

## Achieving the Dream Annual Narrative & Financial Report: Due Monday, April 30, 2012

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1. Briefly describe your greatest accomplishment in *each* principle since joining Achieving the Dream.
  - a. **Committed Leadership** - Temple College has committed leadership from the highest level. The college President has made student retention and developmental student success top goals for the President's office. The President has attended three *Achieving the Dream* strategy institutes and three *Achieving the Dream* board retreats. The President sits on the *Achieving the Dream* steering committee and the Core Committee. The Chief Academic Officer (VP) chairs one of the strategy teams, is a member of the steering committee, and the Core Committee. He actively participates on additional strategy teams and has attended the D.R.E.A.M conference as well as a board retreat. Four members of the Board of Trustees have attended *Achieving the Dream* board retreats and a board member sits on the Core Committee. The President of the college arranged for the college to support 12 staff members to attend the D.R.E.A.M conference in spite of tight budgets during the economic downturn. The *Achieving the Dream* initiative is coordinated by the Associate Vice President for Community Initiatives under the direct supervision of the Chief Academic Officer.
  - b. **Use of Evidence** – Temple College has progressed greatly toward creating a culture of evidence. Data has been the center of all that we do, from informing the strategy teams to reporting performance indicators at the Board of Trustees meetings monthly. The Institutional Research Analyst attends the weekly meetings of the Executive Cabinet and makes weekly reports. Each strategy team developed through the *Achieving the Dream* initiative has a dedicated data point of contact to focus the team on data collection for improvement and decision making. The Institutional Effectiveness, Research, and Planning office has received increased data requests in terms of surveys and *ad hoc* data queries as a result of the focus on building a culture of evidence. The Institutional Research Analyst has participated in the Strategy Institutes (D.R.E.A.M. 20102) the past two years. At each board, meeting, the AVP for Community initiatives provides student success data in a report to the Board of Trustees. The President has also arranged for special pre-board meetings in which the focus is student success. Topics for discussion have included use of data, *Achieving the Dream* interventions, and the variety of measures of student success. A newsletter is published monthly in which a data snapshot is highlighted.

- c. **Broad Engagement** - Temple College has developed four strategy teams in addition to a core team and data team. Approximately 32 administrative and instructional departments are represented on the teams. Each strategy team has added additional members during the second year of implementation. Faculty council representation has been added to the core team. Twelve faculty and staff leaders of interventions were able to attend the D.R.E.A.M conference in 2012. Additionally four faculty members who had not been able to attend the D.R.E.A.M conference will attend the Pre-NISOD workshop, *A Conversation with Faculty*.
  - d. **Systemic Institutional Improvement** - The College has shifted its focus from access to success. The college mission specifically addresses student success. The strategic planning goals are referenced in the college's online evaluation and assessment program. Specific improvements directly resulting from *Achieving the Dream* activities include increasing the number of students taking advantage of voluntary orientation opportunities and increasing the number of students participating in orientation/information session embedded in course sections. The continuous orientation sessions have been developed for a variety of formats including a YouTube account. The formats are available continuously which has required ongoing review of policy and practice.
2. What resources, internal and external, helped you make those accomplishments described above?
- a. **Committed Leadership** - The College is indebted to the Greater Texas foundation for funding which enabled faculty members, staff, and board members to attend the strategy institutes and the board retreats. A newsletter reporting on the progress of the strategic interventions is published monthly and is included in the Board of Trustees' resource packets. The college has made resources available for faculty and staff from across the campus to participate in Zero Week and the development of continuous orientations. The President has arranged for pre-board meetings to provide time for the board of trustees to engage in specific student success discussions. As a result of the board retreats, the college's President of the Board of Trustees has requested that monthly board reports "focus on student success, including supporting data."
  - b. **Use of Evidence** - The College gathers data from several sources to inform the Board of Trustees and college administrators on student success. These resources include survey data from the Community College Center for Student Engagement, the data reports submitted to the Texas Higher Education Coordinating Board, and the Texas Workforce Commission. The staff bulletin has proved to be a successful resource for updating faculty and staff on student success measures. Related information from Data Notes is distributed through the newsletter. The IR department has provided the Board of Trustees and data team with data from the *Achieving the Dream Data Access Tools* and comparable Texas Accountability Data.
  - c. **Broad Engagement** - Opportunities for college personnel to be directly engaged in the interventions through involvement in strategy teams and through volunteering to participate through pilot courses has increased faculty and staff engagement in the initiative. As interventions have expanded, additional faculty and staff have become involved in the processes. Resources have also supported the development of a monthly newsletter,

*Leopard Dreams*, which is included with the regular staff bulletin. In addition, the local newspaper has helped get the word out about our *Achieving the Dream* work by reporting on information and data presented at the monthly board meetings. Newspaper headlines his year have included *Temple College developmental courses helping students succeed at the college level* and *Report: Temple College developmental students do well after transferring to four-year schools*.

- d. **Systemic Institutional Improvement** - As referenced earlier, the focus of the college's new strategic plan is student success. Each department presents annual goals and objectives to a peer review process and must identify measureable targets for improvement. Each department was asked to align a departmental goal to one of the strategic goals. Twenty-four instructional and student service departments aligned one or more goals with the strategic goal of fostering student success, with the most often cited objective (19) being "increase student engagement." As a resource, our strategic plan informs all of our institutional work and owes much to our *Achieving the Dream* work.

3. Briefly describe the greatest challenges impeding your progress on *each* principle.

- a. **Committed Leadership** - The greatest challenge has been and continues to be turnover on the board of trustees. This necessitates a constant need for continuous education of the board of trustees. The economic challenges have meant a lack of funds for additional travel expenses for more board members to attend professional development.
- b. **Use of Evidence** - The increasing requests for data and information associated with both the *Achieving the Dream* initiative and the Institutional Effectiveness process have outpace the size of the research and planning office. Job changes has left the staff short an analyst position. A deficiency of reliable data warehousing and reporting software has made it difficult to keep up with the volume of work. An increase in state and national reporting has also diverted attention away from focusing on collecting data specific to the *Achieving the Dream* initiatives.
- c. **Broad Engagement** – One challenge to increasing faculty engagement is the misperception by some college faculty members that *Achieving the Dream* is a developmental education initiative. A focus on transfer in some of the literature has led some technical faculty to be disengaged in the initiative.
- d. **Systemic Institutional Improvement** - As with many "grant" funded projects, the strategies and interventions are often seen by some as temporary and program-specific.

4. What institutional research challenges has the college faced this year? Mark all that apply.

- None
- Too few IR staff positions
- Too few IT staff positions
- Unfilled staff positions
- Inadequate IR staff training in needed skills

Difficulty retrieving useful, timely data (The college does not have a data warehousing system or business intelligence software to enable the IR staff to retrieve pertinent data efficiently.)

Other. Please describe:

5. Please describe any increases in institutional research capacity at your institution this year. Include staff increases as well as new hardware or software acquisitions.

Job changes have actually decreased our institutional research capacity. In addition, new state and federal reporting requirements has put a strain on the office.

6. These questions pertain to your institution's data environment
- a. What type of student information system is used to process your student data? (e.g., SunGard Banner, mainframe, DataTel, etc.)

Datatel

- b. What software package(s) is/are used for data analysis? (e.g., SAS, Cognos, Crystal Reports, etc.)

SPSS, Excel

7. Please explain the progress you have made toward narrowing targeted achievement gaps.

Longitudinal data were used to identify baselines for special populations based on gender and ethnicity.

In the baseline data, gaps in achievement were identified by gender and ethnicity, with males performing at lower rates than females and African Americans scoring lower in successful course completion. The greatest achievement gap for African American students was in Developmental Math. Below is the Data chart with the latest fall data added.

Term	Successful Course Completion	Male	Female	African-American	White	Hispanic	Other	Total
FA 2009	All Dev Ed Students	48%	53%	49%	53%	53%	54%	52%
FA 2010	All Dev Ed Students	50%	57%	50%	55%	62%	58%	55%
FA 2011	All Dev ED Students	51%	58%	47%	60%	64%	56%	56%

FA 2009	Dev English	69%	77%	75%	70%	80%	83%	74%
FA 2010	Dev English	61%	79%	68%	72%	82%	70%	72%
FA2011	Dev English	63%	69%	64%	64%	74%	71%	67%
FA 2009	Dev Math	29%	38%	25%	43%	30%	33%	35%
FA 2010	Dev Math	37%	41%	32%	42%	45%	42%	40%
FA 2011	Dev Math	40%	51%	37%	55%	52%	49%	48%

The gaps have been persistent, but there was an overall increase in successful course completion in Developmental Math. Hispanics demonstrated the greatest gain in successful completion rates (SCR) in Developmental Math moving 22 percentage points from a 30% SCR in Fall 2009 to 52% in Fall 2011. Developmental English experienced a decreased successful completion rate for most subgroups with an overall decrease of 7 percentage points. The overall increase in all developmental students included Reading courses and Study Skills courses. African Americans showed an overall decrease, but an increase in Developmental Math success.

As a result of attending the D.R.E.A.M conference pre-meeting workshop and training *They Speak, We Listen: Conducting Focus Groups with Men of Color*, the Director of Recruitment and Retention requested specific disaggregated data for African American Males. The Director was interested in year-to-year retention. The year-to-year retention rate (at the same school) for African American Males was 37.5% compared to 53.6% for the whole population. In order begin addressing the gaps in African Male achievement, the Recruitment and Retention Director has begun a series of focus groups to gather information about retention issues.

8. In what ways have you engaged the external community in your achieving the Dream efforts this year? Mark all that apply.
- Collaborative activities with K-12 schools to improve student preparation for college
  - Data sharing with local high schools
  - Collaborative activities with four-year institutions to improve student success
  - Collaborative activities with community organizations
  - Collaborative activities with employers.
  - Other. Please provide the type of the activity.

9. Briefly describe how you have aligned your Achieving the Dream work with your institution's goals for improving student outcomes, other major initiatives designed to improve student success, accreditation and the institution's core activities, processes, and policies this year.

The recent strategic planning process focused on student success as a theme. To start the planning process, the Board of Trustees and executive staff participated in an information session which focused on the *Achieving the Dream* core principles. The consultant provided examples from the initial data submission to *Achieving the Dream* as a context in which to think about student success. The Quality Enhancement Plan that was part of our reaffirmation process with the Southern Association of Colleges and Schools focused on developmental math and followed many of the same principles and interventions that were used in the initial *Achieving the Dream* work plan. The pre-board meetings focused on student success came as a direct result of board members and the college President attending the Board of Trustees Institute for *Achieving the Dream*. Recently, the President of the board of trustees has requested that Items on the Educational Services Board report will need an explanation of how the item ties to student success. Also requested were monthly updates on the QEP and ATD strategies.

10. In the summer of 2011, you received feedback from Achieving the Dream on your 2011 annual report or implementation proposal. Please explain how you incorporated that feedback into your practices and programs this year?

We were encouraged that the majority of the feedback urged us to continue and enhance the plans and activities we had started, and we have done this as follows.

- One specific improvement this year was the establishment of the pre-board meeting to discuss student success issues—an idea borrowed from another *Achieving the Dream* college. Additionally, we were able to send a long-time board member to the Board retreat who had not had an opportunity to attend.
- Faculty engagement was strengthened through the addition of a new strategy and through the scaling up of original strategies.
- We have had success reaching out to the community via local newspaper stories that were inspired by data reports to the Board of Trustees.
- Staff and student engagement increased through the number of Zero Week workshop offerings and through the scaling up of continuous orientation.
- In addition to partnering with the local school districts through a P-16 council, we have brought college and school district faculty from area schools to work on college-ready curriculum alignment issues with the help of a local grant.
- The Zero Week strategy team has moved forward with plans to make the initiative a standard operating procedure. Students are given save-the-date cards in the registration and testing centers and the schedules are on the web site so that students can sign up for the different activities. Also, Zero Week has been scaled up in terms of the number of activities available to both students and faculty.

- The college is moving forward with plans to create an online orientation for distance learning students through the work of the continuous orientation committee. They have made the on-line information sessions as date neutral as possible to prevent the need for constant updates, and they have started creating YouTube videos as part of the presentation alternatives available. These steps will form the starting point for an online orientation. Continuous Orientation has been scaled-up so that most first year students will be enrolled in a participating section.
- The attendance policy is under review with the intent of encouraging active participation in courses. An initial review of developmental course completion revealed that although there was a slight increase in students withdrawing from class, a reduction in percentage of Ds and F's and an increase in grades of A-C indicate a slight improvement overall.

11a. Provide brief descriptions of your Achieving the Dream interventions/strategies in the chart below. Add additional charts as needed, limit 10. Adjust column and row sizes as necessary.

Intervention Name	Start date	Type of intervention	Content area Math/ English/ Reading/ NA	Target student group(s)	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
I. Zero Week	Fall 2010	Advising, Developmental Education, Equity, Faculty Professional Development, First-Year Experience, Student Support Services, Tutoring	All Areas	First time students	Participants registered in workshop based activities: FA2010: 181/15% FTATC SP2011: 105/16% FTATC FA2011: 241/20% FTATC SP2012: 191/32% FTATC  Total participants in all activities  Fall 2010: 523 Fall 2011: 675	718 Registered participants  Value added. Zero Week is designed so that all students can participate or take advantage of the offices being open the week between last day of registration and to take care of business. The Admissions and Records Office, Financial Aid Office, and Bookstore all report increased number of students served during the period. Enrollment services reported about 1,100 students participated in some ZW activity	Increase term-to-term retention for all students from 75% to 77%.  Increase year-to-year retention for all students from 46% to 48% in year two.  Increase the number of students attending orientation from 6.9% of new students to 10% in year two and 25% in year three  Faculty, staff, and students will be satisfied with the implementation of Zero-Week. Using a 5-point Likert-like scale, satisfaction will be determined with an average of 3.5 or greater.	FTIC ZW participants term to term retention rate was 88% compared to the overall retention of 73%  Year to Year Retention remained the same at was 46% in spite of a drop in overall enrollment.  Fall 2010-15% Spring 2011-16% Fall 2011-20% SP 2012-32%  First year online survey Faculty/Staff rated their satisfaction with Zero-Week at 3.66. Student satisfaction was 4.45 in Fall 2010 and 4.5 in Fall 2011. Staff survey was not completed for Fall 2011
<b>Intervention Description</b>								
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.

<b>Fall to Spring Retention</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
FTTC (First-time-at-Temple College) Zero Week Participants	85%	88%
FTTC Non Zero Week Participants	70%	61%
All FTTC	72%	68%
All Students	74%	73%
GPA FTTC Zero Week Participants	2.3	2.5
GPA FTTC Non Zero Week Participants	2.1	1.9
GPA all FTTC	2.1	2.2

Intervention Name	Start date	Type of intervention*	Content area Math/ English/ Reading/ NA	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
2. Continuous Student Orientations	Fall 2010	Developmental Education, Equity, First-Year Experience, Student Success Course, Student Support Services, Tutoring	Developmental Education, First Semester College English	First-time students, Academically underprepared students, First generation	240 students participated out of total college enrollment of 5966 (4% Fall 2010)  736 students participated out of an enrollment of 5,787 (13% Fall 2011)	2,500 students to date	Students will be satisfied with the implementation of minute orientations. Using a 5-point Likert-like scale, satisfaction will be determined with an average of 3.5 or greater.	Average satisfaction rate on a 5 point scale was 4.17 compared to the previous year of 3.96

							Retention rates will increase from term-to-term for participating students from to 81% in year two.	Term to term retention rate for participants was 74%
							Retention rates will increase from year-to-year for developmental English students from 49% to 51% in year two.	Y to Y retention rate for Dev Ed English students was 45%
							The percentage of successful course completion rates in developmental English will increase from 78% to 80% in year two.	Successful completion rate for participating Developmental English classes was 68% compared with 63% or non participating Dev ENG— Overall down from previous 2 years
							End-of-course retention rate will increase for courses employing minute orientations from 88% to 90% in year two.	EOC retention for fall participants was 78%

**Intervention Description**

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 were utilized to remind students of the services available through the College to aid their academic success. “Minute” orientations consisted of one to five minute “infomercials” facilitated by the faculty member leading each participating session. Topics oriented students to college life, provided them with information about the College, and helped them develop skills that encourage success. Faculty members utilized a standard curriculum and coordinated 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.

The Intervention began with Developmental English Courses and was scaled up to include all Developmental Courses and first semester Credit English. Successful courses completion as a measure showed an improvement over all in developmental courses but showed a decrease in Developmental English and credit English.

Term	Successful Course Completion	Male	Female	African-American	White	Hispanic	Other	Total
FA 2010	All Dev Ed Students	50%	57%	50%	55%	62%	58%	55%
FA 2011	All Dev ED Students	51%	58%	47%	60%	64%	56%	56%
FA 2010	Dev English	61%	79%	68%	72%	82%	70%	72%
FA2011	Dev English	63%	69%	64%	64%	74%	71%	67%

Other measures such as term-to-term-retention and end-of course retention did not increase as we had hoped. There was a significant scale up in the sections participating which meant different faculty participation and different courses which made past year comparisons more difficult. The student satisfaction with the information does continue to improve. Apart an overall decrease in measures for Developmental English, we have seen enrollment fluctuations which may have had an effect on our measures. On positive measure was that term-to-term retention was greater than overall term-to-term retention.

Intervention Name	Start date	Type of intervention*	Content area Math/ English/ Reading/ NA	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
3. Retention Alert	Fall 2011	Advising, Student Support Services	NA	Students at risk of withdrawing	703 cases in pilot year Fall 2010, 1098 cases in plot year Spring 2011	1,200	Increase in the number of faculty to use the system  Increase faculty level of satisfaction with the process	Baseline data 55% of Faculty used the system in first Fall 2011  Average effectiveness rating on 5pt scale was 2.54 (neutral)

					698 cases implementation year (Fall 2011)			Average rating as an effective tool on 5pt scale was 3.35 (agree)
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**Intervention Description**

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.

Intervention Name	Start date	Type of intervention	Content area Math/ English/ Reading/ NA	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
4. Fast Track Developmental Courses	Fall 2011	Developmental Education	Math, English, Reading	Lowest level developmental	129 Fall 2011	129	Successful completion rate at or exceeds semester length dev ed courses	Semester length successful course completion MATH, ENGL, READ – 60%  Fast Track successful course completion MATH, ENGL, READ – 67%  ENGL Reg 70% Fast track 73% MATH Reg 53% Fast track 48% READ Reg 75% Fast track 91%  Fast Track withdrawal rate 6%  Regular withdrawal 21% ENGL

							courses	with Reg 16% FT 8% MATH with Reg 24% FT 9% READ with Reg 18% FT 0%
<b>Intervention Description</b>								
<p>Fast tracked courses are a new <i>Achieving the Dream</i> initiative for the 2011-2012 year. The courses are 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.</p> <p>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 plus 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.</p>								

**11b. How do these interventions address achievement gaps or equity concerns on your campus?**

**Zero Week:** Zero Week scheduled activities include sessions designed for veterans, academically disadvantaged students, and first-time-at-Temple College students. Community college students often make their decision to attend college at the last minute. Large numbers of students apply for admission and enroll in classes on the final day of registration. These last-minute decisions can lead to a lack of preparation during the vital first days of school. Students often begin the semester without having purchased textbooks, looked over readings and future assignments for the course, or prepared themselves or their families for the time commitment of attending college. The extra week following registration provides the first-time college student time to prepare for the rigors of the academic year. In addition, this intervention provides faculty and staff the necessary time to prepare for the new semester. Zero Week scheduled activities include sessions designed for veterans, academically disadvantaged students, and first-time-at-Temple College students.

**Continuous Student Orientations:** Based on student focus groups and CCSSE results, students indicate that they are not aware of the services available through the college to help them succeed in their academic coursework. Short orientations and online orientations allow for continuous reminders throughout the semester for developmental and first-time students to ensure that they are aware of the services provided to assist in their academic success. The participating sections are concentrated in courses serving academically disadvantaged and first-time students. These additional orientation options focus on specific student support services most needed by the targeted population.

The intervention was originally targeted to developmental English students who are often low-income, first-generation, and minority students. The intervention has been scaled-up to include all developmental sections and the first-semester English course. These students benefit from the additional emphasis on support services.

**Retention Alert:** The Retention Alert system is designed to provide individual attention to students at risk for dropping-out. Once a case is built by a faculty member, the student is assigned a case manager who can provide advice and encouragement. Student behaviors which would trigger a case are most likely non-attendance or poor performance on assignments. The case manager can provide encouragement, prodding, or information on available services at the college or in the community. Case managers are Student Services personnel and include the developmental education retention coordinator, veteran's representative, and the accommodations director.

**Fast Track Developmental Courses:** The Fast Track courses are focused on moving academically disadvantaged students through developmental programs more quickly. The instructors in the pilot program soon discovered that the initiative promoted student engagement and faculty and student interaction, which are both identified as college priorities as part of our work with the Center for Community College Student Engagement.

**11c. Briefly describe your evaluation plans for the interventions described above.**

**Zero Week:** Zero Week activities are evaluated through a record of attendance, surveys on activities, and comparison measurements between student participants and non-participants. The strategy team meets regularly to discuss logistical improvements based on participant feedback. The institutional researchers provide student success measures based on cohorts of participants in the form of GPA comparisons and retention information. These measures are limited to students who signed up for the activity through the college's information management system.

**Continuous Student Orientations:** The Continuous Orientation committee meets regularly to discuss the logistics of presenting the information sessions in the most effective format. The team provides a variety of methodologies based on faculty feedback. Content evaluation comes from student surveys given twice during the semester. The team analyzes the results including the open ended comments to gauge the usefulness of the sessions to the students. Other quantitative measures will look at course retention and term-to-term persistence of participating students.

**Retention Alert:** Evaluation of the Retention Alert strategy consists of quantitative measures of use of the system and a qualitative measure of perceived effectiveness. All faculty and staff received a survey designed to assess the effectiveness and use of the student intervention software. The survey was designed so that the responses could be filtered by full-time faculty, part-time faculty, and staff. Each question on the survey provided a place for comments, which will prove invaluable to the retention alert team as it evaluates the first year of use. The committee plans to offer professional development to address comments and suggestions made by both users and non-users. The professional development opportunities can be tailored for distinct groups based on the filtered responses and comments on the survey. In light of the current load for caseworkers, a goal for process improvement will be to identify priorities for creating cases rather than an increase in general use.

**Fast Track Developmental Courses:** The Fast Track developmental courses are evaluated by the successful course completion rate in the participating sections compared with all other like sections. Qualitatively, faculty and student perceptions are collected through student/faculty interaction. As the initiative grows, qualitative data will be collected through formal surveys of participants.

**11d. Have you used evaluation data from these interventions to improve any of your student success interventions? If so, what specific improvements were made?**

**Zero Week:** The strategy team made improvements based on student and staff comments. Specific improvements included more outreach, scheduling sessions closer in time so students would have a reason to stay on campus, provide a variety of times for the most popular orientations, and printing the time on students' schedules if they pre-registered for an orientation.

**Continuous Orientation:** As the Continuous Orientation strategy team began a discussion about refining a sustainability plan for this strategy, it became clear the team would have to go back and review all sessions for content accuracy. The very first session, Student Handbook/Time Management had a fair number of slides that either needed to be updated or deleted due to revisions in the 2011-2012 Student Handbook. The team agreed that we needed to review all existing orientation sessions to find a way to generalize the presentations with the aim of extending the useful life of the presentations before they had to

be modified.

Another concern that arose was the instructors conducting the orientations in a traditional face-to-face setting had to deactivate the audio and automatic slide sequencing features so they could present the material at custom pace in class. This concern prompted the group to realize that we would need to look at developing each orientation session in two separate formats. A format with no audio and no automatic slide sequencing so faculty could sequence through the slides as they presented the material in class and a second format that would include audio and automatic slide sequencing for use in online classes and for use in the College's online New-comer Orientation website.

**11e. What evaluation obstacles (if any) have you faced?**

An evaluation obstacle is trying to minimize the effect of confounding variables. The structures of some interventions have inherent limitations. Zero Week is currently a self select process. Continuous orientation has been scaled up rapidly so comparisons with previous years are difficult. In addition, the intervention occurs simultaneously with other curricular changes made in participating courses. Structural obstacles include the loss of a researcher position during the year and an increased work load for the offices involved. This happened as a result of additional state reporting requirements and administrative responsibilities from another grant.

**11f. If any of the interventions above have been scaled up, please describe how.**

Continuous orientation has increased from a Developmental English only initiative to one that encompasses most first-time-in-college students. The number of participating sections increased from 17 in Fall 2010 to 118 in Spring 2012. The number of participating students grew from 88 the first semester to 736 in Fall 2011 and 1,659 (duplicated) in Spring 2012.

**11g. If any interventions have been canceled, please briefly describe them and why they were cancelled.**

During the first weeks of class each term, instructors will assist students in each developmental math class by pairing the students with accountability partners. The partners exchanged contact information reported to each other they knew they will miss a class or are unable to get in touch with the instructor. When a student was absent, the instructor asked the respective accountability partner to contact the individual at the beginning of the class to encourage attendance. Attendance Accountability was discontinued due to lack of formal participation by students. Instructors reported that the students reported that they had already created a similar collaboration on their own and were reluctant to sign up for a structured program. Some of the Instructors also reported that they continued the process in all of their sections as standard procedure. Faculty interest and personality seemed to be a factor in whether students wanted to participate. Instructors in the fast track sections, another intervention, had created their own informal accountability process. Continuation of the strategy was also hindered by the departure of the original strategy team leader who had devised the strategy from adapting an idea from another *Achieving the Dream* school.

11h. Briefly describe any substantial changes you propose to make to the interventions listed above. Note any interventions you have chosen to discontinue and describe why you chose to discontinue them.

No substantial changes to interventions

11i. Briefly describe any new interventions you plan to implement.

Accelerated Developmental Placement Boot Camp: 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 MyLabsPlus. 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.

12a. Provide a graph or chart presenting evidence of improvement in student achievement over three or more years on one of the following Achieving the Dream measures.

Successful Completion Rate of Developmental Math							
Term	Male	Female	African-American	White	Hispanic	Other	Total
FA 2009	105/357 29%	309/819 38%	75/303 25%	251/580 43%	79/265 30%	9/27 33%	414/1176 35%
FA 2010	154/415 37%	365/881 41%	125/382 32%	259/612 42%	124/227 45%	11/25 42%	519/1296 40%
FA 2011	145/361 40%	483/947 51%	153/418 37%	296/543 55%	148/284 52%	31/63 49%	628/1308 48%

*Data Source: Datatel Query*

12b. Briefly describe the intervention(s) you have implemented to achieve the improvement in student outcomes **documented in Question 12a** above, including why you believe the intervention helped to improve the student outcomes.

*Achieving the Dream* interventions specifically related to developmental math completion included peer attendance accountability, math workshops during Zero Week, and Fast track courses. Other changes in the developmental math courses were made at the same time, and it is difficult to build a connection between the outcomes and the *Achieving the Dream* interventions. The formal attendance accountability intervention was not as popular with math students or instructors as it was last year, but the reason is a positive one. Instructors reported that the students were taking a more active role in student to student engagement and were less likely to participate in a structured program. The fast track courses had comparable successful completion rates as other similar sections but were slightly lower. The numbers of students participating in Zero Week math workshops were not large enough to affect the change. However, the successful completion in developmental mathematics was the focus of the college's Quality Enhancement Plan (QEP). Interventions associated with the QEP probably had an impact on the positive trend of increasing successful completion. Those interventions included, offering a variety of options for coursework including adding lecture components to computer-based section, providing lecture only sections, fast-track session, and identifying key math instructors to work with developmental students. Another change at this time included consolidating all developmental courses into a single division. These changes are thought to have encouraged greater student engagement and greater student/faculty interaction as reflected increased benchmark scores on the Community College Survey of Student Engagement.

12c. Regarding the intervention **described in 12b** above:

- Was this intervention developed as part of your college’s **Achieving the Dream** work? The intervention was peripherally part of the *Achieving the Dream* work as the QEP and *Achieving the Dream* were developed simultaneously. Early participants in the Strategy Institutes were members of the math faculty who returned with many ideas and strategies to implement.

Students involved in Quality Enhancement Plan—Exponential Success: Strengthening Foundational Mathematics

Reporting Year	Number of Students in Quality Enhancement Plan	Students in intervention as % of total enrollment	Students in intervention as % of target population [describe target population]
2010	1,176	21%	100%
2011	1,296	22%	100%
2012	1,358	24%	100%

13a. Is there anything else you would like Achieving the Dream or your funder (if applicable) to know about your work this year?

Temple College has found the Strategy Institute and Board retreats helpful in aiding faculty and staff in understanding the goals of the initiative, but also in providing a wonderful opportunity for networking and sharing of ideas. The current economic climate has made it difficult for the college to increase its research capacity. Available grants tend not to be structured in a way where the acquisition of software is allowed to enhance operating procedures. The acquisition of business intelligence software and data warehousing software would greatly enhance the work of the institutional research capacity, but most funders do not recognize enhancing standard operating procedures as innovative. One-time grant dollars allowing for the purchase of these technology tools would greatly enhance the productivity of existing small IR offices.

13b. Are there tools or technical assistance that Achieving the Dream can provide to support Achieving the Dream on your campus?

We are always on the lookout for more professional development opportunities, consequently we appreciate the addition of the *Achieving the Dream* pre-workshop in connection with NISOD. We were able to take advantage of the workshop with no additional costs to the college for faculty who were already registered for the conference. Other pre-workshops in connection with other conferences that draw community college faculty could be helpful. The technical information provided through the websites and newsletters have been valuable.

The institutional research department would like for the data reports available from *Achieving the Dream* to include raw numbers in addition to percentages. They feel that it would give them a better understanding of the data and the metrics.