



Leopard Dreams



Volume 7, Issue 1

June 2016

Temple College

Strategy Team Leaders

Continuous Orientation
Paula Talley

Retention Alert
Adrian Sora
Jimmy Roberts

Zero-Week
Carey Rose
Adrian Sora

Fast Track Courses
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Data Team
Rebecca Richter

Leopard Success Project
Paula Talley

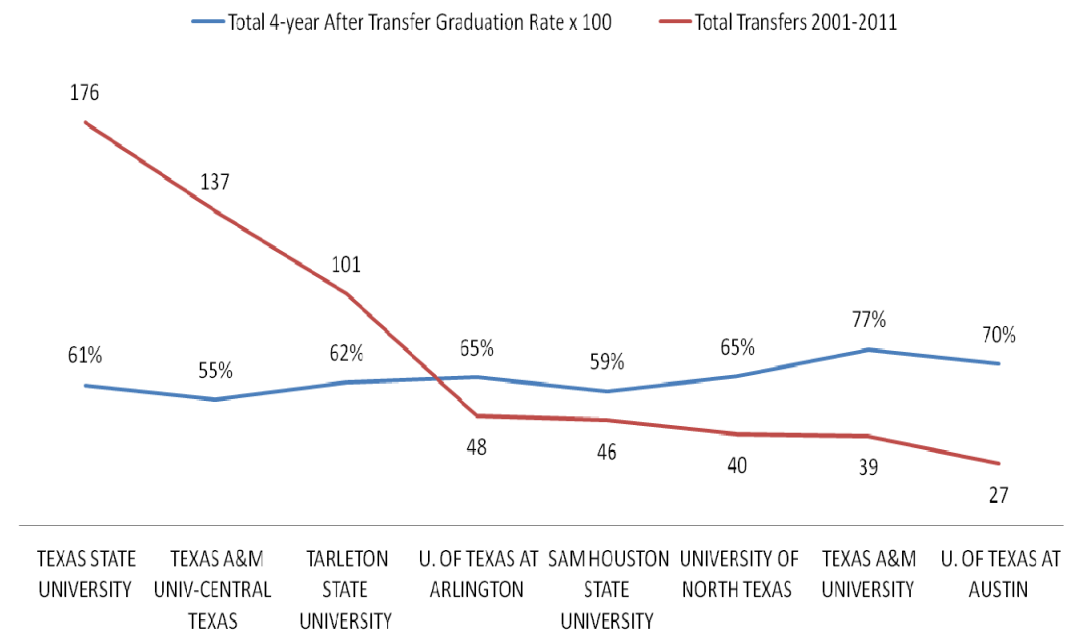
QEP Coordinator
Leshia Smith



Graduation Rates of Temple College Transfer Students

The Texas Higher Education Coordinating Board collects information on the academic performance and graduation rates of students who transfer at least 30 hours from a public 2-year community college to a public 4-year university. The report, which is available by institution, follows the transfer students for four years after they have transferred to a public university. The chart below shows a four-year average for students transferring from Temple College. The chart shows the top eight universities to which Temple College students transfer with 30 or more hours. The overall graduation rates are very close to the statewide average with two years being slightly above the statewide average and two years being slightly below the statewide average. The graduation rates for these students are affected by several variables including the criteria for transfer and whether the student is full or part-time. The Temple College Advising Department along with instructional department heads are working hard to improve these results for our students. The college has created academic maps for each academic program of study. The maps were based on research into the degree requirements of the top 12 universities where Temple College students transfer. The maps also include advising notes which include action items for students to do each semester.

Temple College Transfer Graduation Rates



Source: <http://www.txhighereddata.org/>

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Updated TSI Measures

The Texas Higher Education Coordinating Board has recently released the most recent Developmental Education Accountability Measures Data. One measure of the report includes the percentage of students meeting Texas Success Initiative obligations within the school year. The fall cohorts for Temple College are represented in the chart below.

	FA2010	FA2011	FA2012	FA2013	FA2014	
TC Math	28%	32%	45%	46%	44%	
Statewide Math	24%	18%	23%	21%	26%	
TC Reading	36%	32%	64%	60%	56%	
Statewide Reading	46%	43%	48%	49%	46%	
TC Writing	26%	37%	60%	63%	56%	
Statewide Writing	34%	40%	39%	43%	42%	

Achieving the Dream Equity Statement

Community colleges are an indispensable asset in our nation's efforts to ensure and preserve access to higher education and success for all students, particularly students of color, low-income students, and other historically underrepresented student populations¹. However, student access and success in higher education continue to be impacted by the effects of structural racism and systemic poverty. Achievement gaps among student groups reflect structural inequities that are often the result of historic and systemic social injustices. These inequities typically manifest themselves as the unintended or indirect consequences of unexamined institutional or social policies.

Achieving the Dream believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Achieving the Dream also believes higher education institutions have an obligation to work toward equity for their students. Equity is grounded in the principle of fairness. In higher education, equity refers to ensuring that each student receives what they need to be successful through the intentional design of the college experience.

Achieving the Dream expects colleges to dismantle the barriers facing underserved students. Colleges must routinely scrutinize structural barriers to equity and invest in equity-minded policies, practices, and behaviors that lead to success for all students.

The Next DREAM Conference

February 21, 2017
Hilton San Francisco Union Square,
San Francisco, CA



Leopard Dreams



Volume 7, Issue 2

July/August 2016

Temple College Selected to Participate in New Student Success Initiative

Temple College

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Temple College is one of 12 community colleges in Texas that have been selected to participate in a new student success initiative called the Texas Pathways Project.

The initiative is designed to ensure that students attending community colleges either graduate with a credential or transfer to a four-year institution. It is sponsored by the Texas Success Center and is modeled after a national initiative with the same name that is sponsored by the American Association of Community Colleges and funded by the Bill & Melinda Gates Foundation.

Colleges participating in the Texas Pathways Project will commit to implementing what are known as guided student pathways. This may involve redesigning everything from curriculum and instruction to advising, class scheduling, orientation and registration. Students will be offered additional support and guidance as they navigate their pathways.

Colleges participating in the project will participate in biannual institutes and will be assigned a Texas Pathways Coach. Full implementation of the project is expected to take four to five years.

“Joining the Texas Pathways Project is the right step for Temple College and especially for our students,” said President Dr. Glenda O. Barron. “Providing students with concentrated pathways, coupled with strong support services, will enable them to complete their certificates and degrees, as well as successfully transfer to four-year institutions.”

Barron noted that Temple College already has very clear pathways for students who are interested in health professions. The challenge is to develop similar pathways for students interested in other fields. In May, Barron met with academic and student support services leadership to generate faculty and staff support for the new initiative. Faculty members later voted overwhelmingly to support the project.

The Texas Pathways Project received seed funding from the Greater Texas Foundation, which is based in Bryan. Other colleges chosen to participate in the first round of the project are Amarillo College, Austin Community College, Brazosport College, Dallas County Community College District, Grayson College, Houston Community College System, Lone Star College District, McLennan Community College, Midland College, South Texas College and Southwest Texas Junior College.

To be selected for the project, colleges had to demonstrate that they are committed to substantial redesign of their academic and student service programs and have already laid the groundwork for long-term reform. Applicants also had to document strong partnerships with local school districts and transfer institutions.

Barron said the Texas Pathways Project fits perfectly with several initiatives that are already under way at Temple College, including the New Mathways project, which is designed to make sure students take math courses that best match their intended career choice.

Barron said she hopes Temple College will serve as a model for other community colleges that have yet to participate in the Texas Pathways Project.

—Ellen Davis



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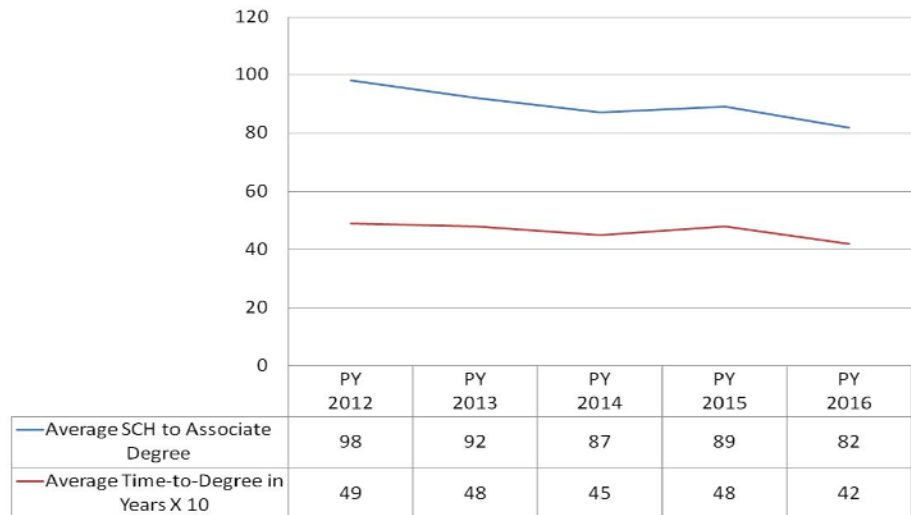
<http://www.templejc.edu/academic/AtD/AtD.htm>

Latest Reports from TxHigherEdData.org

TxHigherEdData.org is Texas' primary source for statistics on higher education. Two recent reports released by Texas Higher Education Data are the *Closing the Gaps by 2015 Final Progress Report* and the *2016 Texas Public Higher Education Almanac*. The final progress report evaluates how far higher education in Texas has come since the *Closing the Gaps by 2015* plan began in 2000 measuring the areas of participation, success, excellence, and research. The report contains aggregated data for public universities and community colleges in Texas. You may access the final progress report by going to <http://www.txhighereddata.org> and looking under Latest News on the left-hand column. The *Closing the Gaps by 2015* plan is being replaced by the *Texas Higher Education Strategic Plan—60X30TX*.

The *2016 Texas Public Higher Education Almanac* contains both aggregated data for all public universities and community colleges and individual data sets for each school. The 2016 almanac and previous years' almanacs can also be accessed at txhighereddata.org. Most of the data points for Temple College remained near the same for 2015 and 2016. One change of interest is the completions measures of average time-to-degree in years and the average number of SCH toward a degree. When this metric was introduced in the 2012 almanac, Temple College students averaged 4.9 years-to-degree with an average of 98 SCH taken. The 2016 almanac reports Temple College students taking an average of 4.2 years-to-degree with an average of 82 semester credit hours taken. Caveats to the measures are that hours transferred-in and time at other colleges are included in the calculations.

Temple College Higher Education Almanac Completion Measures



The Next DREAM Conference

February 21, 2017
Hilton San Francisco
Union Square,
San Francisco, CA





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Volume 7, Issue 3

September 2016

Survey of Entering Student Engagement

This September, Temple College will be participating in the Survey of Entering Student Engagement (*SENSE*) for the first time. Developed by the University of Texas's Center for Community College Student Engagement, *SENSE* is a companion survey to the Community College Survey of Student Engagement—*CCSSE*. Temple College has participated in *CCSSE* since spring of 2007 and has participated every odd-numbered spring semester since that time. *CCSSE* is administered to students enrolled in a random selection of courses intending to reach all types of students while *SENSE* focuses on entering students. Results from the past administrations of *CCSSE* can be found on the college's Institutional Effectiveness, Research, and Planning webpage.

The following excerpts about *SENSE*, are found on ccsse.org:

As community and technical colleges focus on improving student outcomes, they need a way to systematically understand the earliest experiences of their students. *SENSE* provides this information. Developed by national experts in the field of community and technical college research and practice, *SENSE* is designed to provide a clear picture of both student behaviors in the earliest weeks of college and the institutional practices that affect students during this critical time.

SENSE helps community and technical colleges focus on the “front door” of the college experience. Grounded in research about what works in retaining and supporting entering students, *SENSE* collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. These data can help colleges understand students' critical early experiences and improve institutional practices that affect student success in the first college year.

SENSE is administered during the fourth and fifth weeks of the fall academic term to students in courses randomly selected from those most likely to enroll entering students. Students respond to the survey in class, and member colleges receive survey reports including data and analysis they can use to improve their programs and services for entering students. Specifically, *SENSE* data should be useful in improving course completion rates and the rate at which students persist beyond the first term of enrollment.

Temple College

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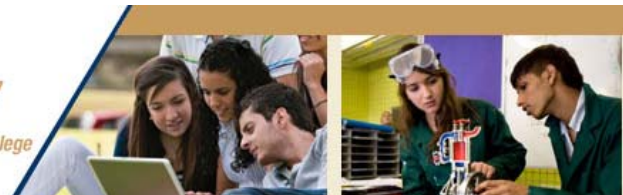
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Data Snapshot: Latest Student Follow-Up Reports Released by the Texas Higher Education Coordinating Board

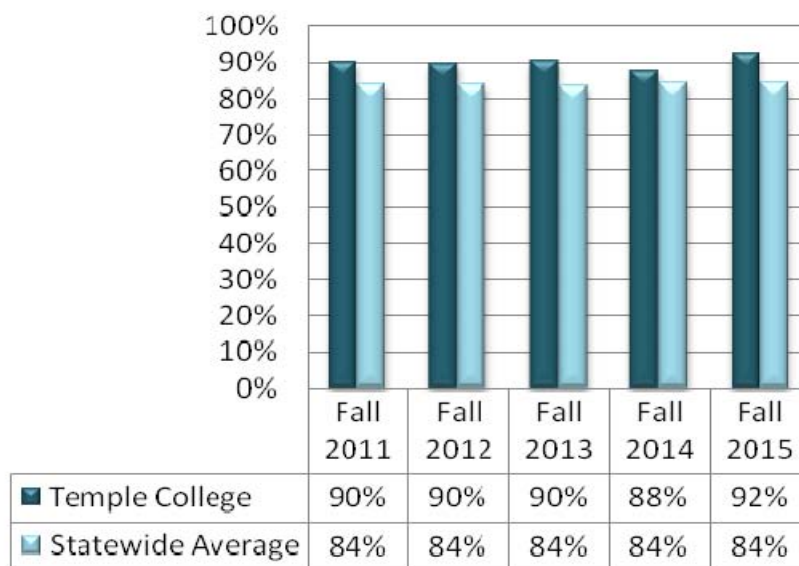
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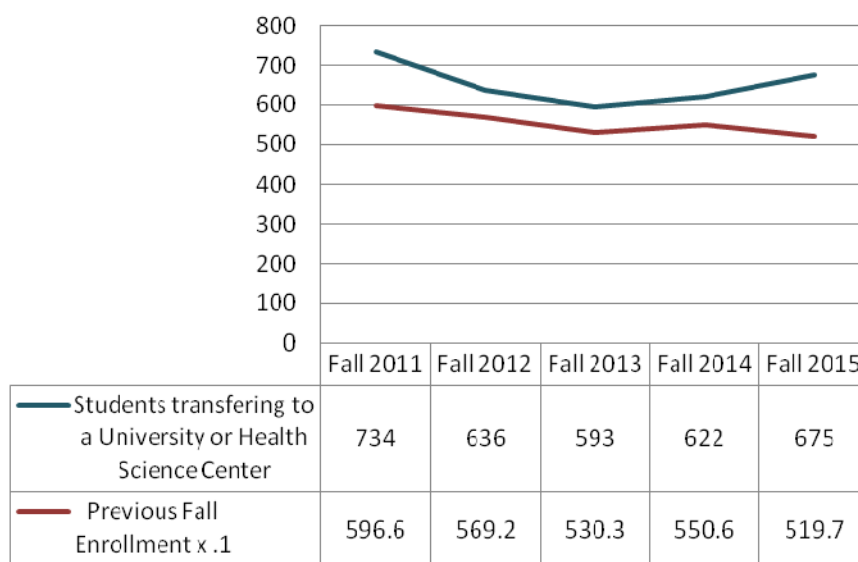
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Graduates Employed or Pursuing Additional Higher Education



Temple College Career and Technology students continue to surpass the state average on the placement measure.

Temple College: Student Transfer to University or Health Science Center



Temple College students transferring to public universities and health science centers tracked the trend in enrollment until the latest report, which showed transfers rising even as enrollment continued to decline.





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October-November 2016

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Leadership For Institutional Change

Temple College is one of 12 community colleges in Texas that has been selected to participate in a new student success initiative called the Texas Pathways Project. The inaugural activity, titled Leadership for Institutional Change: Implementing Guided Pathways at Scale, will take place on November 2-4, 2016 in Bastrop, Texas. Representing Temple College at the institute will be President—Dr. Glenda O. Barron, Vice President of Educational Services and Chief Academic Officer—Dr. Mark A. Smith, Division Director of Student and Enrollment Services—Carey Rose, Division Director, Liberal Arts—Dr. Susan Guzman-Trevino, and Director of Institutional Effectiveness, Research, and Planning—Dr. Rebecca Richter.

Supported by the Greater Texas Foundation, the Kresge Foundation, the Meadow Foundation, and TG, the *Texas Pathways Institute* is based on the American Association of Community College's *Pathways Project*. Augmented for Texas, the Institute will include Texas higher educational policy and practices and is designed to be expanded to support Pathways strategies in all 50 Texas community college districts

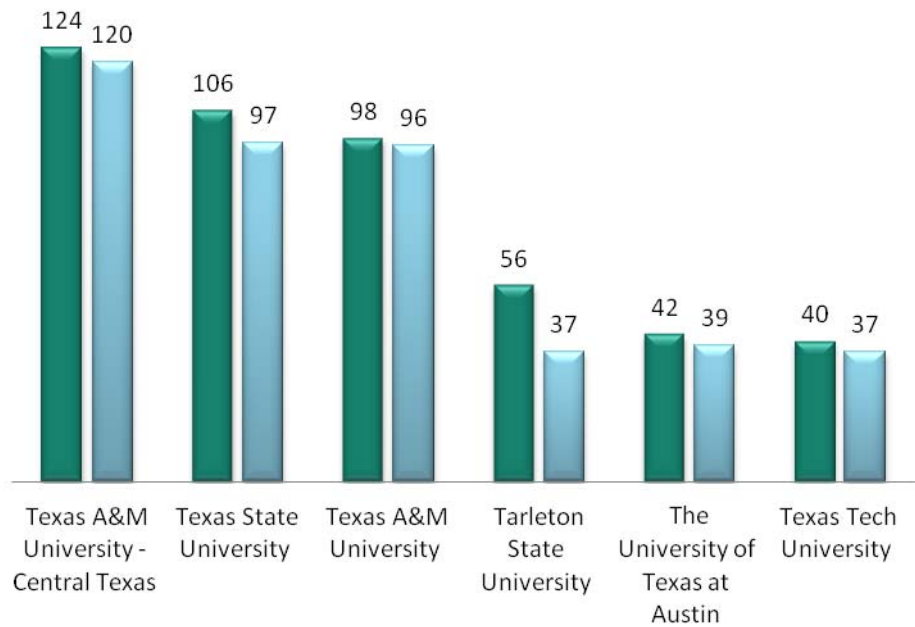
The published objectives of the Institute are:

- Ensure clarity about Texas Pathways Project goals, expectations of colleges, and support for participants.
- Establish a common definition for guided pathways and their essential elements, as defined for the Texas Pathways Project, and initiate use of aligned tools that Pathways colleges will use for planning and monitoring progress.
- Reinforce change leadership strategies for implementing pathways at scale.
- Delineate how guided pathways reforms can build on and help to integrate student success strategies already in place in the institution.
- Build a “case statement” for pathways, tailored to individual institution context and current status, that will help build broad understanding, urgency and momentum for transformational change.
- Produce draft action plans that delineate the next steps in pathways reform, specifically incorporating strategies for broad campus engagement and needs for professional development and technical assistance.
- Begin to build an engaged learning network among Texas Pathways colleges.



Data Snapshot: Temple College Transfers to Texas 4-Year Universities

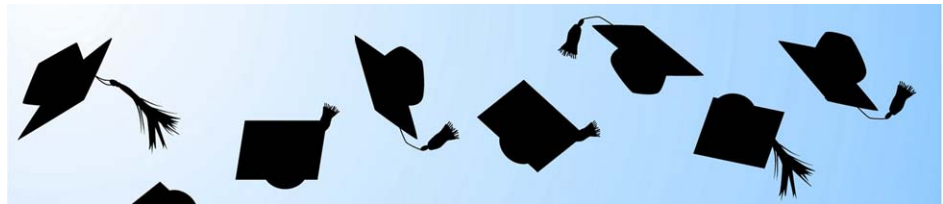
■ PY 2015 ■ PY 2014



Strategic Plan Measure

Goal 1: Foster Student Success

Objective E: Increase the Number of Transfers to Baccalaureate-Granting Institutions



Understanding Pathways

Several resources for developing guided pathways are located on the Temple College Achieving the Dream web page. To find the resources, go to www.templejc.edu and click on About Temple College and choose Achieving the Dream. From there, scroll down until you see Reports and Data. The resources are found under national reports.

- Redesigning Community Colleges for Student Success: Overview of the Guided Pathways Approach
- Building Guided Pathways Toolkit
- Transfer Playbook: Essential Practices
- Get With the Program and Finish It — Community College Research Center

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Achieving the Dream Introduces New Self-assessment Tool

The Institutional Change Assessment Tool (ICAT) is an online self-assessment that helps colleges determine their current level of capacity in each of the seven key dimensions. Offered to Achieving the Dream Network Colleges for the first time in fall 2016, the assessment can be administered to a broad group of stakeholders, including representatives from the board of trustees, president's cabinet, administrators, full-time and adjunct faculty, staff, and student success teams. A discussion of the results with a cross-section of the college community as well as ATD Leadership and Data Coaches helps identify strengths and areas for improvement.

The seven capacity areas are:

- **Leadership & Vision** - The commitment and collaboration of the institution's leadership with respect to student success.
- **Data & Technology** - The institution's capacity to collect, access, analyze and use data to inform decision, and to use powerful technology to support student success.
- **Equity** - The commitment, capabilities, and experiences of an institution to equitably at-risk student populations with respect to access, success, and campus climate.
- **Teaching & Learning** - The commitment to engaging full-time and adjunct faculty in examinations of pedagogy, meaningful professional development, and a central role for them as change agents within the institution. Also, the college's commitment to advising, tutoring, and out-of-classroom supports as well as restructuring developmental education to facilitate student learning and success.
- **Engagement & Communication** - The creation of strategic partnerships with key external stakeholders, such as K-12, universities, employers and community-based organizations and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.
- **Strategy & Planning** - The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.
- **Policies & Practices** - The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

The article above was modified from achievingthedream.org. For more information on the ICAT, go to <http://templejc.edu/about/achieving-the-dream/> and scroll down to Achieving the DREAM Documents and click on Institutional Change Assessment Tool.



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Data Snapshot: Successful Course Completion “C” or Better

Temple College Success Grades A-C



Strategic Plan Measure

Goal 1: Foster Student Success

Objective A: Increase Course Completion with an Earned Grade of “C” or Better

DREAM 2017

Dream 2017 will be held in San Francisco, CA on February 21, 2017 - February 24, 2017. Influential policy-makers, thought leaders, and practitioners from over 200 colleges join together to reflect on and share lessons from their experience implementing student-success related strategies at their campus.

Achieving the Dream leads a national network of over 200 innovative and student-focused community colleges dedicated to increasing access and success for all students.

Representing Temple College at this year’s conference will be Justin Hill, Department Chair of the Developmental Math Department and Michael Pilgrim, Coordinator, Recruiting Programs.





Leopard Dreams



Volume 7, Issue 6

Spring 2017

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The Role of Community Colleges in Postsecondary Success

The National Student Clearinghouse Research Center recently issued a report on the enrollment patterns of bachelor degreeed students. The following italicized section is excerpted from NCRC report.

As many of you know firsthand, community colleges educate more than 12 million students each year, preparing them for their pathways to success, whether in higher education or their professional careers. They also provide critical pathways to four-year institutions for students seeking to transfer...

Given the multiple missions community colleges have and the diverse services they provide, the metrics used to assess their effectiveness must be updated to include more than just the graduation rate of first-time, full-time students. To assist community colleges with the metrics needed, the National Student Clearinghouse Research Center views the following three categories as important indicators of community college progress:

1. *College Persistence*
2. *Transfer and Mobility*
3. *Certificate and Degree Completion*

Concerning the transfer mission for community colleges, one particularly interesting data snapshot revealed by the study was the percentage of 2015-16 bachelor's degree earners with prior enrollments at two-year public institutions, Nationally, 49% of bachelor's degree earners had prior enrollment at a two-year public institution. With its large number of community and technical colleges, Texas lead the nation with 76% of 2015-16 bachelor's degree earners having prior enrollment at a two-year institution.

Obviously, in Texas, community colleges provide a valuable resource for students seeking a bachelor's degree. The high percentage of bachelor degree recipients with prior two-year college enrollment speaks to the importance of clearly articulated pathways for students.

The full report *The Role of Community Colleges in Postsecondary Success* can be downloaded from <https://nscresearchcenter.org/>.



For information on the Texas Pathways Project go to
<http://www.tacc.org/pages/texas-success-center/initiatives-and-programs>

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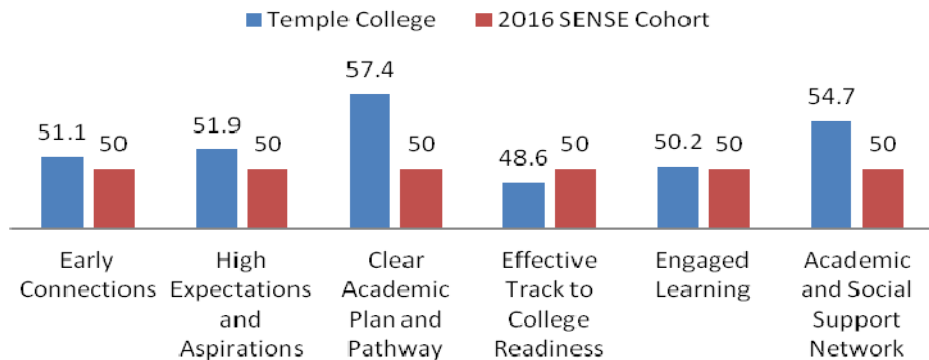
SENSE Results

Temple College participated in the Survey of Entering Student Engagement (*SENSE*) for the first time this fall. We have recently received our benchmark results from that survey. The benchmarks are groups of conceptually related survey items that address key areas of entering student engagement. The six benchmarks denote areas that educational research has shown to be important to entering students' college experiences and educational outcomes; thus, they provide colleges with a useful starting point for looking at institutional results.

Ideally, colleges engage entering students in all six benchmark areas, beginning with a student's first contact with the institution and continuing through completion of the first three weeks of the initial academic term. This time is decisive because current research indicates that helping students succeed through the first academic term can dramatically improve subsequent success, including completing courses and earning certificates and degrees.

The complete *SENSE* 2016 Key Findings Report for Temple College can be found on the Temple College web site under About Temple College →Institutional Effectiveness →Student Success.

Survey of Entering Student Engagement



Achieving the Dream Coaches Visit Campus

The Achieving the Dream coaches were on campus April 4-5, 2017. Faculty and staff met with the coaches to bring them up-to-date on topics such as academic maps, pathways, new software, and new courses.

The Tuesday afternoon session was devoted to reviewing results from the Institutional Capacity Assessment Tool (ICAT), a survey taken earlier by college personnel. The coaches met with over 30 faculty and staff to review the seven identified capacity areas: Leadership and Vision, Data and Technology, Equity, Teaching and Learning, Engagement and Communication, Strategy and Planning, and Policies and Practices.

The recording of the discussions can be used to inform our continued efforts in fostering a student success agenda.

The coaches were pleased with the number of participants at the meetings and the broad representation from departments across the college.

