



# TC

# Leopard Dreams

Volume I, Issue 9

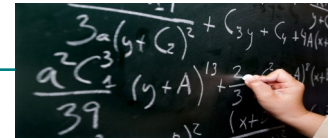
May 2011

## First-Year Initiatives Show Promise in Student Success

*Well begun is half done. — Aristotle*

Early results from Temple College's Achieving the Dream (AtD) interventions show that the college is having a positive impact on student success. Even though this is the first year for the interventions, the college is confident that, as the programs grow, student success rates will continue to climb.

All colleges participating in Achieving the Dream were required to submit an Annual Narrative Report by April 30, 2011. This issue of *Leopard Dreams* is a summary of the progress the college has made in its first-year AtD interventions.



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### Future Strategy Team

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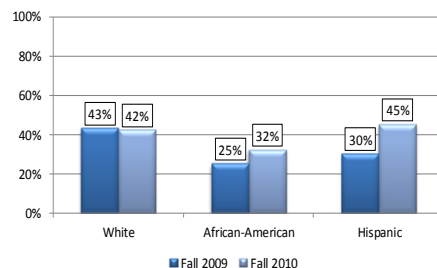
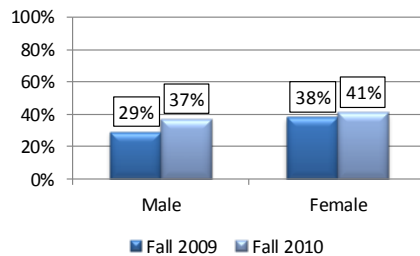
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## Intervention Summaries

### Attendance Accountability

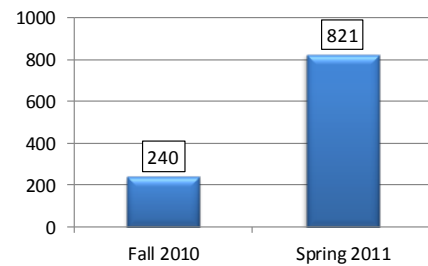
National research has shown repeatedly that attending class leads to higher grades. Temple College has an attendance policy requiring students to attend class, based on theories that indicate that such policies reduce absenteeism and improve performance. This concept formed the basis for the Attendance Accountability intervention, which was piloted this year with developmental math classes. Students in those classes were paired with "accountability partners" during the first week of class. Results were very positive, with Fall 2010 course completion rates over 5% higher than Fall 2009.



The highest successful completion rates were seen for male students (increased 8%), African-American students (increased 7%), and Hispanic students (increased 15%).

### Continuous Orientation

During the 2010-2011 academic year, nearly a thousand students have participated in a success intervention called Continuous Orientation.



In this intervention, faculty give one- to five-minute "infomercials" at the beginning of each class. The program began in the fall with 243 students in 17 developmental English sections and expanded to 821 students in 88 sections with additional courses added. On-line sections will be added in the future.

Fall to Spring retention rates in the first participating sections rose by 4% and Fall course completion rates increased by 2%. Students were surveyed to gauge their satisfaction with Continuous Orientation. In Fall 2010, students rated satisfaction at 3.96 on a 5.0 scale, indicating high satisfaction with the program.

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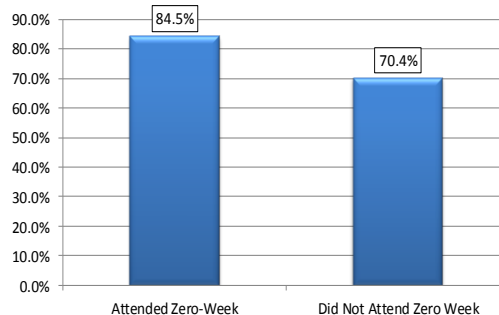
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## Intervention Summaries (continued)

### Zero-Week

The idea for Zero-Week came from surveys and student comments about unfamiliarity with TC campus and processes. To assist student acclimation to college, the week before classes begin has been designated Zero-Week, an intervention strategy to help students begin the semester fully prepared. During this week, students are invited to presentations about advising, developmental courses, support services, tutoring, health professions, TRiO, veteran's programs, etc. Since the first Zero-Week in Fall 2010, 620 students have attended Zero-Week activities, representing about one-quarter of all new TC students. Analysis of student data showed that 84.5% of Fall attendees returned to take classes in Spring 2011, versus 70.4% of Fall 2010 students who did not attend Zero-Week. Surveys also showed that students were highly satisfied with Zero-Week, rating the event at 4.5 (Fall semester) and 4.8 (Spring semester) on a 5-point scale. Data from surveys and analysis of attendance patterns are being used to improve Zero-Week for Fall 2011.



### AtD Accomplishments

Achieving the Dream has had many positive effects on Temple College. Among them are:

- ◆ **Committed leadership:** Temple College leadership, including the Board of Trustees, has embraced the use of AtD to improve student success. The President is a member of the Steering Committee and the Core Committee. Several Board members have attended AtD retreats. The concept of student success is also highly visible in the College's Strategic Plan.
- ◆ **Use of Evidence:** Strategy teams working on each of the interventions have a strong focus on collecting valid and reliable data for quality improvement and decision-making. This commitment is apparent by the increased number and frequency of data and survey requests to the Office of Institutional Effectiveness, Research, and Planning.
- ◆ **Broad Engagement:** Temple College has four strategy teams, as well as core and data teams. So far, there are 32 departments, both instructional and administrative, represented by those teams. These teams are expected to grow and change as the strategies' needs indicate.
- ◆ **Systemic Institutional Improvement:** Since joining AtD, the College has shifted focus from providing *student access* to enhancing *student success*. TC's mission and new strategic plan clearly focuses on student success. Commitment to systemic improvement is evident in the Institutional Effectiveness Plans which saw 23 instructional and administrative departments align improvement goals with the strategic goal of *Fostering Student Success*.

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