



# Leopard Dreams

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## Strategy Institute Identifies Best Practices

Temple College is in its second year of Achieving the Dream; our first year was spent in planning and organization. Implementation of our four strategies for improving student success began in fall 2010. Faculty engagement in improving student success is the most important next step for TC. While many of the TC faculty are engaged and participating in our strategy groups, many seem to be waiting to be sure that student success isn't a flash-in-the-pan initiative that will be gone tomorrow and replaced with something else.

TC sent four representatives to the Achieving the Dream Strategy Institute this spring. Dr. Barron followed the "Faculty Engagement" focus area track at

the Strategy Institute. Sessions provided ideas on building collaboration across the college, professional development plans that have worked at other colleges, and contacts at these colleges to call on if needed for "experienced" advice.

Institutional Research Analyst, Rebecca Richter, concentrated on the Institutional Effectiveness track at the conference. These sessions demonstrated the various data sources available and how to use the data to support the institution's AtD initiatives. Best practices in presenting data to diverse audiences were also discussed.

As a developmental math instructor, many of the sessions Daniel Hermann attended involved strategies directed at

developmental mathematics. Interesting discussions centered around supplemental instruction, placement testing, and accelerated learning. Several ideas were presented, such as offering review sessions before new students take placement tests, in order to place more students into the most appropriate level of mathematics. This strategy could also be applied to reading and writing.

Division Director, Dr. Paul Foutz, focused his time at the conference on strategies to engage and retain students. Ideas presented included application deadlines, mandatory orientations, early interventions through high school and summer programs, and accelerated learning in developmental math.

### Strategy Team Leaders

#### Attendance Accountability

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#### Continuous Orientation

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#### Retention Alert

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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

The Peer Involvement Program (PIP) is underway for the Spring semester. As of February 10, 2011, 581 students have been offered the opportunity to participate in the PIP program. Of those 581 students, 218 elected to participate. This constitutes a 37.52% participation rate which is up from Fall 2010's rate of 28.6%. The increase in participation for the Spring is a positive result of some of the modifications that were made following the introduction of the PIP program to the students in the fall term.

### Continuous Orientations

The continuous orientation sessions are being offered for a second semester and continue to get very positive comments from both faculty and learners. After viewing the online presentation for the Financial Aid segment, one learner wrote, "I just viewed the FA orientation...I thought it was simply great! I would have liked to have seen something like that when I first started college. It's very informative and touches on all the key points...yet doesn't take all day to read." To build on the financial aid continuous orientation segment, the

Financial Aid department held their first just-in-time expanded information session the week after the continuous orientation session was presented in class. A total of 10 people were in attendance, 3 staff members, 4 students, and 3 parents.

Another very popular continuous orientation segment is Tutoring Services. One of the faculty members presenting the Tutoring Services segment 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

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## TEMPLE COLLEGE

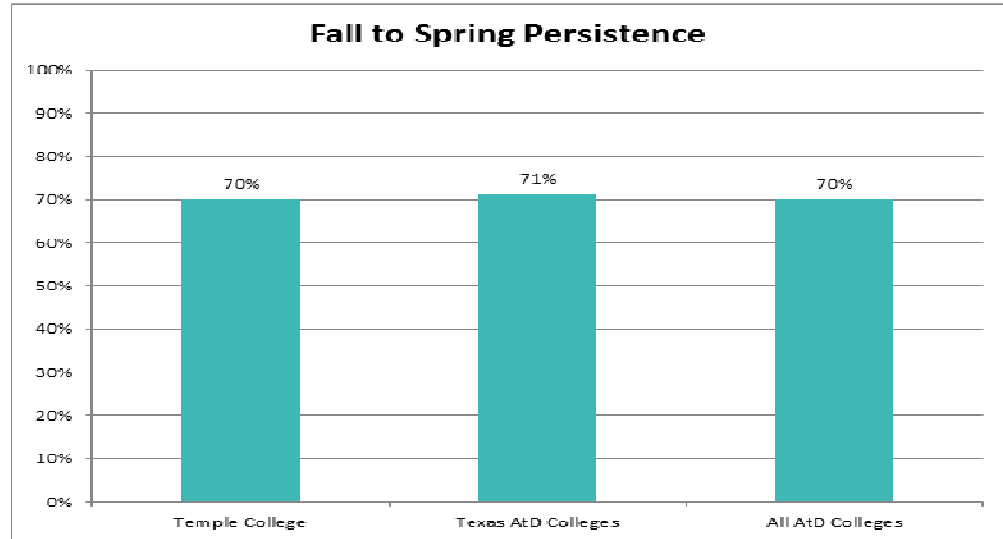
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## TC Persistence in Line with AtD Colleges



Student persistence, which is defined as enrollment in a subsequent academic term, is one measure of student success. Continuous student attendance is necessary to achieve successful completion. Persistence is an intermediate measure of success as students progress toward a degree or certificate. As shown in the chart, Temple College's Fall-to-Spring persistence rate is 70%, putting the college in line with other Texas Achieving the Dream schools as well as those throughout the nation.

## Strategy Team Updates

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talking about it, I passed out a flyer on the EAC. Several were glad to get the flyer, and one said he 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 COs are helpful."

### Retention Alert

Temple College's director of recruitment and retention reports that of the 869 cases reported in the fall semester, 662 were eligible to return (76%). Thus

begins the benchmarking process for the retention alert software by establishing baseline data. Ultimately, increased course retention and term-to-term retention of students is the goal. During the second year of the Achieving the Dream initiative, the strategy team will identify a cohort of students to follow in order to effectively assess the intervention.

At roughly the mid-point in this spring semester, 648 cases have been initiated. The retention director reports that the responses from the students have been positive. When contacted, the students are appreciative and usually take some type of corrective action: whether it is returning to class or making the decision to drop the class.



### Zero-Week

The Zero-Week strategy team has added several new members this semester and will have their first meeting on March 22, 2011, to begin work on fall Zero-Week. A focus will be placed on increasing student participation in Zero-Week orientations and activities.

  
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