2013 BARNHART AWARD
The recipient of the Barnhart Award for 2013 is Tom Fairlie, Director of the Division of Fine Arts.

MATHEMATICS, SCIENCE, AND PHYSICAL EDUCATION

Dr. Jason Locklin, biology faculty, and Joshua Huckabee, TC student, have coauthored a paper titled “A method for rearing large quantities of the damselfly, *Ischnura ramburii* (Odonata: Coenagrionidae), in the laboratory” that will be published in the June issue of the *Florida Entomologist*. The article, which is part of a larger collaborative project with researchers at UT-Austin that seeks to understand the inheritance of polymorphism in this damselfly species, describes the methods developed by Locklin and Huckabee which were performed in the SLB on main campus.

LIBERAL ARTS

Department chairs and some faculty in Liberal Arts are piloting the new content management system.

Dr. Susan Guzman-Trevino, Director of Liberal Arts, recently attended the Texas Women in Higher Education Conference in Arlington. Dr. Guzman-Trevino is our Temple College representative for this group. One goal for the upcoming school year is to host an event that facilitates dialogue about women in leadership.

FACULTY COUNCIL

The Faculty Council held elections for the 2012-2013 academic year earlier this month. The three current officers (listed at the top of the page) were each re-elected for one more academic year. A list of the elected committee members is attached.

Also attached to this report are the results of the Faculty Survey conducted each spring by the Faculty Council. The results include the complete report (65 pages total) as well as a summary compiled by Dr. Bill Cornelius, Ways and Means Committee Chair. Over one hundred faculty members responded, and the responses were generally positive. Money, in one form or another, seems to be the biggest area of concern in the comments.

*Thanks to the Board and College Administration for your support of the students, faculty, and staff of Temple College.*
MEMORANDUM

Vice President of Educational Services

To:       Dr. Glenda O. Barron
From:     Dr. Mark A. Smith
Subject:  May 2012 Educational Services Report

Outlined below are the reports from the educational services centers/departments.

COMMUNITY INITIATIVES AND SPECIAL PROGRAMS

Student Success Initiatives - Report of Fast Track Developmental Course Section

Preliminary results for the fast track (FT) developmental course sections have been positive. We examined the successful course completion rates (grades A-C) in the each of the first 8-week sections in fall 2011. There were seven sections altogether—two ENGL 0301 sections, three MATH 0310 sections, and two READ 0301 sections. Our goal was to maintain or exceed the successful course completion rate of comparable courses. If the interventions success rate is equivalent to the other sections, we considered the intervention a success since we would have achieved the purpose of enabling students to progress through the courses in a shorter time. The overall successful completion rate for the seven sections was 69%. The successful completion rate for all other equivalent sections was 60%. The English FT sections had a successful completion rate of 73% compared to 72% for the other sections. The Math FT successful completion rate was 48% compared to 47% for all others, and the successful completion rate for the FT reading sections was 91% compared to 75% for all others. These results are promising, but the sample sizes for the FT sections were too small to draw any firm conclusions.

![Fast Track Developmental Fall 2011 Chart]

<table>
<thead>
<tr>
<th>Course</th>
<th>FT Sections</th>
<th>Regular Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 0301</td>
<td>73%</td>
<td>72%</td>
</tr>
<tr>
<td>MATH 0310</td>
<td>48%</td>
<td>47%</td>
</tr>
<tr>
<td>READ 0301</td>
<td>91%</td>
<td>75%</td>
</tr>
</tbody>
</table>
Achieving the Dream

The Annual Report for Achieving the Dream was completed on April 30. The purpose of the report is to reflect on progress towards the Achieving the Dream four principles: committed leadership, use of evidence to improve programs and services, broad engagement, and systemic institutional improvement. The report included progress reports on the college’s strategies of Zero Week, Continuous Orientation, Retention Alert, and Fast Track Developmental Courses.

The Accelerated Developmental Placement Boot Camp, to be piloted this summer, was reported as a new intervention for Temple College. This is a 2-week “boot camp” to help students accelerate their developmental placement through a 16 hour ‘brush up’ course. The student will sign up for the boot camp through the advising office. A list of students will then be sent to the testing center. These students will take the diagnostic Accuplacer test in reading, writing, arithmetic, and algebra depending on the original placement test scores. Upon completion of the test, the students will receive the results and a code which individualizes a study plan for the student in MyFoundationsLab. Upon completion of this 2-week camp, the student will retake a placement test. The student will then be placed into the appropriate college courses.

Grant Activities

College Credit for Heroes

Mr. Jeff Fritz, department chair for emergency medical services personnel, presented at the Allied Health Programs and Military Service Credit (AHPMSC) Comprehensive Analysis Project and Summit at San Jacinto North Campus on April 26, 2012. The purpose of the summit was to identify ways for military veterans to use their experiences toward civilian work in the health care industry. Jeff’s presentation reviewed the work completed on the Accelerated Emergency Medical Services Program for veterans, and the work completed by Mr. Ralph Hicks, biology faculty, on creating modular assessment exams for BIOL 2404, Introduction to Anatomy & Physiology. Also attending the summit was Dr. Jimmy Roberts, associate vice president of community initiatives, and Ms. Rebecca Richter, institutional research analyst. The participants’ role was to identify training gaps, existing and needed transfer credit opportunities, barriers to awarding credit for military experience, and external barriers such as certification, licensing or accreditation processes.

The May meeting of the Texas Inter College Council for Veterans will be held at Central Texas College on May 16. Governor Perry, Senator Van de Putte, and TWC Chairman Alcantar plan to travel to CTC to promote College Credit for Heroes (CC4H) on May 17 from 12:45 to 1:45 p.m. The Governor plans to talk about the great progress that CC4H has made since it was launched in San Antonio last year. The event will highlight a few of the CC4H pilot projects and recognize the hard work that all the college program partners have done on this project.

Perkins

Final regulations published in the Federal Register on October 29, 2010, require institutions to report certain information about students who enrolled in Title IV eligible educational programs that lead to gainful employment (GE) in a recognized occupation (GE programs). Those regulations also provide that institutions must disclose to prospective students certain information about the institution’s GE Programs. We are currently in the process of updating the disclosure requirements with information about completion, median loan debt, placement rates, program costs, and related occupational information.
ELearning

ELearning personnel are busy planning the course and learner batch loading processes for the summer semester and scheduling the student Orientation to Online Learning workshops. Implementation of the Desire2Learn Learning Management 9.4 Software Patch is scheduled to be implemented on May 16. A new D2L Version 10 migration is being planned.

Mr. Brian St. Amour, Director of eLearning, presented at the Texas Distance Learning Association in Dallas on April 16. His presentation was titled, “Tools, Tips & Techniques for Online Student Retention. This session was included as a Desire2Learn Vendor Case Study Success Story Presentation featuring Temple College. Brian also sponsored a TdLAP Central Texas quarterly meeting at Temple College on April 27. Dr. Dan Spencer and Ms. Sally Tietje were in attendance for Temple College. SmarterServices presented on learner retention studies, analytics, and case study initiatives, including Temple College’s use and successes in implementing the SmarterMeasure software. SmarterMeasure is a web-based tool which assesses a learner’s likelihood for succeeding in an online and/or technology rich learning program. SmarterMeasure indicates the degree to which an individual student possesses attributes, skills and knowledge that contribute to success including:

- Self-motivation
- Time-management skills
- Self-discipline
- On-screen Reading Rate and Recall
- Persistence
- Availability of time
- Ability to use a laptop, printer, software, and the Internet
- Typing speed and accuracy

DUAL CREDIT

Ms. Kathryn Norris, Dual Credit Director, is busy leading parent meetings and eLearning sessions at the high schools as part of the Temple College Dual Credit Department’s “student success” focused activities. The meetings are important in creating a more informed student and parent consumer, thus increasing student preparedness for college going requirements. These activities, though optional in the past, are becoming a mandatory component of the Dual Credit Department’s focus on preparing DC students for successful college course experiences.

CAMERON CENTER

Dr. John Bicknell, Cameron Education Center Director and Johnnie Demsky, Office Manager, will be going to Cameron ISD, Buckholts ISD, Rockdale ISD and Rose-Bud Lott ISD during May to hold orientation talks with students and parents about the fall semester. Information will be provided on what expectations there are for students who decide to take dual credit college classes in the fall. Assistance will also be given to help students complete the Temple College application and the Dual Credit Form, explain testing and how to prepare for successfully taking and passing the ACCUPLACER, explain tuition costs, and answer all questions that students and parents have regarding the Cameron Education Center.

EWCHEC TAYLOR

Temple College administration presented the Temple College at Taylor (TCAT) Foundation Board with an assessment report of the EWCHEC-Taylor building including: the facility
structural condition, furniture needs and conditions, listing of needed repairs, cost estimations and suggested changes related to newly developed EWCHEC branding standards. Estimates for renovations were $587,000. The report was developed so that consideration can be given to the development of a routine maintenance plan and a plan for implementation of needed repairs. Implementation of repairs will also need to be considered within the context of establishing a permanent home/space for Legacy Early College High School at the EWCHEC-Taylor facility.

EWCHEC HUTTO

Dr. Robbin Ray, Director, Center Development, EWCHEC-Hutto has been busy developing course schedules for summer and fall academic course offerings. Recent course developments also include offerings from the Community Services and Business Training Division.

- On April 30 – EWCHEC-Hutto hosted an Advanced SkyWarn seminar at Veterans’ Hill in partnership with City of Hutto, HISD, and Fire & Police Departments. The seminar was presented by the National Weather Service and attended by over 50 area citizens.
- On May 7 – TSTC Summer classes begin for returning students only. TSTC will not be accepting new students for summer, but will enroll new cohorts of students beginning with the fall semester.
- A new initiative began on May 8 – the first of a new quarterly community forum, “Hamburgers and Higher Ed”, opened to the public and its mission is to cultivate open communication between the Hutto community and education partners involved in EWCHEC-Hutto.
- One of the biggest events for the month will happen on May 22 – the EWCHEC-Hutto Groundbreaking!!

The summer semester begins on June 4 with ten courses scheduled to be offered at EWCHEC-Hutto.

Texas Bioscience Institute

The Texas Bioscience Institute Central Texas 2-STEP project is preparing for the 2012 Summer Research Experience. The TBI is going to have the largest and most diverse group of participants in this summer’s research experience compared to the previous two summers (twenty-five and thirty students respectively). We will have a total of 39 student participants. Representative students include: Twenty–nine Middle College students, six biotechnology AAS students, and four traditional Temple College students from the Temple College biological science department. Three of the students are veterans and two others, not including any Middle College students, are family members of veterans. Thirty-three of the students will be assigned to mentors with the following entities: 10 at Scott & White, 4 at Texas A&M University Health Science Center, 10 at the Central Texas Veterans Health Care System, 2 at Temple College (with Jason Locklin), 2 at Texas A&M University-Central Texas, 2 at UMHB, 1 at Texas AgriLife Research, Blackland Research and Extension Center (BREC), 1 at Texas A&M University-College Station, and 1 at Texas A&M University-Galveston. The assignments for the 6 biotechnology AAS students have yet to be determined.
Summer 2012 Enrollment

Summer 2012 regular registration began April 30, 2012. Final registration will start May 21, 2012. Enrollment numbers as of May 3, 2012 are 2,244. This time last year enrollment was 2,047. Out of 2,244 the students who have registered, 1,346 web registered.

Admissions and Records

Ms. Toni Cuellar-Salazar reports Admissions and Records is processing graduates for both Hutto and main campus graduations. Graduation is set for May 11, 2012 in Hutto at the Hutto High School Performing Art Center at 7 p.m., and May 12, 2012 at the Bell County Expo Center in Belton at 10:00 a.m.

The following activities were accomplished in Admissions and Records for the month of April:

<table>
<thead>
<tr>
<th>Applications Entered into Datatel</th>
<th>478</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcripts Entered into Datatel</td>
<td>3,094</td>
</tr>
<tr>
<td>Transcripts Requested (Learner requested)</td>
<td>764, with duplicates 893</td>
</tr>
<tr>
<td>Transcripts Equated</td>
<td>4,009</td>
</tr>
</tbody>
</table>

- Applications entered into Datatel Fall 2012 = 212
- Applications entered into Datatel Summer 2012 = 266

Advising

Ms. Amy Flinn reports the advising center is registering students for summer classes and advising students for fall registration. The advising center continues to advise an average of 50 students per day with 25 students making contact via email. On the first day of regular registration the advising center saw over 75 students

Recruitment and Retention

Recruitment has remained busy conducting both personal and group tours. Throughout April, over 21 prospective students toured our campus. Ms. Kristen Griffith attended 26 recruiting events. Eight recruiters have been on campus to recruit TC students for transfer.

The first round of Focus Group for African American males is complete. Outcomes focused on “why are students leaving” “what were their experiences at TC” “what can TC do to further assist students.”

Results from the three focus group sessions are outlined below:

Introduction

A total of 19 African American male Temple College students participated in one of three focus group discussions. Discussions were held on March 22, 2012, April 5, 2012, and May 2, 2012. The focus group sessions were conducted as part of the College’s involvement in the Achieving the Dream Initiative. Participants provided information in two formats; written responses and group discussion. The discussions were designed to gather information from the students in regard to the following outcomes:

1. To understand what motivates African American male students to pursue higher education
2. To understand how African American male students perceive the college’s effectiveness in meeting their needs
3. To understand what impact responsibilities outside of school have on a student’s potential for academic success
4. To understand the importance of various college services in helping students reach their academic goals
5. To understand students’ academic experience at the college and what helps or hinders their success
6. To understand the role of relationships in student persistence and success
7. To understand what the college does well to help students succeed and what the college needs to improve to help students succeed

Participant Demographics

Nineteen participants participated in one of the three focus groups:

- All male
- Eight students were 18-21 years old; three were 20-24; two were 30-39 years old; and six were 40-49 years old
- Nine of the 19 students had started college immediately after high school
- Ten students have taken or need a developmental reading course
- Twelve students have taken or need a developmental math course
- Seven students have taken or need a developmental writing course
- Ten of the 19 students indicated that they plan to pursue a bachelor’s degree
- Thirteen students were enrolled full-time
- All 19 students are using some form of financial aid

Student Perspectives

Outcome 1: To understand why the students chose Temple College

Why are the students in college?

Six of the 19 participants decided to go on to college while in high school and began attending college the semester after graduating from high school. The remaining 13 students worked after finishing high school and later made the decision to continue their education. The students offered a number of reasons for their decision to go to college:

- To focus on academics
- To pursue a specific career
- They were encouraged by parents or friends
- Career change

The students had specific reasons for choosing a community college:

- Cost
- Location close to home
- Family responsibilities
- Need to attend part-time while working
Outcome 2: To understand how students perceive the college’s effectiveness in meeting their needs

What are students’ perceptions of the college?

In general, students were extremely positive when talking about the college. They used various words to describe their experience at the college. They cited a number of the College’s strengths, including the help and academic advising. All students agreed that the College has two significant weaknesses, not enough for students to do and not enough information provided to students.

Positive Features of the College

- Good professors
- Academic Advising
- Student Enrollment Services (SES) (Students named: Adrian, Toni, Cheryl, Ruth)
- Classes are challenging
- Registration process is simple

Student Quotes:

“*My teachers are very knowledgeable and they really make you interested in what they’re talking about because they know so much, and some do a good job of explaining things, they want you to pass.*”

“*TC is a lot better than CTC.*”

“*CTC’s registration is CRAZY*”

“*There are only a few people that I can go to and I know they will listen*”

“*Advising is good, my advisor helped me a lot. Sometimes they will rush you, that’s good because they want you to be prepared.*”

“*They are great. I wouldn’t know what to do if it hadn’t been for my advisor.*”

Negative Features of the College

- Lack of Diversity in Faculty
- Nothing for African Americans to do, no culture (clubs)
- Services not offered at all times
- Attitude of Faculty
- Advising Center not helpful at all times
- Tutoring services are not helpful (Math Lab/Writing Lab)
- Dismissive instructors, unequal/unfair treatment in some classes, lectures are boring
- Discriminated against in class they are not treated the same as a white student.
Student Quotes:

“At some high schools they have community college counselors available for students but that wasn’t available at my school. I would have liked that. I think it would have helped my transition to college; it would have been smoother and I wouldn’t have been as nervous.”

“TC should make sure students can use a computer before putting them online.”

“How can a computer teach me math?”

“Nobody ever told me anything about financial aid. I was just told to go to the cashier’s office to pay. That’s it.”

“I can’t even get to see an advisor because when I get here, they’re closed.”

“When I ask a question, some of them (teachers) brush me off or they respond with a smart answer. I know if I have a question, someone else in the class has the same one but they make me feel like I’m the dumb one. But let someone white ask the same question, they answer right away”

“It’s like some instructor’s don’t even want to deal with us like we’re wasting their time.”

“People didn’t even know it was Black History Month because no one talked about it. The school didn’t do anything for it like they did for Cinco de Mayo. My history teacher didn’t talk about it. I thought we would learn something about it in History, but all we learned in my class was HIS-Story!”

“I’m here to be successful but if you won’t help me when I need it then forget you”

“I didn’t see enough of me teaching classes but I don’t want just more black teachers, I want to see teachers with turbans, poop-dreadlocks, and Hispanics. I can relate to them and they relate to me. It’s motivating to see other minorities in those positions. They have what I want and they are proof

“I talked to 25 other AA students; they all said they want more black teachers.”

“You don’t get any help at the Math Lab. They’re there just to collect a paycheck. If you’re not in their class, they won’t help you.”

“They don’t show me how to do it (Math Lab) they just give me the answers. I want actual help. that I can get it.”

Outcome 3: To determine what can TC do to better

In general, the students felt that we are doing a good job but they we should seriously look at a few issues.

- Hire more full time/part time African American instructors
- More African American Culturally based activities
- Teach more black subjects
- Provide career services
- Restructuring of Tutoring Labs

Student Quotes:

“The first two weeks everyone is nice, after that, they’re gone.”
“Did we even have Black History month here? “
“Why do we only have 1 full time black teacher?”

**Recommended Changes**

- None at this time

**Future Planning**

A focus group is planned next school year to target Hispanic males.

Planning for Zero Week Fall 2012 has begun, sessions offered have been finalized, and flyers will be available early June.

**Student Accommodations:**

Accommodation numbers for spring 2012

- 82 students had letters written
- 270 accommodation letters were written for these students
- 121 instructors received at least one letter of accommodation

Compared to SP2011:

- The number of students receiving accommodations increased 12.3%
- The number of accommodation letters increased 10.7%
- The number of instructors administering at least one accommodation increased 8%

Accommodation types sorted by frequency (multiple accommodations appear on a single letter):

- Alternative testing location – 161
- Extended time on tests and quizzes (time and a half) – 159
- Use of a tape recorder or laptop in class – 89
- Someone to read tests to student – 28
- Extended time on classroom/homework assignments – 26
- Seating in the front of the classroom – 25
- Use of a note taker in class – 20
- Leniency on spelling errors – 18
- Extended time on tests and quizzes (double time) – 14
- Provide a copy of lecture notes, material on board before class begins – 11
- Breaks as necessary – 9
- Provide large print handouts, tests, and quizzes - 9
- Someone to serve as a scribe – 7
- Specified chair for student use only in classroom – 6
- Use of scratch paper on tests/quizzes – 4
- Paper and pencil exams – 4
- No green markers used on whiteboards – 4
- Reschedule tests – 4
- Personal aide accompanying student – 3
- Oral exams – 1
- Total number of accommodations requested – 625

Veteran’s Affairs:

VA Monthly Report: April 2012

Certifications:
04/02/2012 – 04/08/2012  116 certifications
04/09/2012 – 04/15/2012  87 certifications
04/16/2012 – 04/22/2012  57 certifications
04/23/2012 – 04/29/2012  28 certifications

Mr. Stephen Phelps completed VA probation entries for 113 students, and completed suspension for seven VA students. The co-board made several changes to Hazelwood reporting that requires financial aid to provide additional information. Hazelwood is now a collaborated effort between financial aid and veteran’s affairs office.

Financial Aid:

Financial Aid, with assistance from the IT team, automated TConnect to show the student’s FA award letter along with any necessary missing information. This enhancement eliminates the need to mail formal letters to Temple College students. All Temple College students have access to TConnect where they can accept their award letter from financial aid. Award letters will still be mailed to FAIR (Financial Aid Import Record) students that have not completed a Temple College application. Factoring the cost of paper, envelopes, postage, and student worker time, Temple College should realize a savings of about $.55 per ISIR. Understanding that we have already mailed over 8,000 ISIRs this year, this enhancement will save the College approximately $4,400.

BUSINESS & COMMUNITY EDUCATION (BCE)

BCE is reevaluating and revising certain allied health entrance assessments. Revisions to course assessments will provide potential students, instructors, and staff with clearer expectations, and improved student performance, especially in competitive courses.

Select staff members are assessing instructors for participation in CGI grant training. Chosen instructors will be able to participate in high technology training without expense to the college or the instructor. We anticipate that training will be extended into higher level training, allowing the college to utilize these newly trained instructors in advanced technology course work. Student success will be through high level information technology training, both in continuing education and academic/technical training. Ultimately, students will have higher salaried job prospects.

The BCE team continues efforts to expand BCE courses into Belton, Taylor, and Hutto, including customized training for industry. These course offerings will provide student instruction closer to their home, yet still within our service area. An IRS instructed workshop for nonprofit organizations is in planning stages for late August. We are surveying nonprofit organizations to ascertain their needs. BCE is coordinating with Scott & White Healthcare to bring additional
Clinical Medical Assistant training to meet allied health community needs, ultimately providing students local employment.
Overview: We are building systemic infrastructure in order to meet the goals set out by the board for increased visibility, outreach, and fundraising activity.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Task Area</th>
<th>Current Status</th>
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</thead>
<tbody>
<tr>
<td>Donor Alliance</td>
<td>Meet/Acquire New Donors</td>
<td>1152 facebook users</td>
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<tr>
<td></td>
<td>Maintain Established Donor Relationships</td>
<td>Donor Cocktail Party Follow Up</td>
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<tr>
<td></td>
<td>Establish/Build Alumni Relations</td>
<td>Alumni Registration (Skip a Soda, Save a Student)</td>
</tr>
<tr>
<td></td>
<td>Secure Donations</td>
<td>Employee Giving Program combine with United Way</td>
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<tr>
<td>Finance</td>
<td>Review/Meetings</td>
<td>Scholarship Awards; Operating Expenses</td>
</tr>
<tr>
<td>Board Support</td>
<td>Questions/Requests</td>
<td>Leopard Loans: Belton; rural consortium; Proven Scholars Campaign</td>
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<tr>
<td>College Support</td>
<td>President’s Mtg</td>
<td>Proven Scholars program supports College goals</td>
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<tr>
<td></td>
<td>Events</td>
<td>TC presentation for the Chamber</td>
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<tr>
<td>Community Support</td>
<td>Boards</td>
<td>Rotary - RYLA Camp Director;</td>
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<td></td>
<td>Events</td>
<td>Incubator –Gary Evans of Axcel Innovation - reinvention program</td>
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<tr>
<td>Event Planning</td>
<td>Golf Tournament</td>
<td>Scholarship Recipients receive preferred status if they attend Communications Seminar May 21</td>
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<tr>
<td></td>
<td>Low Brow/High Tea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kings of Cuisine</td>
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<td></td>
<td>Cruise</td>
<td>Need one single female</td>
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<tr>
<td>Foundation Management</td>
<td>Staff Activity</td>
<td>Website/Database Upgrade with annual work allowance Accounting Manual</td>
</tr>
<tr>
<td>Special Projects</td>
<td>U. Courtyard</td>
<td>High move out rate in December and January = low occupancy</td>
</tr>
</tbody>
</table>

Upcoming Events

<table>
<thead>
<tr>
<th>Event Type</th>
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<th>Location</th>
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</thead>
<tbody>
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<td>Ribbon Cutting</td>
<td>May 24, 2012</td>
<td>A&amp;M Cent. TX</td>
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<tr>
<td>Business After Hours</td>
<td>May 24</td>
<td>First State Bank</td>
<td>5:15 pm</td>
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<tr>
<td>TC Board Meeting</td>
<td>May 21, 2012</td>
<td>Pavilion</td>
<td>6:00 pm</td>
</tr>
<tr>
<td>Rotary Board</td>
<td>May 15, 2012</td>
<td>Library</td>
<td>12:00 pm</td>
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