

## 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](#)

## PROGRESSION STRATEGIES: INITIATING AND SUSTAINING SUCCESS

**“The ‘American Dream’ is at risk. Community colleges can help reclaim it. But stepping up to the challenge will require dramatic redesign of these institutions, their missions, and most critically, students’ educational experiences.”  
(American Association of Community Colleges, 21<sup>st</sup> Century Report, 2012).**

### First Year Experience Programs (FYE)

First Year Experience (FYE) programs focus on comprehensive approaches designed to improve success rates and increase retention of first-year students. Activities may include interventions focused on streamlining admissions processes, increasing financial aid uptake, community outreach, student success courses, academic planning, career planning and orientation. Typical FYE programs include mandatory pre-enrollment steps and required first-year student seminars. The [National Resource Center for the First-Year Experience and Students in Transition](#) provides significant resources and research on FYE programs.

#### Examples

- [Greenville Technical College](#)
- [LaGuardia Community College](#)
- [Davidson County Community College](#)

### Freshman seminar courses

#### Definition

Credit courses designed to help students with study skills, college transition, life skills or a combination of related areas. Typically offered as credit courses; 1 – 3 credits. Historically, these courses have been optional for students, although recent trends show that many institutions are requiring student success classes for either *all* first-time certificate- or degree-seeking students or for those students testing into developmental levels.

#### Examples

- Brazosport College ([PSY/ED 1300: Learning Frameworks](#))
- Durham Technical Community College ([ACA 122: College Transfer Success](#))
- Zane State ([IDS 101: Student Success Strategies](#)):
- Davidson Community College: [ACA 090](#) required student success class for all students testing into developmental education.
- [National Park Community College](#) (required for all first-time, full-time degree-seeking students):

## Learning Communities

### Definition

A set of courses in which students register as a cohort. Three types of learning communities defined by the Washington Center:

1. **Linked:** single cohort of students enrolls in separate courses that are linked either thematically or by contact. Outside-the-class social activities are planned by instructors collaboratively
2. **Cohorts:** Cohort of students enrolled in several larger classes together that meet for integrative academic support and/or social activities
3. **Coordinated/Integrated:** Team-taught and usually focused on a particular issue or theme, course content, assignments and often grades are integrated

### Examples

- [Valencia College](#)
- [Wallace State](#)
- [Kingsborough Community College](#)

## Early Alert

### Definition

According to The Center for Community College Engagement (see [page 20](#)), an institution committed to student success will carefully monitor student progress, especially during the first term, and create intentional interventions to keep students on track. Early alert models are a means by which faculty and staff can identify students who may be struggling early in their academic career--either academically and/or personally--and enables the institution to respond with appropriate interventions. Generally includes a software system that enables the reporting of the initial alert, communication with students and tracking of student progress.

It is important to note that some early alert technology solutions also include a predictive analytics component which allows an institution to determine which students may be more at risk of failure; analytics component is based on institutional longitudinal data. Institutions can use this data to provide intentional support services rather than wait for informal reports.

### Examples

- [Harper College](#)'s early alert program focuses on first-year students who are recent high school graduates and who place into two or more developmental classes. The [Project Success: Early Alert](#) initiative monitors student academic progress and provide specialized counseling. Harper uses [StarFish](#) technology to support their program.
- [Wayne County Community College District](#) increased first year fall-to-winter retention from 49 percent in 2006-07 to 64 percent in 2009-10. This improvement is associated with the an early alert initiative, which provides intrusive advising to students in developmental English and math as well as students in learning communities.
- [Leeward Community College's Early Alert Program](#) has a webpage dedicated to the process of and resources for their early alert service.
- [Rio Salado Community College](#) launched a proactive early alert model by using data analytics to code at-risk students on instructor's rosters to help with early detection of struggling students.

## Career Planning and Coaching

### Definition

The career development process is comprised of understanding one's preferences and skills, exploring career opportunities and discovering the best-fit and/or career path to meet career goals. To increase success rates, it is important that colleges provide students with intentional career-related decisions early in a student's process; this includes declaring a major, developing appropriate academic plans and making connections to potential employers. While career planning can be done in group formats, current trends indicate that one-on-one coaching and the use of professionals tied to a specific disciplines are more effective than generalized group work.

### Examples

- Virginia Community College System: [Career Coach Program](#).
- Oregon Community Colleges: [CASE Grant](#)
- Northwest Vista College: [Major Mania](#)

## Academic Advising & Mandatory Degree Plans

Academic advising has long since been a proven student success strategy; more recently, however, basic advising has evolved into requiring that all students create long-range academic plan with a specific certificate or degree as the goal, as well as specific activities focused on career or transfer planning. Additionally, the Center for Community College Engagement makes six recommendations specific to student success, one of which includes an intentional focus on placing students into a program (or pathway) of study from day one, with undecided students placed into a pathway that helps them decide.

## Academic Probation Interventions

### Definition

Best practices indicate that institutions who create intentional, intrusive and structured interventions for students not meeting an institution's academic standards have better student conversion rates than those who do not. Examples of interventions include required all students on academic warning to enroll in a specifically-designed student success course, develop an individual academic plan to include some level of assistance tailored to the student's situation, assignment to specialized advisors and/or participation in a study skills workshop.

### Examples

- [Northern Essex Community College](#)
- Lane Community College: [Back on Course](#)
- Chaffey College: [Back on Track](#)

## Supplemental Instruction

### Description

[Supplemental Instruction](#) (SI) is an academic assistance program that utilizes regularly scheduled, peer-assisted study sessions. Working in a group format and guided by "SI leaders", SI students learn how to integrate course content with appropriate study skills. "SI leaders" are those who have previously done

well in the course and who attend all class lectures, take notes, and act as model students. The purpose of SI is:

1. To increase retention within targeted historically difficult courses
2. To improve student grades in targeted historically difficult courses
3. To increase the graduation rates of students

#### Variations

Augmented Instruction (AI): AI differs in that it is linked specifically to a math or English course, is offered as noncredit and students are required to participate. The faculty member from the linked course and a student facilitator are present in the AI session. See the [College of the Sequoias](#) as an example.

Embedded SI/Tutoring: Similar to SI, but the SI leader spends 5-10 minutes within each class session teaching basic study skills using specific course content.

#### Examples

- [Orangeburg-Calhoun Technical College](#)
- [Merced College](#)
- [Butte College](#)

### **Structured Learning Assistance (SLA)**

#### Description

Structured Learning Assistance (SLA) provides additional instruction related to an enhanced course and engages students in activities to address mathematics, reading, and writing deficiencies that impair their chances to successfully complete core mathematics, English, and other courses. SLA leaders, who conduct the SLA workshops, attend each meeting of the core classes that are paired with the SLA sections for which they provide leadership, design the workshops, and work regularly with the course instructor.

#### Examples

- [Grand Valley State University](#)
- [Austin Peay State University](#)
- [Arkansas State University](#)
- [Farris State University](#)

## COMPLETION STRATEGIES: GETTING TO THE FINISH LINE

**“Once first in the world, America now ranks 16<sup>th</sup> in the percentage of young adults with a college degree. The World Economic Forum ranks the U.S.’s educational system 26<sup>th</sup> in the world.”  
(O’Banion, 2013)**

### Reverse Transfer

#### Description

Automatically awards a community college transfer degree after a student transfers to the university. Briefly, the university runs an associate degree audit for any student who previously attended a community college and transferred x-number of credits or more. If the student meets the associate degree requirements, the university notifies the community college. The community college automatically awards the degree and notifies the student; in some cases, the students are allowed to participate in the community college commencement ceremony. As of fall 2013, 12 Oregon community colleges had initiated reverse transfer programs with their university partner.

#### Examples

- University of Texas – El Paso and El Paso Community College
- Currently in development in Hawaii, Tennessee, New Hampshire and Oregon

#### For Additional Information

- [OUS Summary](#) of the Reverse Transfer Program
- Inside Higher Ed [article](#) on reverse transfer initiatives

### Career Pathways

#### Description

Sometimes called “stack credentials”, career pathways are a series of courses that lead to various credentials; each credential builds upon the skills learned in the previous credential and leads to an industry-specific, employable skill. Career Pathways focus on easing and facilitating student transition from high school to community college; from pre-college courses to credit postsecondary programs; and from community college to university or employment.

#### Examples and Additional Information

- [Alliance for Quality Career Pathways](#)
- [Oregon Career Pathways Initiative](#)
- [California Career Pathways Project](#)
- [Lane Community College](#)
- [Rogue Community College](#)



## Awarding Certificates and Degrees

### Description

Research indicates that automatically awarding certificates or degrees without having the student apply increases an institution's completion rates. With the advent of career pathways and short-term certificates, institutions have recently shifted the practice of automatically awarding from the student's "end" certificate or degree to automatically awarding shorter-term certificates as students progress to their end academic goal. The rationale behind this is that supporting by research indicating that if students reach a specific milestone (e.g., a short-term certificate), s/he is more likely to achieve the next milestone (e.g., a degree). This applies to both CTE programs, as well as the Oregon transfer module (OTM) and associate of arts – Oregon transfer (AAOT degree).

### Examples

- [Columbia Gorge Community College](#)

## NATIONAL COMPREHENSIVE STUDENT SUCCESS INITIATIVES

### Achieve the Dream

#### Description

[Achieving the Dream](#) (ATD) is a national organization dedicated to community college student success and completion; focused primarily on helping low-income students and students of color complete their education and obtain market-valued credentials. ATD's general approach is to assign an ATD "coach" to member institutions; the coach helps the institution focus its student success goals, mine appropriate data points and develop campus wide support and buy in for student success strategies. As of fall 2013, nine Oregon community colleges are ATD members.

#### Examples

- Description of ATD "[Leader Colleges](#)" and progress towards goals
- Links to all ATD [member colleges](#)

### Foundations of Excellence

#### Description

[Foundations of Excellence](#) is a national organization dedicated to helping institutions conduct an audit of first-year and transfer student experiences ("The Current Practices Inventory"), engage in a nine- to twelve-month intensive evaluation process as related to key performance indicators and develop a strategy plan for student success strategies. Process includes a campus-wide taskforce and access to student success expertise and support. As of fall 2013, seven Oregon community colleges were FOE institutions.

#### Examples and Additional Information

- [FOE Program Overview](#)
- [Participating Institutions](#)

### Gateway to Completion

#### Description

Designed by the John N. Gardner Institute for Excellence in Undergraduate Education, the Gateway to Completion process is designed to specifically help institutions craft and implement a plan for enhancing student success in high-risk gateway courses. For additional information, visit the [C2C website](#).