



Leopard Dreams



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Temple College

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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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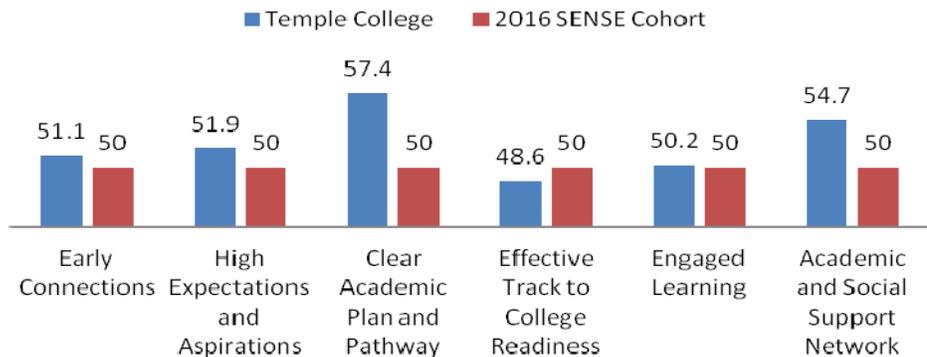
SENSE Results

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.

