



# Leopard Dreams



## Temple College

### Strategy Team Leaders

#### Continuous Orientation

Paula Talley  
Diane Barnes

#### Retention Alert

Adrian Sora  
Jimmy Roberts

#### Zero-Week

Carey Rose  
Adrian Sora

#### Fast Track Courses

Paul Foutz  
Jimmy Roberts

#### Data Team

Rebecca Richter

#### Leopard Success Project

Paula Talley  
Daniel Hermann

#### QEP Coordinator

Lesha Smith



Volume 4, Issue 1

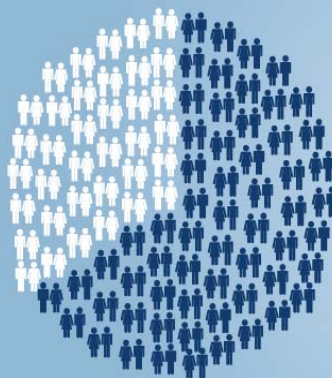
June 2013

## Texas Creates an On-line Comparison Tool about Colleges

Texas has been recognized nationally for having one of the most dynamic, comprehensive higher education accountability systems in the nation. The Texas Higher Education Coordinating Board (THECB) provides higher education data in a variety of formats to promote state policy discussions and decisions which are data-driven. The online accountability system was first launched in 2004 to support the work of institutional researchers and higher education policy analysts. In 2011, the THECB released the first edition of the Texas Public Higher Education Almanac designed to disseminate relevant institutional accountability data to public officials and higher education leaders throughout Texas.

The Texas Higher Education Coordinating Board (THECB) has launched Compare College TX (CompareCollegeTX.com) an online, interactive tool designed to make the most relevant data about public higher education in Texas available to everyone. The online comparison tool allows users to access and interact with information for every public university and community college across the state.

Did you know?



**65%** of jobs in 2020  
will require postsecondary  
education or training

Source: Georgetown University, Center on Education and the Workforce

Source: [www.comparecollegetx.com](http://www.comparecollegetx.com)

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## Texas Peer Coaching Institute, part 2

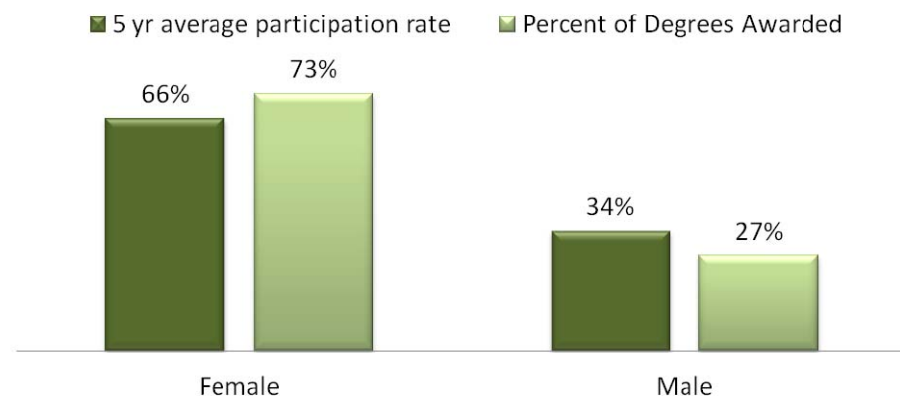
On November 25-27, 2012, as part of the requirements of the Achieving the Dream's Texas Peer Coaching Initiative (TPCI), representatives from Temple College (TC) met with representatives from our mentor (Leader) college, San Jacinto College. While there, members of the TC team were given tours of San Jacinto facilities highlighting some of the programs and learning environments for student success. Presentations were given by administrators, faculty, and students with time for questions and answers. Topics included How to Enhance Student Success in Developmental Education area and Using Student Mentors and Early Alert Systems to Retain Students.

On May 21, 2013, Temple College reciprocated by hosting a team for San Jacinto College. Paula Talley, director of Student Success, coordinated the visit and created a calendar of presentations by staff from both colleges. Presentations by TC staff included Continuous Orientations—Craig Collins, ABE transitions—Patrick Finnegan, Overview of TC Achieving the Dream initiatives—Jimmy Roberts, Zero Week—Carey Rose and Adrian Sora, and New Mathways Project—Paula Talley.

## Graduation Gender Gap

As part of the Achieving the Dream Annual Reflection, Temple College reported data related to the five success measures. Measure 5: Completion of Certificates or Degrees revealed a persistent gap in graduation between male and female students.

Temple College  
Graduation by Gender 2012





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# Leopard Dreams

Volume 4, Issue 2

July/August 2013

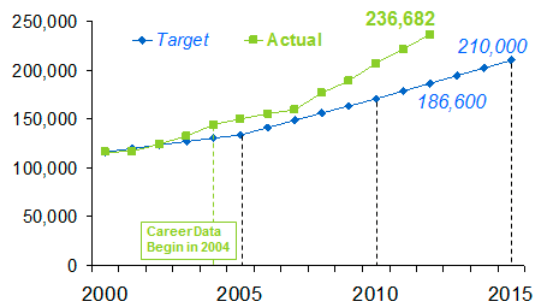
## Texas Higher Education Coordinating Board Releases Spring 2013 Closing the Gaps Report

Closing the Gaps by 2015 was adopted in October 2000 by the Texas Higher Education Coordinating Board (THECB) with strong support from the state's educational, business and political communities. The plan is directed at closing educational gaps in Texas as well as between Texas and other states. It has four goals: to close the gaps in student participation, student success, excellence and research.

In June 2013, THECB released the Closing the Gaps Spring 2013 Progress Report. The progress summary of the report included the following statements which align with the Achieving the Dream success goal of students attaining a degree or certificate and the principle of equity.

- Texas has surpassed the 2015 success goal: public, independent, and career institutions awarded 236,682 Bachelor's degrees, Associate Degrees, and Certificates in FY 2012
- Hispanic and African American students appear to be on track for reaching their final targets. Hispanics earned nearly 5,500 more Bachelor's degrees, Associate Degrees, and Certificates in FY 2012 than in the previous year, their third record-breaking increase in a row. African Americans also had their biggest annual increase: nearly 2,000 more awards than in FY 2011.
- Associate's degrees rose above the 2015 target three years early by having their second-best increase (more than 6,000 additional awards) since 2000. Hispanic students had the largest and fastest annual gain in these awards among the three major racial/ethnic groups.

Bachelor's and Associate's Degrees and Certificates  
Awarded by Public, Independent and Career Institutions



The annual Closing the Gaps Progress Reports are available from the Texas Higher Education Coordinating Board website at <http://www.theccb.state.tx.us>.

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## Achieving the Dream Coaches Make Summer Visit

On July 8 and 9, 2013, Temple College was visited by our Achieving the Dream (ATD) coaches, Charlotte Biggerstaff and Linda Hagedorn. The ATD coaches spent a day and a half visiting with staff and asking questions about our ATD work for the past year. Topics of discussion included progress and challenges with our initial interventions such as Zero Week and Continuous Orientations, status of scaling-up efforts of effective interventions, and development of the new interventions of fast-track developmental sections and the New Mathways Project. Other discussions centered on policy changes designed to improve student success, equity issues, and student advising. The coaches were impressed by the progress we have made and commended us on institutionalizing Zero Week and Continuous Orientations. They also took note of the success we have had with the fast-track developmental classes. The coaches suggested that we propose a workshop on the fast-track intervention for the next DREAM conference.

For next steps, Dr. Biggerstaff recommended that we expand our initial discussions on equity issues and embrace the goal of an equity agenda in keeping with the principles of Achieving the Dream. Within the context of scalability, Dr. Hagedorn cautioned us as a Leader College not to put too much emphasis on small initiatives, but rather continue our focus on broad-based initiatives.

## *Pathways to Improvement—A New “Must Read” Identified by Achieving the Dream*

The Carnegie Foundation for the Advancement of Teaching has issued a new report on productive persistence, *Pathways to Improvement: Using Psychological Strategies to Help College Students Master Developmental Math*. The Carnegie instructional model addresses not just the structural and curricular problems of traditional developmental math courses, but also the substantial socio-emotional and psychological hurdles many students face. The courses are designed to challenge certain beliefs that many developmental math students share: that they are not “math people,” that “people like me don’t belong here,” and that the class is really not about or for them.

Drawing on a research base developed over many years in education, Carnegie is testing a set of strategies to help students persist and succeed academically. This kind of persistence, what the researchers and faculty who developed the Pathways call “productive persistence,” is a key driver of Quantway™ and Statway™. Broadly defined, productive persistence is the package of skills and tenacity that students need to succeed in an academic setting. These interventions and others, as well as the story of how Carnegie developed this new program of work addressing the alarming failure rates of students in developmental mathematics, are covered in this report.

Source URL: <http://www.carnegiefoundation.org/spotlight/productive-persistence-pathways-improvement>





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Volume 4, Issue 3

September 2013

## Students with Credentials Fare Better as Transfers from Community Colleges

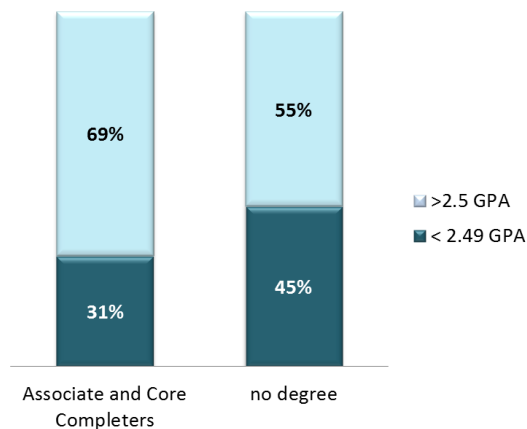
A recent article in the Chronicle of Higher Education reported on the results of a study from the National Student Clearinghouse Research Center (NSCRC) that found that students who transfer from community colleges to four-year institutions having already earned either a certificate or an associate degree are more likely to complete a 4-year degree. This was especially true for students who transferred directly to the university without taking time off. The study compared the six-year outcomes of students who started at two-year colleges and transferred to four-year institutions during the 2005-6 academic year. Results from the study showed that nationally 72% of students who completed a certificate or degree prior to transfer earned B.A.'s, compared with 56 percent of students who had moved on without a credential.

Temple College researchers utilizing a different success indicator, the Academic Performance of 2-Year College Transfer Students at Texas Public Universities, compared the first-year grade point averages between two subgroups. Results from the latest report published by the Texas Higher Education Coordinating Board indicated that 69% of TC students who transferred to a public Texas university with an associate degree or having completed the core curriculum had a first-year GPA above 2.5, compared to 55% of students transferring without a degree. This report and the NSCRC study help substantiate the importance of students completing a credential before transferring.

On September 23-24, a team from Temple College will be attending the Texas Completion Summit that will focus on increasing student success and completion.

Academic Performance of  
Temple College Transfer Students  
at Texas Public Universities

2011 Report



Sources: Mangan, Katherine, The Chronicle of Higher Education, August 6, 2013

Texas Higher Education Coordinating Board, Academic Performance of 2-year College Transfer Students at Texas Public Universities



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## 2013 Annual Reflection Feedback Report

Temple College received a feedback report on its 2013 Annual Reflection from Achieving the Dream. The report commended the college for “deepening commitment to student success goals” through broad scaling of early interventions and through the “alignment of student success work with other key initiatives and the budget.” They also commented on “well-aligned policy modifications with research to strengthen supports for students.” The review team was encouraged by progress toward implementing the Achieving the Dream model through *Committed Leadership* through the commitment of the Board and senior administrators; *Broad Engagement* through the faculty and staff engagement in the two interventions of Zero Week and continuous orientation; *Systemic Institutional Improvement* through incorporation of ATD student success principles into the way the college does business; and *Equity* through the creation of focus groups with men of color.

The team encouraged us to look more closely at: 1) *Use of Evidence to Improve Policies, Programs, and Services* by expanding the institutional research capacity through prioritization of research projects and training sessions for the data team, 2) *Broad Engagement* by continuing to identify strategies for engaging student voices and by encouraging students to attend the focus groups with the president and administrators, and 3) *Equity* by implementing an equity agenda.

Temple College staff has begun addressing the suggestions of the review team through the planning of a research agenda for the data team and through the formation of a diversity committee to study equity issues at the college.

The full feedback report is available on the Temple College Achieving the Dream website under Resources.

## Zero Week Participation Continues to Grow

Based on preregistration numbers, participation in Zero Week activities grew by 106% from Fall 2012 and Fall 2013. Enrollment services staff scheduled 37 sections for students to attend, including 8 new-student orientations.



## Did You Know?

Increase in annual postsecondary credentials earned compared to levels in 2000

↑  
  
**69%**  
Texas Average

↑  
  
**149%**  
Hispanic

↑  
  
**92%**  
African-American

From Compare  
College Texas

Achieving  
the Dream™  
Community Colleges Count



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# Leopard Dreams

Volume 4, Issue 4

October 2013

## Temple College Staff Participates in Texas Completion Summit

On September 23-24, 2013, Amy Flinn (Director, Advising), Susan Guzman-Trevino (Division Director, Liberal Arts), Paul Foutz (Division Director, Mathematics, Sciences and Physical Education), and Jimmy Roberts (AVP, Community Initiatives and Special Programs) participated in the first ever Texas Completes Summit. The Summit was attended by representatives from 36 community colleges and two universities along with the partnering agencies, Texas Association of Community Colleges, Educate Texas, and Texas Completes. The two-day summit included national speakers and panel discussions led by experts focused on increasing student success and completion.

Texas Completes is a consortium of five college systems (Alamo Colleges, Dallas County Community College District, El Paso Community College, Lone Star College System and South Texas College) that share a common vision for deep student success reform. The consortium identified three priority change areas for collaborative work for the colleges and districts:

- revising the curriculum to swiftly get students into programs of study, streamline time to degree, and facilitate transfer to four-year institutions
- creating a comprehensive student advising and management system that ensures students a strong start and consistent feedback along each step of their way through college
- restructuring developmental education to reduce time spent in pre-collegiate coursework by having each institution implement large-scale reforms and tracking the impact of specific practices across institutions and various approaches.

The purpose of the summit was to introduce the initial work of the consortium and to encourage eventual participation by all Texas community college districts.

**Texas completion rates have dropped to well below the national average. Out of the fifty states, Texas is ranked 45th in attainment of associate's degrees (42nd in residents aged 25-35 with an associate's degree or higher). Just 22 percent of first-time, full-time students in community colleges graduate in three years.**

*from [www.texascompletes.com](http://www.texascompletes.com)*

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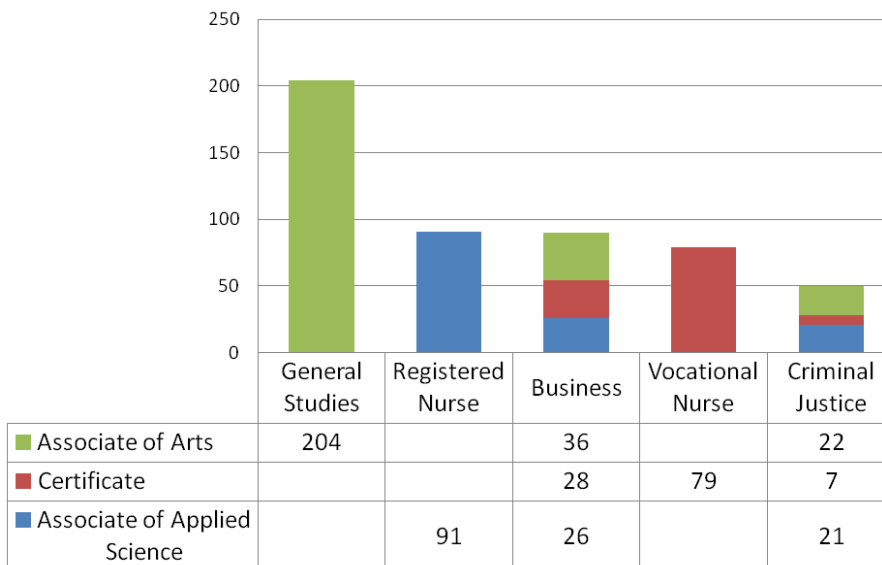
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## Temple College Top Degrees by Discipline 2011-2012



## Texas Peer Coaching Initiative Follow-up

Amy Flinn (Director, Advising), Susan Guzman-Trevino (Division Director, Liberal Arts), Paul Foutz (Division Director, Mathematics, Sciences and Physical Education), Paula Talley (Division Director, Student Success), and Jimmy Roberts (AVP, Community Initiatives and Special Programs) attended the Achieving the Dream Texas Peer Coaching (TCPI) Meeting on September 25, 2013. Paula Talley assisted the ATD staff by facilitating one of the work groups.

The purposes of the meeting, which was held at Lone Star College in the Woodlands, were to reflect on the TPCI project and the value of college-to-college peer coaching in the student success movement, identify common challenges and lessons learned about college-to-college peer coaching, and to identify and discuss key elements of an Achieving the Dream Peer Coaching Model. The Achieving the Dream staff shared initial findings with the participants from an end-of-project survey. Included in the presentation of results were the two highest rated benefits—the development of valuable relationships and the enhanced ability to address an important student success issue. Temple College partnered with San Jacinto College as part of the initiative during the 2012-2013 school year.

## Did you know? Community colleges educate and train



of all  
registered  
nurses



of all  
first  
responders

From [www.txsuccess.com](http://www.txsuccess.com)





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# Leopard Dreams

Volume 4, Issue 5

November 2013

## Equity Agenda

*From the Achieving the Dream Web Site*

Equity is the 5th principle of the Achieving the Dream Student-Centered Model of Institutional Improvement. Participating institutions commit to eliminating achievement gaps among student groups, including students of color and low income students while improving outcomes for all students. When an achievement gap exists, institutions engage faculty, staff, and administration in developing and implementing strategic changes that ensure pedagogy and services are tailored to students' unique needs. Colleges establish an educational environment where all students have the best opportunities to succeed. A commitment to equity ensures that institutions focus on achieving high rates of success and completion for all students, especially those who have traditionally faced the most significant barriers to achievement.

In keeping with the Equity principle of Achieving the Dream, the newly formed Equity Committee of Temple College met on November 29 to begin a study of equity principles and how they apply to the student success agenda. The committee began with a definition of equity in higher education as proffered by Thomas Bailey and Vanessa Smith Morest in *Defending the Community College Equity Agenda*. The authors identified three components making up the overall equity outcomes for higher education—preparation, access, and college success. The team discussed the committee's purpose, potential processes for the work, and eventual deliverables. The greater part of the time was spent on the access component by reviewing ten years of enrollment data disaggregated by various characteristics such as type of major, ethnicity, gender, age, and socio-economic status. After the presentation, the committee suggested other forms of diversity that may be explored as well as additional data resources. The next step will be to look at potential measures for equity in student success.

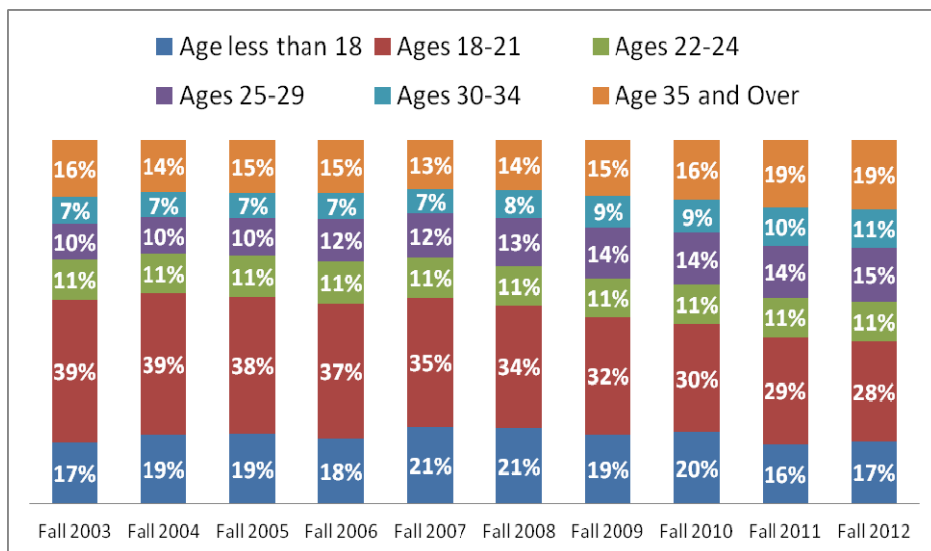
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## Temple College: Age Diversity



## DREAM 2014

Temple College's DREAM 2014 proposal titled *Fast Track Developmental Courses: Results from 8-week intensive developmental coursework* has been accepted. The presentation will be made in Orlando on either Tuesday, February 25th or Wednesday, February 26th. The presenters from Temple College will be Dr. Paul Foutz; Mathematics, Science, and PE Division Director; and Dr. Jimmy Roberts; AVP Community Initiatives and Special Programs. President Barron and Paula Talley, Student Success Division Director, will be assisting staff from the Dana Center in a pre-institute workshop on *Implementing Sustainable Change: The New Mathways Project*.

DREAM is the annual convening of the Achieving the Dream National Reform Network – the nation's most comprehensive non-governmental reform network for student success in higher education history. DREAM, which stands for Data, Reform, Equity, Achievement, Movement, provides participants with the opportunity to deepen their understanding of evidence-based policies and practices that close achievement gaps and increase student success all while broadening their influence in the national student success movement.

### Did you know?

TEXASgenuine Assessment is a career guidance tool that allows students to respond to questions and identify their top three Career Clusters™ of interest based on their responses. The tool can be found at [texasgenuine.org](http://texasgenuine.org).

Click on Find Your Future.





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# Leopard Dreams

Volume 4, Issue 6

Dec/January 2014

## Achieving the Dream Making Greater Connections

*From the Achieving the Dream website*

The Achieving the Dream Interventions Showcase is a newly-created online, sortable database that contains detailed information on Achieving the Dream Colleges' student success interventions that are being implemented across the nation. The Showcase represents nearly 500 interventions from more than 100 community colleges throughout 26 states.

It allows users to:

- Learn from innovative strategies being implemented at other community colleges
- Identify student success trends
- Connect with peers to learn from one another and exchange ideas, challenges, and findings
- Investigate specific interests and find resources

The Achieving the Dream Interventions Showcase provides the platform for users to easily identify community colleges that are implementing targeted strategies to address specific student success challenges. This platform provides the opportunity to connect with and learn from colleges within the Achieving the Dream National Reform Network.



To begin exploring the Achieving the Dream Interventions Showcase, visit [www.achievingthedream.org/interventions](http://www.achievingthedream.org/interventions).

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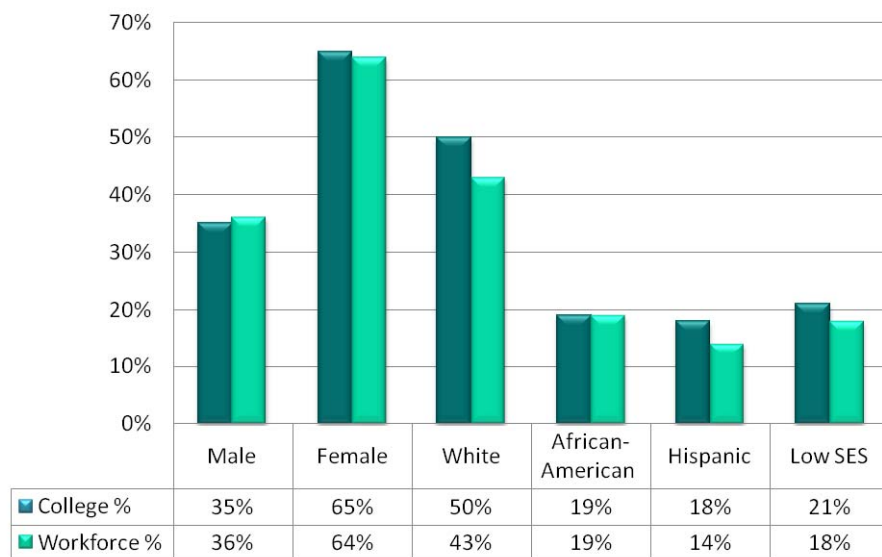
**Achieving  
the Dream™**  
Community Colleges Count

## The Equity Agenda and Career and Technology Education: A Quantitative Measure

Access to educational programs is an important part of any equity agenda in a community college. Specific programs should not only be accessible to students regardless of gender, ethnicity, or economic status, but colleges must also ensure that some programs do not become the default programs for aggressive “counseling” for certain students. One quantitative measure used by the Texas Higher Education Coordinating Board as an indicator to monitor and prevent such occurrences is the comparison of workforce education and overall college enrollment by gender, ethnicity and special populations. The rationale behind the measurements is that the characteristics of students in career and technology majors should be roughly proportional to the college’s overall demographic makeup.

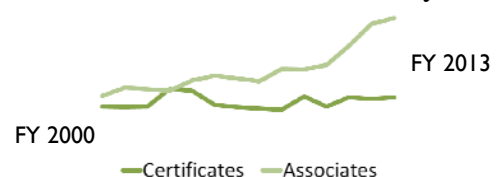
The figure below shows the comparison for Temple College for the 2011-2012 academic year.

**Annual Enrollment Proportions  
by Type and Category**



## Total Number of Awards Conferred Continues Upward

The number of associate degrees and certificates awarded by Temple College annually continues to grow with a record number of 735. In the 2013 academic year, 536 associate degrees were awarded compared to 512 in 2012. Certificates accounted for 199 of the total awards in 2013 compared with 192 the previous year.





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Volume 4, Issue 7

February 2014

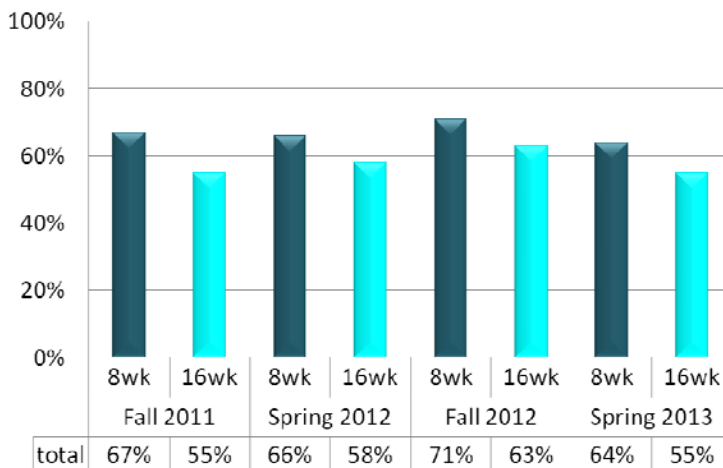
## Fast-Track Developmental Sections to be Featured at D.R.E.A.M Conference

The Temple College's fast-track developmental sections will be the topic of a concurrent session at Achieving the Dream's 2014 Annual Institute on Student Success to be held in Florida. More than 1600 participants will attend this year's conference. Institute attendees will share lessons from and reflect on experiences with Achieving the Dream; increase capacity for data analysis, program evaluation, and student-centered, data-informed decision-making; and expand their understanding about ways to increase student success.

Fast-tracked developmental courses are sections of sequenced developmental courses that are taught during two 8-week sessions for four days a week instead of the more traditional 16-week, 2-day a week course. The benefit to the student is the ability to progress through the developmental courses and into credit college courses in a shorter time frame.

The requirements for selection for a concurrent session included providing at least four consecutive semesters of evidence of success. The chart below was included in the session proposal. The chart illustrates an average higher success rate of 9 percentage points for the 8-week sections compared to the 16-week sections. The successes held true for each major ethnic category.

**Fast-Track Success**





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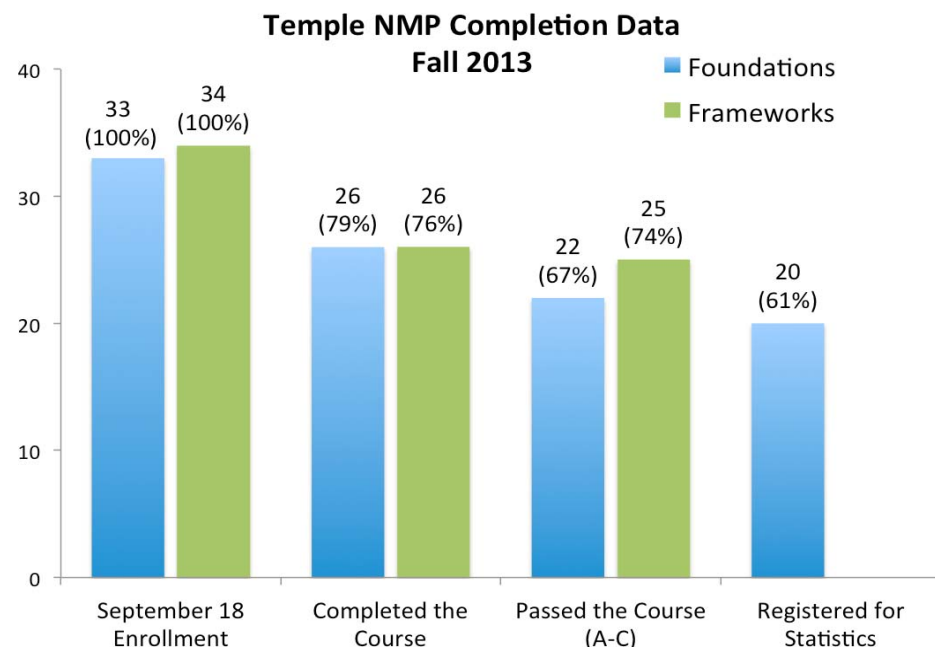


## New Mathways Project: Sharing Promising Practices

The New Mathways Project is a statewide approach to reforming mathematics developmental education based on four principles to help students more quickly learn and earn college-level credits in rigorous mathematics. As a co-development partner, Temple College has participated in the development and first implementation of the materials and services.

This year the co-development partner colleges will serve as mentors to one or two active learning sites, institutions that are preparing to implement the NMP in Fall 2014. Colleges were paired based on feedback the Dana Center received from the co-development partners, active learning sites, and the Texas Association of Community Colleges. Temple College has been paired with McLennan Community College and will have an initial meeting on February 14, 2014 at Temple College. The responsibilities of mentor colleges include sharing evidence-based; student-achievement strategies with active-learning sites, sharing experiences implementing the NMP, hosting a site visit with the assigned college, maintaining and facilitating regularly scheduled communications with assigned colleges for one academic year, and providing the Dana Center NMP team with suggestions for enhanced college mentoring/coaching relationships.

Faculty and staff members from Temple College also will assist Dana Center staff in a pre-conference workshop and a concurrent session at the DREAM Institute in Florida on February 24-27, 2014.





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# Leopard Dreams

Volume 4, Issue 8

March/April 2014

## Labor Market Information and Student Success

Recently, many higher education support organizations have been promoting the use of labor market information to improve the success of community college students. This idea is certainly not new for community college technical programs. For many years, the career and technology programs have reported information about job outcomes to state and federal agencies as well as to discipline specific accrediting bodies. However, colleges have often been hampered in this work due to insufficient regional and state labor market information and the limits associated with graduate self-reporting.

Fortunately for us, the state of Texas has been a leader in providing regional and state labor market information as well as providing colleges with employment outcomes through a partnership with the Texas Workforce Commission. Available program outcome information from the Texas Higher Education Coordinating Board (THECB) includes the Automated Student and Adult Learner Follow-Up System, the Exit Cohort Report, and the Program Performance Review. Regional and state labor market is available from the Texas Workforce Commission (TWC) in the form of the Standardized Occupational Components for Research and Analysis of Trends in Employment System, better known as SOCRATES.

However, having information and using that information to address college curricular and program decisions are separate issues. In order to help bridge that gap, Achieving the Dream has recommended as a “must read” *A Guide for College Access to and Use of Labor Market Data*. Published and released by the Aspen Institute College Excellence Program, the guide provides a rationale for colleges to use labor market information in the decision making process and provides examples of approaches from some high-performing community colleges for using the information. (Continued on page 2)



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academic/AtD/AtD.htm](http://www.templejc.edu/academic/AtD/AtD.htm)

## Labor Market (continued)

Below is a list of some of the ways that community colleges are using both graduate employment outcomes and labor market research in the program decisions that support student success.

- developing programs tailored to specific job opportunities
- right-sizing existing programs
- improving program quality
- closing programs with low returns
- helping undecided students choose
- outreach to potential students
- advocating for the value of community colleges to policy-makers and students.

For a copy of the guide, visit the Achieving the Dream website and look under resources for Must-Reads.

### Resources:

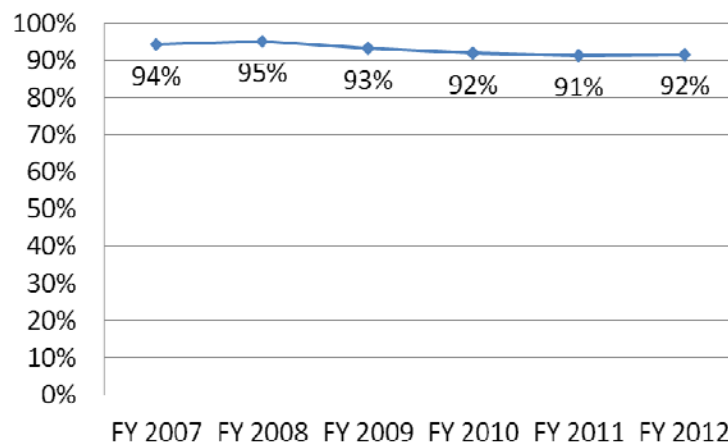
Existing Program Performance Review can be found at <http://www.txhighereddata.org>.

The Automated Student and Adult Learner Follow-Up System and the Exit Cohort Report can be found at the same website under Student Follow-up

SOCRATES can be found at <http://socrates.cdr.state.tx.us>

Statewide Training Inventory [http://www.texasindustryprofiles.com/  
apps/STI/School\\_Search.asp](http://www.texasindustryprofiles.com/apps/STI/School_Search.asp)

**Temple College Technical Graduates  
Employed and/or Enrolled in Additional Education**





# Leopard Dreams



## Temple College

### Strategy Team Leaders

**Continuous Orientation**  
Paula Talley

**Retention Alert**  
Adrian Sora  
Jimmy Roberts

**Zero-Week**  
Carey Rose  
Adrian Sora

**Fast Track Courses**  
Paul Foutz  
Jimmy Roberts

**Data Team**  
Rebecca Richter

**Leopard Success Project**  
Paula Talley  
Daniel Hermann

**QEP Coordinator**  
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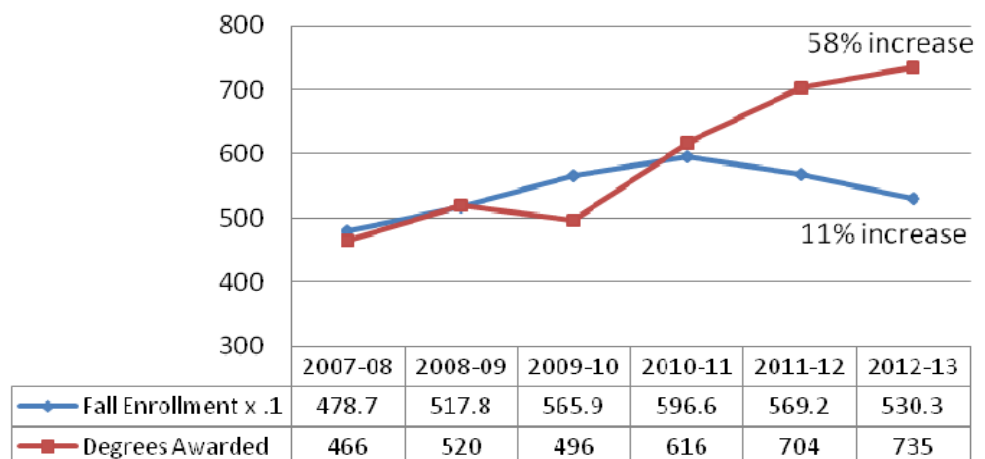
May 2014

## Celebrating Student Success

By the time you read this, Temple College commencements have come and gone. I predicted inspiring occasions. I have very little expectation of being corrected because commencements are always inspiring. Speaking of inspiration, the graduation season has inspired me to do a little data mining with graduation statistics. Since one of the stated goals of Achieving the Dream is to increase the number of degrees and certificates awarded to students, this newsletter has often reported on the increasing numbers awarded by Temple College. However, we also saw large enrollment increases at the same time. There were enrollment increases through the first decade of the century with slight decreases since 2010, but with a 57% increase in enrollment since 2000. To put the increase in degrees and certificates awarded in context, the rates of increase of awards was compared to the enrollment increases.

During the same period that saw a 57% increase in enrollment, there was an 85% corresponding increase in awards. The number of awards continued to increase even as enrollment dropped. The chart below shows the relationship between fall enrollment and number of degrees and certificates awarded for the last six years.

**Temple College  
Degrees Awarded**



Source: Texas Higher Education Coordinating Board Accountability System Interactive Access to Data

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## Traditional Students—Not so Typical

With the recent release of the High School to College report from the Texas PK-16 Public Education Information Resource (TPEIR), a joint effort between the Texas Higher Education Coordinating Board and Texas Education Agency, and as part of our diversity study, I compiled some information on where our students originated. There have been recent discussions concerning what was once considered the “traditional” college student no longer being typical. In the past, and sometimes still in our mythology, a “typical” college student entered a post-secondary institution straight from high school and attended full time. That may have never been true for community colleges and it is increasingly not true for universities.

For students new to Temple College, 66% have never attended any college after high school and 34% have transferred from another institution. Of the students who are first-time-in-college, only about 66% enrolled directly from high school with another 12% enrolling within five years. Of the first-time-in-college students, 22% delayed 6 years or longer before enrolling in college.

Of the students who enrolled directly from high school, 58% were full time students. Additional analysis reveals that about 38% of the FTIC students were full time. For all first-time-at-Temple College students, only about 25% enrolled directly from high school and were full time students. Another way of saying this is that only 25% of students who enrolled in Temple College for the first time were “typical” college students.

Where do first-time-in-college students come from? The majority (59%) graduated from a Texas public or private school, another 34% came here from one of 139 colleges and universities from various states and foreign countries, and 5% came from an out-of-state or a foreign high school.

## First Fall Semester at TC after Graduation

