



Leopard Dreams

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Placement Testing Strategy Team Formed

In line with the Temple College Quality Enhancement Plan (QEP), a new strategy team has been developed. This team will research and conduct a study to identify the best placement test for Temple College to use when testing a new student's math competency.

The strategy team for the placement test study has met twice now. The plan is to determine over the course of the next four years (through the end of the current QEP period) which placement test does the best job of placing

students in the appropriate math course, whether developmental or credit-level math. The plan for year one of the study is to compare ACCUPLACER and COMPASS, by having

students placed by one or the other for math and then track the students' success in their math courses. After the team has determined which of the two tests best fits our needs, the following year they will compare that test with THEA. Much of the discussion to date has been around how to implement this study without disrupting current procedures and without skewing the data.

Anyone interested in joining the placement testing strategy team can contact Daniel Hermann or Rebecca Richter for more information.



Strategy Team Leaders

Attendance Accountability

Sheri Asbury
Alan Lytle

Continuous Orientation

Mark Smith
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Retention Alert

Jimmy Roberts
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Zero-Week

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Placement Testing

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Future Strategy Team

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Strategy Team Updates

Attendance Accountability

In the first week of April, one class that is participating in the Peer Involvement Program was given the opportunity to express their opinions about the intervention. Three students in that class elected to share their thoughts.

"PIP is a very good program and support system. It makes me feel like my instructor and fellow students care about me. It also encourages me to keep attending college."

"I think the yellow cards are great. It helps to figure out why someone is not here. I like them and think every class should have them."

"The yellow card Peer Involvement Program is a very good

idea. It helped me get information relayed to my instructor to let her know what is going on when I needed to be out of class due to my allergies. This program should be placed in all classes. Maybe it would cut down on classes being dropped by students."

This class began the semester with 20 students. To date, 18 still remain enrolled and actively attending.

Continuous Orientations

In its second semester of implementation, the Continuous Orientation strategy continues to be very successful. Survey 1, which assesses the learner's satisfaction with the orientation sessions half

way through the semester, has been completed. The learner's satisfaction with the continuous orientation sessions was rated at 4.14% out of a possible 5. This rating is up from a learner satisfaction rating of 3.96% for the same time in the fall 2010 semester. An anecdotal comment from one of the faculty members who presented the Tutoring Services orientation sums up the value of this strategy. The faculty member noted "This was another well timed presentation. I had just told them about some 'poor quiz grades.' I had several students that chimed in saying how helpful the EAC is for students. One said she 'lives there.' After talking about it I passed out a flyer on the EAC; several were glad to get the flyer and one said he

(Continued on page 2)



Taylor Center Graduation, Friday, May 13, in Hutto



Students who have attended Temple College at the Taylor Center, as well as those who are graduating from the Legacy Early College High School program, will have the opportunity to participate in commencement exercises close to home this year. For the first time, Temple College will be holding a graduation ceremony for the Taylor Center. The event will be held in the Hutto Performing Arts Center on Friday, May 13, at 7 p.m.

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Strategy Team Updates

(Continued from page 1)

would head there right after class. One girl told me after class that she was planning to ask me after class today about possible tutoring. She said that I must have read her mind and she was thrilled to get the flyer. I think that when they are told about these services early in the semester, they do not pay attention because they do not need them. Telling them after a test is very timely and they are interested. I am seeing how these C.O.s are helpful."

Retention Alert

The Retention Alert strategy team is gearing up for implementation as a second year *Achieving the Dream* strategy. In preparation, the team has added four new members to the team. This first year of using the software

has given caseworkers and faculty a chance to learn the system and identify implementation issues. The recruitment and retention office has had an opportunity to study the data made available. The committee's next task will be to identify a cohort for detailed study. The goal will be to refine the performance indicators and collect data on the identified cohort so that we can not only monitor and evaluate the process but also track student outcomes. As previously reported, our ultimate goal of both the data analysis and student intervention is to increase staff/student interaction and student engagement leading to increased student success.

Zero-Week

The Zero-Week strategy team met on March 22. The team began

brainstorming ideas to continue to improve the Zero-Week schedule based on survey results and comments from faculty, staff, and students. Several ideas being discussed include modifications to the orientation guides, publicity and brochure changes, and additional session topics. Session "tracks" that would encourage students to attend orientations based on their comfort level for college attendance was discussed. For example, students feeling like "a fish out of water" could be directed to Tuesday sessions while those who are more familiar with college processes would be directed toward Thursday sessions. This change would allow TC staff to meet learner needs on a more personal level.


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