

PREPARATION STRATEGIES: PLANNING FOR SUCCESS

**“The student success pathway is not a jungle through which students hack their own trail; it is a roadmap students can count on for direction.”
(O’Banion, 2013).**

Early Deadlines for Enrollment Requirements

Definition

“A study by the Kentucky Community and Technical College System found that ‘...students who registered late for their courses were less likely to persist through their first year of college’” (O’Banion, 2013).

Best practices indicate that ending “late” registration has a positive influence on student success; traditionally, most refer to late as no new registration beginning the first day of the term. More recent efforts define late as at least two to four weeks prior to the term start. Under this model, all new students complete enrollment requirements well in advance of the term; early deadlines then allow an institution to use the time immediately prior to the term for intensive interventions with at-risk students. Example interventions include short-term math, study strategies and college success classes; writing intensive tutoring; financial aid workshops; and career planning classes or workshops.

Additional Information and Examples

- League for Innovation article: [Requiring On-Time Registration](#)
- [Alamo Colleges](#): Application deadline is three weeks prior to the start of the semester
- [Davidson County Community College](#): Specific deadlines regarding admission, placement testing, FAFSA filing, FAFSA completion and last day to register which varies between two to five weeks depending on the semester.

Comprehensive Student Success Plans

Definition

Comprehensive personalized interactive system that maps or builds pathways guiding the student through strategic experiences. Topics may include a student’s enrollment process, academic advising, career planning and certificate/degree planning along with financial resources, leadership and eFolios.

Examples

- Alamo College: [MyMAP](#)
- Century College: [GPS LifePlan](#)
- Valencia College: [LifeMap](#)

Developmental Education Math and Writing Design

Definition

The three primary goals of redesigning developmental education are to better place students into courses, increase student success in remedial courses and expedite the time students traditionally need in preparing for college-level courses. Some strategies include:

- Elimination of developmental education courses and enrolling all students in college-level classes. Students are required to participate in supplemental instruction, tutoring or other types of assistance; amount of supplemental activity depends on the student's placement level.
- Short-term, intensive, condensed courses; typically three to four weeks in length; take place before or during term; may include supplemental support services (peer coaching or embedded tutoring) and/or mandatory registration in a student success class in addition to remedial courses.
- Short-term workshops focused on specific skills; highest skill gap areas defined via placement test analysis.

Examples and Additional Information

- Temple College: Intensive [math "boot camp"](#) prior to term
- Cumberland County College: Skill ["brush up" workshops](#) prior to placement testing
- Community College of Baltimore County: [Accelerated learning project model](#)
- [Accelerated Learning Project](#)
- [California Acceleration Project](#)
- [Tennessee Developmental Studies Redesign Initiative](#)
- [Developmental Education Initiative](#)

Orientation

Definition

While the content of orientations can vary significantly, orientations are typically offered in two formats, 1) combined with advising/registration; or 2) separate from advising/registration and offered immediately before the term begins. In order to foster student academic success, best practices indicate that orientation content should focus on study skills, career and academic planning, financial literacy and building personal connections to the institution. While COCC has recently implemented a College-wide orientation program, it is not mandatory for students. Promising practices indicate that requiring orientation for either all students or with certain populations (e.g., students testing into developmental education classes), coupled with intensive interventions, is making positive strides in student success measurements.

Examples

- [San Jacinto College](#)
- [Temple College](#): "Zero Week" dedicates a week of pre-term activities, including orientations, intensive academic interventions for students testing into developmental levels, technology assistance and academic resources.
- [Century College](#)

Mandatory Placement

Definition

If a student wishes to register in a specific course, s/he must meet prerequisite requirements. Several institutions require mandatory prerequisites for writing and math classes, while other require for all classes.

Examples

- [Texas Success Initiative \(TSI\) Placement Test](#)
- [Portland Community College Campus](#)

Bridge Programs

Definition

Traditionally targeted at at-risk students, bridge programs allows students to advance through remedial math and reading/writing courses the term prior to starting traditional courses. Bridge program typically include intensive personal support and/or mandatory study strategy classes and take place during summer terms, although some colleges are beginning to offer year-round options.

Examples

- Zane State College: [QuickStart](#) course (best practice example from 2012 Achieve the Dream [conference](#))
- Harper College: [REACH](#) program
- Danville Community College: [Math Summer Bridge](#)
- [Manatee Community College](#)