills instructor collaborate outside of class to determine student needs, designing the lab time to meet those needs. The basic skills instructor contextualizes content taught during these labs to support what students are learning through the MA curriculum.

In addition to being present during the weekly open lab, the basic skills instructor provides basic math proficiency support to students in the accelerated cohort during the summer, in advance of the official program start term, which is intended to increase the likelihood of success in math-intensive courses such as Pharmacology. Project staff reports that the additional support and structured time in the summer has been valuable, with students showing significant growth in their math skills with this model.

MPTC's new MA model has received positive recognition within the institution and nationally. MPTC health administrators were recently selected to speak about the West Bend MA model at the National Network of Health Career Programs in Two-Year Colleges. In addition, given the success of the West Bend MA model, MPTC was granted the WTCS State Career Pathways for Medical Assistant grant in order to expand the delivery of basic skills support to MA classrooms on MPTC's other two campuses.

In-Class/Non-Academic

Several ACT for Healthcare colleges are integrating non-academic supports into existing healthcare courses. These in-class, non-academic supports are provided during required class sessions by ACT for Healthcare support staff, including success coaches, education specialists, career advisors, and licensed professional counselors, and are generally delivered once or twice per semester. Examples include presentations about on-campus and off-campus resources, time management and study skills workshops, and career preparation sessions focused on resume writing and interviewing strategies. Delivery of non-academic in-class supports most commonly occurs at the group level in a workshop format.

Non-academic supports are often strategically embedded within specific courses, and are designed to reach students at particular stages of their programs. For example, at Waukesha County Technical College, Student Success workshops (e.g., "Crush Bad Study Habits") are delivered in required core classes to all first-year nursing students, with the objective of helping students develop successful time management and study skills early in their program.

At Northeast Wisconsin Technical College, an ACT-funded career advisor is embedded within two Medical Assistant courses, providing a touch point for students at both the beginning and end of the program. In addition to attending an introductory course offered to students at the start of the program, the career advisor meets with students during the MA program's "mock clinic," which is the final step before students undertake their clinicals. The career advisor assists students with resume writing, conducts mock interviews, and shares job search strategies. College faculty commented that having the career advisor integrated into the classroom, with a touch point at the beginning and end of the program, has been "huge" for students, providing them with the knowledge and confidence to seek additional services at the campus career office.

Although most colleges providing in-class, non-academic supports have integrated these supports into existing classes, one college has developed brand-new courses to cover key non-academic skills. At Mid-State Technical College, several one-credit Student Success courses were developed and incorporated into the core curriculum for three healthcare programs – Central Service Tech, Surgical Tech, and Respiratory Therapist – and are taught by program faculty or a licensed professional counselor. The courses are intended to increase retention by enhancing students' study skills, time management and budgeting, and essential employability skills, and are contextualized to the different program areas.

OUT-OF-CLASS SUPPORT SERVICES

Out-of-Class/Academic

The most common approach to offering academic supports across the ACT for Healthcare consortium is to provide academic assistance outside of regular class time. Healthcare programs across the nation, and particularly nursing programs, are employing this strategy to improve retention and completion outcomes for an increasingly non-traditional and less academically prepared student population. [11]

Out-of-class academic supports at ACT for Healthcare colleges are provided by tutors, academic coaches, or academic specialists who meet one-on-one with students and/or lead group-level study sessions during designated weekly office hours or open labs. Although not delivered during regular class time, these supports are often targeted to students in program courses that have high non-pass rates. The staff providing the individual tutoring or group-level review sessions often audit these courses to better understand the content delivered in class during any given week. In addition to supplemental instruction targeting particular courses, several ACT for Healthcare colleges offer optional test preparation sessions for students wishing to pass industry certification exams. [12]

Although students are highly encouraged to access out-of-class academic supports, they are typically not required to do so, which likely reduces student take-up. One notable exception is Lakeshore Technical College, where nursing students previously failing "high-risk" courses are required to meet with an academic specialist for at least one hour per week for the duration of the semester. In addition to making these supports mandatory, Lakeshore is monitoring student data to assess the impact of these supports on student retention and course pass rates.

Required Academic Tutoring for Students at Risk of Failing Specific Courses
Lakeshore Technical College

At Lakeshore Technical College (LTC), the nursing program hired academic specialists who provide out-of-class academic supports targeted to students at risk of not passing specific courses. The academic specialists are nurses themselves, and bring program and content experience to the position. Three courses were flagged as "high-risk": Pharmacology, Health Alterations, and Complex Health Alterations. Any student who previously failed any of the three targeted courses, or is considered at-risk for doing so (receiving less than 80 percent on an exam), is required to meet with an academic specialist for at least one hour per week for the duration of the semester.

Specialists meet with students one-on-one or in small groups. For the most part, these sessions occur in-person, although students taking the courses virtually may speak with specialists over the phone or through an on-line platform. Students not deemed at risk of failing may also meet with the academic specialists, although only high-risk students are required to do so.

Although the academic specialists generally respond to student-identified issues, they also maintain contact with instructors to get insights on upcoming course material and areas that are expected to challenge some students. As one specialist noted, "One key in helping students is to identify upcoming challenges in the course material so they can focus their attention on these areas."

LTC senior leaders and administrators view the new academic support services as a best practice being modeled at the college, and nursing faculty have been deeply engaged in supporting and guiding the academic specialists in their program – tweaking and refining the specialists' roles and responsibilities to better meet the needs of students. In addition, project leadership, faculty, and the academic specialists regularly monitor data on students flagged for additional supports to ensure they are meeting the minimum required tutoring threshold, and to make any necessary modifications to improve the effectiveness of the supports, as well as to track students' academic outcomes.

According to project leaders, the academic specialists are demonstrating impact and value as evidenced by student-level course completion data. For example, course pass rates for Health Alterations (4-semester average) increased from 78 percent to 84 percent with the addition of an academic specialist. Although academic specialists have been working with students in Complex Health Alterations for fewer semesters, early evidence suggests that improvements in average pass rates for this course have been even more pronounced. As a result of this demonstrated success, resources were allocated in LTC's general operating budget to sustain the academic specialist positions once the ACT for Healthcare initiative ends.

Out-of-Class/Non-Academic

Career-related and personal support services offered outside of class at ACT for Healthcare colleges consist primarily of advising or counseling sessions with ACT support service staff or counselors. Most out-of-class non-academic services are provided on a 1:1 basis, and they are almost always voluntary.

The most common approach to providing these non-academic support services is through the role of a "navigator" or "success coach." [Although there are various titles used across colleges for this position, we will use the term "navigator" to refer to this type of support service role]. The navigator role is intended to be more proactive than a typical advisor role, with navigators reaching out to students in a "just-in-time" manner to connect them with non-academic resources (such as childcare, transportation, other financial assistance, career planning, job development services, and counseling) that are available to a student either on-campus or off-campus. Navigators may also make referrals to academic resources such as tutoring.[13]

Although navigator outreach to a student is sometimes triggered by low academic performance in the classroom, ACT participants at most colleges are not required to meet with the designated navigator, even those students who are falling behind in their programs. Given the voluntary nature of these services, many college stakeholders reported challenges getting large numbers of students to engage with navigators outside of class.

In addition to navigators, who offer a broad and somewhat diffuse range of services, some colleges are offering more defined and bounded non-academic supports via one-on-one interactions with a dedicated support service provider for ACT participants. For example, Waukesha County Technical College (WCTC) hired a licensed professional counselor to work with students in its nursing associate's degree program, given a perceived need by the college for easily accessible personal and emotional supports for students in this program, as they balance rigorous program requirements with multiple and competing life responsibilities. Other examples of service providers with more narrowly defined non-academic support roles include career and employment advisors at Wisconsin Indianhead Technical College and Northeast Wisconsin Technical College, who meet with students outside of class on an *ad hoc* basis to help develop resumes and prepare for interviews.

Providing Personal and Emotional Supports through a Dedicated Program Counselor
Waukesha County Technical College

Waukesha County Technical College used TAACCCT funds to support the hire of a full-time, licensed professional counselor (LPC) to work exclusively with its nursing student population. The goal of this new position is to provide easily accessible personal, emotional, and mental health supports for students as they balance the rigorous requirements of WCTC's nursing associate degree program with multiple work, life, and student responsibilities.

The LPC connects with nursing students at multiple points: for example, attending orientation, emailing all students once accepted into the nursing program, and reaching out to students based on WCTC's early alert system and upon referral from program faculty. Notably, the student body has been the LPC's strongest referral source.

Although WCTC offers counseling services to its entire student population, college personnel view the dedicated LPC position as a unique opportunity to increase student success by creating a direct intervention method that recognizes the rigors of the nursing program. As one nursing program administrator noted, "I am not sure how we made it this long without [the dedicated LPC]. We are using [the LPC] a lot, making referrals, and students are grateful for this support."

College personnel note that the personalized and engaging approach of the LPC has contributed to increased retention and completion for nursing students. WCTC has recognized this impact, and the counseling services department is reevaluating how it works with other college departments to identify opportunities to replicate this level of dedicated student support. The goal is to apply the model created via the dedicated nursing LPC position to reach all WCTC students.

Student-Level Data on Out-of-Class Supports

Although community and technical colleges nationwide have greatly expanded and diversified the delivery of support services, the development of data systems to track and document student engagement with these services is at a more nascent stage.

Even the best research on the benefits of support services on students' academic outcomes typically lacks information on the frequency and intensity with which a student accessed services, the type of content covered, and the individualized versus group-level nature of the service. Details about services delivered outside of class can be particularly difficult to track in a systematic manner, since these services are often provided by multiple staff located within different divisions of a college, which may have different protocols for recording and documenting interactions with students.

As part of the third-party evaluation, colleges in the ACT for Healthcare consortium were guided to collect more systematic information on out-of-class services by using a common template to record student-level data on academic and non-academic supports delivered to ACT participants outside of a regular classroom or lab setting. These participant-level data collected by colleges on out-of-class student support services are highlighted on the following page, and should allow for a robust assessment of the impact of this strategy on students' academic and employment outcomes.[14]

In the 2016-17 academic year (Summer 2016, Fall 2016, Spring 2017), ACT for Healthcare support staff and support instructors provided out-of-class supports to 1,038 students. Supports provided outside of class are more likely to be academic in nature, although a non-trivial proportion of students receive non-academic supports as well; 783 students received academic out-of-class supports, 394 received out-of-class personal supports, and 107 received out-of-class career-related services. Some students received multiple support types.

Out-of-class supports provided by ACT for Healthcare colleges are fairly intensive and individualized, and most students accessed services repeatedly throughout the academic year. The majority of students received individualized services; of the 1,038 students receiving out-of-class supports, 70 percent accessed at least one service delivered in a 1:1 format. Most students accessing out-of-class services received these services multiple times – of the 1,038 students, 65 percent received a support service two times or more, and 27 percent received supports at least six times (Figure 1). In addition, approximately half of the support service sessions engaged in by the 1,038 students receiving out-of-class supports lasted for more than one hour (Figure 2). As noted in Section 1, services that are individualized, intensive, and longer-term tend to have a larger impact on student outcomes. Future evaluation work will examine the relationship between student engagement with ACT support services, student persistence, and credential completion.

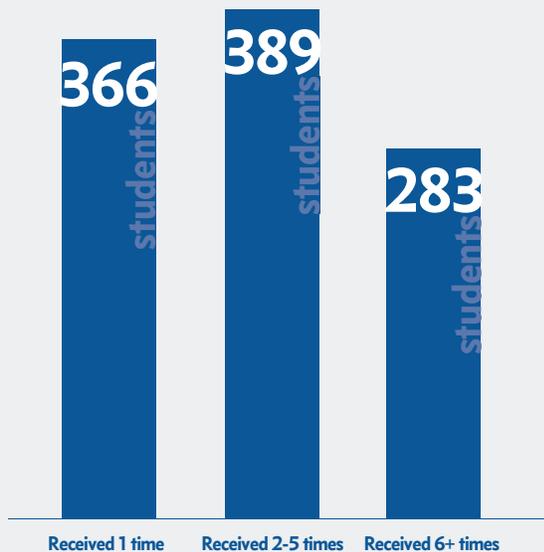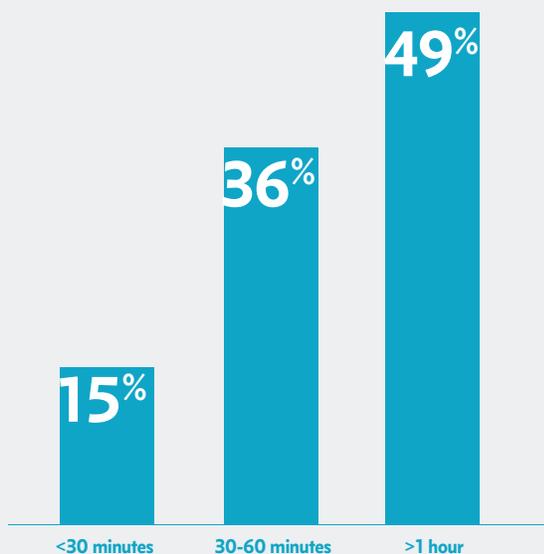Figure 1 **ACT OUT-OF-CLASS SUPPORT SERVICES PARTICIPATION**

366 students

389 students

283 students

Received 1 time   Received 2-5 times   Received 6+ times

Figure 2 **AVERAGE DURATION OF OUT-OF-CLASS ACT SUPPORT SERVICES** [15]

15%

36%

49%

<30 minutes   30-60 minutes   >1 hour

CONCLUSION

Wisconsin Technical Colleges participating in the ACT for Healthcare Consortium are delivering numerous support services to participants intended to improve program completion rates, and thereby meet the growing industry demand for skilled healthcare workers. In this Issue Brief, we highlighted several promising approaches to address academic and non-academic needs of community and technical college students, including embedding basic skills supports in weekly labs, requiring at-risk students to meet weekly with an academic specialist, and dedicating a licensed professional counselor to address students' personal and emotional needs. We will examine the impact of these support services in more detail in the ACT for Healthcare Final Evaluation Report (September 2018). As noted above, some colleges have already examined student service utilization and outcomes, reporting significant improvements in course and program success, and report their intention to sustain these support service positions after the grant ends.

CITATIONS

[1] Office of Economic Advisors, Wisconsin Department of Workforce Development, July 2016. "Wisconsin Long Term Industry Employment Projections, 2014-2024."

[2] Carnevale, P., Smith, N., Gulish, A., Beach, B. (2012). Healthcare State Report. Georgetown University Public Policy Institute. https://georgetown.app.box.com/s/c8xqd81dcq8hzd53blqh.

[3] The ACT for Healthcare evaluation focuses on 15 of the 16 WTCS colleges. Fox Valley Technical College is not implementing healthcare programming as a part of the grant, and instead is serving as a third-party subject matter expert.

[4] Shapiro, D., Dundar, A., Wakhungu, P.K., Yuan, X., Nathan, A. and Hwang, Y. (2016, November). Completing College: A National View of Student Attainment Rates – Fall 2010 Cohort (Signature Report No. 12). Herndon, VA: National Student Clearinghouse Research Center.

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[12] Although two of the seven ACT for Healthcare colleges offering certification exam test preparation have integrated this review into their core healthcare program curriculum, these review sessions are optional at the other five colleges.

[13] Although navigators can refer students to academic supports available on campus, we categorize the navigator's role as primarily non-academic, given that one-on-one and group interactions between navigators and students tend to deal with issues in the non-academic realm.

[14] Information on participants' exposure to various in-class support services will be determined via student data on program or course enrollment, and will be provided in administrative records from the colleges

[15] Average duration of services is based on 5,040 services provided to 1,038 participants in the 2016-2017 academic year.