

Temple College Achieving the Dream Interventions

Accelerated Developmental Placement Project

Also known as the Leopard Success Project, this is a two-week preparation workshop designed to help students accelerate their developmental placement. Participating students take a diagnostic test in reading, writing, arithmetic, and algebra depending on their original placement test scores. Upon completion of the test, students receive the results and a code which links to an individualized study plan in the instructional software MyLabsPlus. Upon completion of the workshop, the student has the opportunity to retake the placement test without charge.

Start Academic Year:	2012-2013
Reporting Year:	2013
Intervention Status:	Active
Intervention Type:	Developmental Education
Content Area:	English, Math, Reading
Target Population:	Academically Underprepared Students
Target Gender:	All
Race:	All Races
Ethnicity:	All
Number of students in the target population served by intervention in this reporting year:	15
Number of students in the target population total in this reporting year:	326
Number of all students served by this intervention in this reporting year	15
Proportion of Target Population Served by This Intervention:	Some (25% or less)
Outcome Indicators This Intervention Targets:	

Successfully complete remedial or developmental instruction and advance to credit-bearing courses

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Retention Alert

Retention Alert is a software system designed to assist with communication regarding student retention issues. Temple College adopted the system as an Achieving the Dream intervention in Fall 2011. The system enhances communication between faculty and student support services staff when instructors desire assistance with students at risk of withdrawing from class or school. When an instructor feels that a student could use additional support, a case can be created and a student support professional is assigned to contact and monitor the student's progress. Faculty and staff desiring to initiate a case can find the link through the college's management system. Cases are automatically routed to the appropriate educational services personnel who then in turn assign the case to a trained staff member.

Start Academic Year: 2011-2012

Reporting Year: 2013

Intervention Status: Active

Intervention Type: Advising

Content Area: n/a

Target Population: All Students

Target Gender: All

Race: All Races

Ethnicity: All

Number of students in the target population served by intervention in this reporting year: 698

Number of students in the target population total in this reporting year: 5,692

Number of all students served by this intervention in this reporting year: 698

Proportion of Target Population Served by This Intervention: Some (25% or less)

Outcome Indicators This Intervention Targets:

Persistence from one term to the next

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Fast Track Developmental Courses

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. An additional benefit to the courses is an increase in student and faculty interaction and greater student collaboration which previous research has shown leads to greater student success. The initiative began with 7 first-level developmental courses in Math, English, and Reading. The second 8 week period consisted of the second level course and first level courses primarily designed for students who did not successfully complete the first 8-weeks. Successful course completion rates comparable to 16-week sections will be considered a successful intervention in that the successful students can proceed through the developmental sequence more quickly and move into gateway courses.

Start Academic Year:	2011-2012
Reporting Year:	2013
Intervention Status:	Active
Intervention Type:	Developmental Education
Content Area:	English, Math, Reading
Target Population:	Academically Underprepared Students
Target Gender:	All
Race:	All Races
Ethnicity:	All
Number of students in the target population served by intervention in this reporting year:	305
Number of students in the target population total in this reporting year:	1,199
Number of all students served by this intervention in this reporting year:	305
Proportion of Target Population Served by This Intervention:	More (25.1% to 60%)

Outcome Indicators This Intervention Targets:

Successfully complete remedial or developmental instruction and advance to credit-bearing courses

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Continuous Student Orientations

Continuous orientation is a strategy that provides students in sections most likely to enroll academically disadvantaged and first time in college students with exposure to student and academic services throughout the semester. Several sources are utilized to remind students of the services available through the College to aid their academic success. “Minute” orientations consisting of one to five minute “infomercials” are facilitated by the faculty member leading each participating session. Topics orient students to college life, provide them with information about the College, and help them develop skills that encourage success. Faculty members utilize a standard curriculum and coordinate efforts of delivery throughout the section each semester. Each session is placed Online after the initial presentation. These online versions continue to be available to students and they will form the basis for an eventual online orientation which can be used for non campus-based students and as a reference for all students throughout the semester. The online orientation will include all information and services that students would otherwise receive during on campus orientations.

Start Academic Year:	2010-2011
Reporting Year:	2013
Intervention Status:	Active
Name of Institution:	Temple College
Intervention Type:	First-Year Experience, Orientation, Student Support Services, Tutoring
Content Area:	English, Math, Reading
Target Population:	Academically Underprepared Students, First-time Students
Target Gender:	All
Race:	All Races
Ethnicity:	All
Number of students in the target population served by intervention in this reporting year:	1,024
Number of students in the target population total in this reporting year:	812
Number of all students served by this intervention in this reporting year:	2,291
Proportion of Target Population Served by This Intervention:	Most (more than 60%)
Outcome Indicators This Intervention Targets:	
	<u>Persistence from one term to the next</u>

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Zero Week

Zero-Week is a multi-faceted intervention designed to provide students and faculty with an enhanced first days of class experience. Zero-Week is a week without scheduled classes that provides faculty and students the time to prepare for the beginning of the semester and the academic year. This extra week provides students with additional time to study for accurate placement testing, attend mini-sessions to improve placement test performance, review course syllabi, attend orientation, and prepare for the rigors of college coursework. This intervention also focuses on professional development opportunities for faculty. Student orientations for special interests (i.e. Health Professions, Music, TRIO, Veterans, etc.) occur during this week. Zero-Week provides support to students to help increase student success or connect students to relevant services, such as, Financial Aid, the Book Store, campus tours, advising, and counseling. Zero-Week went into effect college-wide in Fall 2010. Students who test into remedial Math courses are encouraged to attend fast-paced remediation using My Math Labs Plus in an effort to review math skills and increase their placement score before school begins. Academic “boot camps” are used for special interest groups as orientation sessions for students with common goals or characteristics. A special emphasis is placed on creating relationships among the students and key faculty/staff related to the student’s interests. Zero Week received high satisfaction rates from students and faculty and preliminary data indicate that Zero Week participants were more successful. Students new to Temple College who participated in Zero Week orientations had a higher average grade point average (GPA) and a higher term to term retention rate.

Start Academic Year:	2010-2011
Reporting Year:	2013
Intervention Status:	Active
Intervention Type:	Advising, Faculty Professional Development, First-Year Experience, Orientation, Staff Engagement, Student Engagement, Testing
Content Area:	English, Math, Reading, Student Success
Target Population:	First-time Students
Target Gender:	All
Race:	All Races
Ethnicity:	All
Number of students in the target population served by intervention in this reporting year:	199
Number of students in the target population total in this reporting year:	573
Number of all students served by this intervention in this reporting year:	346
Proportion of Target Population Served by This Intervention:	More (25.1% to 60%)
Outcome Indicators This Intervention Targets:	
	<u>Complete the courses they take with a grade of "C" or better</u>
	<u>Persistence from one term to the next</u>