



# Leopard Dreams



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## Temple College

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**Retention Alert**  
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**Zero-Week**  
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**Fast Track Courses**  
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**Data Team**  
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**Leopard Success Project**  
Paula Talley

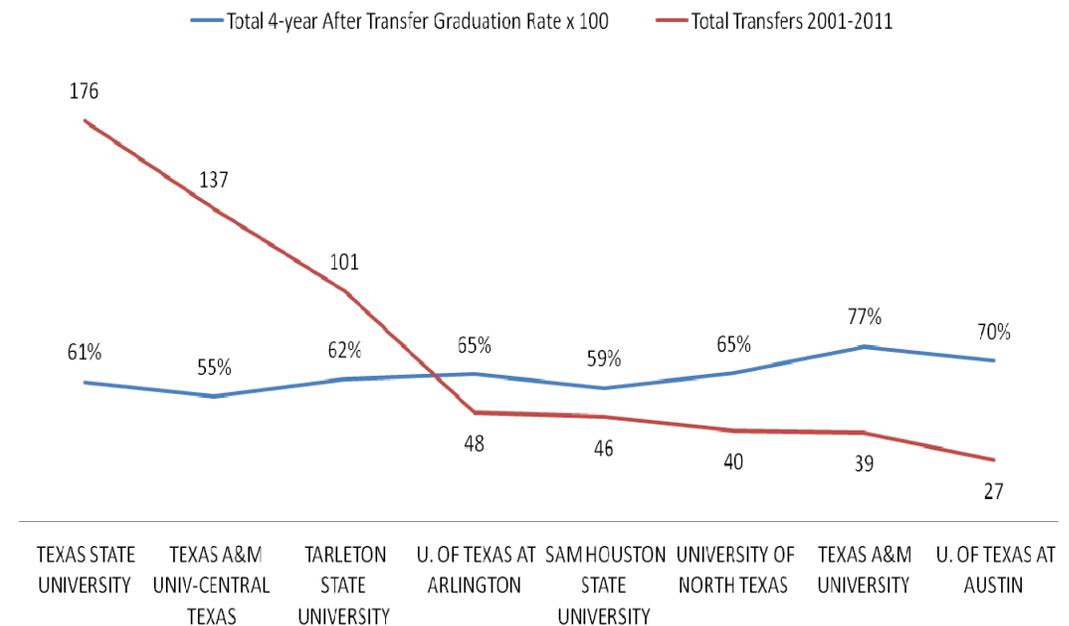
**QEP Coordinator**  
Leshia Smith



## 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/>

## TEMPLE COLLEGE

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Achieving  
the Dream™  
Community Colleges Count

## 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	
<b>TC Math</b>	28%	32%	45%	46%	44%	
<b>Statewide Math</b>	24%	18%	23%	21%	26%	
<b>TC Reading</b>	36%	32%	64%	60%	56%	
<b>Statewide Reading</b>	46%	43%	48%	49%	46%	
<b>TC Writing</b>	26%	37%	60%	63%	56%	
<b>Statewide Writing</b>	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 populations<sup>1</sup>. 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