



## Annual Reflection Narrative

**Due: May 15, 2013**

## Annual Reflection Narrative Instructions

**Below is a narrative section consisting of seven questions. This document serves as a template, so please write your responses directly into the spaces provided below.**

*\*Note that the period covered by this Annual Reflection is May 2012-April 2013. Please reflect on activities during this time period throughout the narrative.*

**1. Contributors to the Annual Reflection:**

Institution Name: Temple College

<b>Names of Contributors to this Annual Reflection</b>	<b>Titles of Contributors to this Annual Reflection</b>
Dr. Jimmy Roberts	Associate Vice President, Community Initiatives and Special Programs
Dr. Glenda Barron	President
Carey Rose	Division Director, Student and Enrollment Services
Toni Cuellar	Registrar
Adrian Sora	Director, Retention
Paula Talley	Division Director, Student Success
Allison Garza	Dept Chair, Developmental Mathematics
Rebecca Richter	Director, Institutional Effectiveness, Research, and Planning
Diane Barnes	Research Analyst
Anjanette Mesecke	Director of Special Projects and Retention for the Student Success Division

## 2. Progress Statement:

Please describe in no more than one page your institution's progress in improving student success and completion. In what ways is your reform work transforming the way students experience college?

Since joining Achieving the Dream in 2009, Temple College has implemented several initiatives designed to improve student success and completion. Continuous Orientation has been scaled-up from "some" to "most", and each semester attendance at Zero Week increases as more students are made aware of the opportunities. We have incorporated activities into our regular budget and operating procedures, which has created an infrastructure for our focus on student success. These include: *Zero Week*, a week of faculty and student development opportunities; continuous orientation, 1-minute in-class information sessions on need-to-know topics; and a pre-board supper for engaging the Board of Trustees in student success discussions.

Zero Week, the week between the end of registration and the first day of class, has continued to grow and evolve as we create new activities in response to student and faculty needs. During Zero Week, Temple College conducts a variety of student workshops and faculty and staff professional development workshops. An analysis of grade point averages (GPA) for first-time-at-Temple College students continues to indicate positive outcomes associated with attendance at new student orientations. The GPA after the first semester at Temple College for new students attending the student orientation was higher than for those not attending. Our success with Zero Week led the Texas Guaranteed Student Loan Corporation (TG) to highlight it in their annual webinar schedule.

In addition to leading the student portion of Zero Week, the Division of Student and Enrollment Services reported the following new or improved policies and procedures:

- Required meetings for suspension students
- Required counseling for probation students
- Required academic advising for FA suspension
- Contacting students who stopped attending TC who are within 12 semester hours of graduating with a TC degree
- Provide personalized academic advising for developmental students

For the 2012-2013 school year, The Accelerated Developmental Placement Project was identified as a new strategy for Temple College. Also known as the Leopard Success Project, this two-week preparation workshop was designed to help participating students accelerate their developmental placement. Participating students took a diagnostic test in reading, writing, arithmetic, and algebra depending on their original placement test scores. Upon completion of the test, students received the results and a code which linked to an individualized study plan in the instructional software, MyLabsPlus. Upon completion, students had the opportunity to retake the placement test without charge. The first Leopard Success Project class met with some success with math participants who retested at the end of the two weeks gaining an average of 16 points. One student scored high enough to be placed into a higher level course. The other students all posted at least a 10 point gain on their placement exam. The English students experienced success with some students scoring high enough to be placed in our college credit English class from the lowest level initial placement. This saved the students nine semester hours' worth of tuition and time. The project was replicated during the Zero Week schedule with a condensed two-day, 16 hour workshop. The session was partially attended by about 30 students, but only one student completed the entire 16 hours. The two-week version will be offered again in the summer.

The Student Success Division also experienced success with fast-track developmental classes. Participating students were placed in 8-week, daily classes. Overall, the successful completion rate (Grades A – C) for the first eight-week sections was 8 percentage points higher than the standard 16-week sections. Each developmental area showed a higher percentage of successful completion in the 8-week sections. Successful students were eligible to enroll in the next level.

### 3. Institution Context:

Please consider both the positive and negative factors affecting the student success efforts at your institution and provide a brief (no more than one page) summary of the impact each has had on your progress this year. This summary may include aspects related to the institution's culture and environment such as leadership changes, engagement of full- and part-time faculty, staff additions or lay-offs, state or federal influences, budget reductions, and reaffirmation of accreditation efforts.

- Leadership changes—The College has added a number of new board members recently. We continue to send two board members each year to the Board of Trustees Institute. The Board also receives information on factors affecting student success each month for discussion at the pre-board meeting supper. In order to emphasize the role of data in decision making, a data snapshot is provided at each board meeting on some aspect of student success. Attendance at the institute and regular exposure to data has prompted the board to direct the staff toward implementing new policy changes including mandatory orientation for new students and a required student success course for all developmental students. A stable upper level leadership at the college has enabled the scaling up of activities and provides administrative support of new initiatives and strategies including the New Mathways Project (NMP) and fast-tracked developmental courses. The NMP and the fast-tracked developmental courses have provided leadership opportunities for additional faculty members.
- Engagement of full- and part-time faculty—Zero Week and continuous orientation have the greatest impact on faculty engagement through opportunities to participate. Part-time faculty members are difficult to engage sometimes, but the Faculty Council has taken on the challenge with special activities designed for them during Zero Week, including an “adjuncts night and personal tours. Various departments continue to involve adjunct faculty in faculty meetings as much as possible. The Achieving the Dream newsletter, *Leopard Dreams*, is distributed to all faculty and staff as part of the regular distribution of the staff bulletin, which goes out to all faculty and staff. There have been requests for additional information from faculty on specific articles. The math faculty has provided thoughtful data analysis in relation to the fast-tracked developmental courses.
- Staff—Temple College has been blessed with a relatively stable faculty and the college has managed to avoid any layoffs during the recent economic downturn and subsequent reduction in state funds.
- State or federal influences— Legislation passed by the 82nd Texas Legislature required several changes to the Texas Success Initiative (TSI) and developmental education programs in Texas. Probably the most significant change was the development of a single statewide assessment. The new assessment must be implemented for students registering after the Fall 2013 start date. Students registering for the Fall 2013 semester will be subject to the old requirements. Other changes included recently approved new descriptions and learning outcomes for developmental education courses and interventions which are listed in the *Academic Course Guide Manual*. Other changes, which Temple College has begun to initiate, are Non-Course Competency-Based Options and Interventions and Developmental Integrated Reading and Writing as a research-based promising and best practice. The state has developed some challenging deadlines for the implementation of some of the requirements but fortunately, the changes are aligned to the Achieving the Dream principles.
- Budget reductions—Budget reductions continue to be a challenge. Temple College has tried to meet the fiscal challenges of participating in a national reform effort by focusing on relatively low cost interventions. Zero week, continuous orientation, and fast-track developmental courses have all been initiated within the existing structure of the college using current positions. The associated costs have been absorbed by the participating departments for the most part. The state has provide limited reimbursement funds for the non-course based developmental options, but it still requires a cost to students which may be especially difficult for some of the targeted special populations.

#### 4. Principles Assessment:

For each principle listed below, provide a brief summary of your institution's aggregate observations regarding the Principles Assessment Survey (*see below*). Please be sure to include recognition of achievements and challenges your college has experienced as well as a description of future plans. This summary should be no longer than 3 paragraphs for each principle and may also include a synopsis of your institution's group discussions.

The Principles Assessment survey was completed by 27 individuals representing Temple College staff members, faculty, and trustees. The results were aggregated by Achieving the Dream staff and reported back to the college. The findings of the survey were analyzed by aggregating the results of the items for each section to obtain an overall score.

- Principle 1) Committed Leadership

On the Principles Survey, committed leadership received the highest ratings. The overall percentage of respondents to rate the items a 4 or 5 was 83% with an average rating of 4.3. The group discussed the section holistically and by reviewing each item. The group attributed the high score to the emphasis on student success through regular communications by the President and the Vice President of Educational Services and through the focus at Board of Trustee meetings. Regular reports on student success are made to the board at a pre-board meeting and through the monthly report from Educational Services.

As a result of attendance and engagement in the Board of Trustees Institute, the board has conveyed an expectation that the success course should be required for developmental students and orientation should be mandatory for all students. The college has begun implementation of the above practices but is facing associated challenges. Finding additional and appropriate instructors for the student success course has been difficult, and enforcing mandatory orientation without limiting access is seen by some as a barrier. The Vice President of Educational services is working closely with the Student Enrollment Services and Student Success Divisions and the Information Technology Department in finding ways to expedite the process using the student management system and by fine-tuning developmental plans for students.

The President of Temple College led the way in applying for Leader College status and was instrumental in securing our position as a co-developer with University of Texas's, Dana Center's New Mathways Project. The directors of the math department, Student Success Division, and the advising department have all assumed leadership roles in this initiative. The President also committed the college to participate in the Texas Peer Coaching Initiative. The initiative introduced additional instructors to a more complete understanding of Achieving the Dream. Additionally, the follow-up visit from the peer college will engage more faculty and staff in the sharing process.

- Principle 2) Use of Evidence to Improve Policies, Programs, and Services

This principle received an average score of 68% on ratings 4 or 5 for the associated items with an average rating of 3.9. The college continues to have challenges in this area due to software limitations and staff workload. Current workload for the Institutional Effectiveness, Research, and Planning department limits its ability to do in-depth study and analysis on some issues. Additionally, faculty and staff often find it difficult to attend training on how to ask for or how to use data. The IERP staff receives many ad-hoc requests indicating an interest in data informed decision making, but often the requests call for complicated analysis.

The data committee has been charged with finding ways to educate faculty on how to use data and on using the currently available data. The committee is also responsible for identifying standard data reports to be provided to faculty stakeholders. At present, the IERP Department is responsible for administering student state reports. The actual running of the student reports will be moved to Admissions and Records thereby freeing up time for the

IERP staff to focus on data analysis. The director will continue to serve as the college's reporting official to maintain quality control over the data.

The data on the success of students who attend a new orientation session during Zero Week has given additional information to undergird the policy direction of not only mandating an orientation session for all new students but also exploring additional vehicles for "attendance" as well as appropriate enforcement related to the specific populations of students attending comprehensive community colleges. The data provided to the Board of Trustees relating to the number of developmental students transferring to universities gave impetus to the policy of having all developmental students enroll in a student success course.

- Principle 3) Broad Engagement

The principle of broad engagement received an average score of 65% on ratings of 4 or 5 on the associated items of the survey with an average rating of 3.8. The participants gave the highest rating (76%) to the alignment and extensive collaboration on efforts to improve student success between academic/instructional affairs and student services. Temple College is organized so that instruction and student services are under the same Vice President, which contributes to the collaboration. The second highest score, i.e., how well student services staff routinely assesses student success strategies from the perspective of current research on effective practice can be explained by the very active engagement of student services in the Zero Week and continuous orientation interventions.

The items addressing faculty assessment of outcomes and teaching strategies received ratings of 4 or 5 by 69% and 68% respectively. A current revision of the core curriculum for the college should result in more focused efforts in outcome assessments and teaching strategies. In addition, the college has just completed the Community College Survey of Student Engagement which will help identify opportunities for researched-based practices. The CCSSE results will be used as an in-direct measure on the core curriculum assessment plan.

The lowest scoring items referenced engaging part-time faculty and students in efforts to improve student outcomes. Currently, the President and other administrators hold open-sessions with students to discuss issues. The steering committee will work on ways to improve attendance at these sessions and will brainstorm ways in which to incorporate student voices through the student success course curriculum. The college will also continue with special focus groups involving targeted special populations. As part of the Zero Week professional development schedule, the ATD team will staff a booth during "adjuncts night" to introduce the initiative to the part-time staff—many of whom are involved in the developmental courses.

- Principle 4) Systemic Institutional Improvement

Systemic Institutional Improvement had an average 4 or 5 rating of 76% with an average rating of 4.1. Within the category, ratings ranged from a high of 92% on (1) "the college has a standing committee or committees responsible for guiding and monitoring efforts to improve student outcomes, and (2) major meetings, organizational units, and work groups regularly focus on student success to a low of 46% ("college provides training to faculty and staff on using data and research to improve programs and services"). The steering committee felt that the high scores were the result of the large percentage of faculty and staff involved in both continuous orientation and Zero Week, and the faculty orientation group. Other high scoring areas (81-88%) involved planning, scaling-up, and integrating plans with other initiatives, especially accreditation.

The lowest score, at 46%, addressed the survey item "college provides training to faculty and staff on using data and research to improve programs and services." The college has provided training, but the training was optional and not very well attended. One-on-one training for department heads is available from both the IERP staff and the accreditation liaison. The Division of Student Success currently is the largest consumer of data provided

by the IERP Department. The Vice President of Educational Services is also diligent in passing on standard instructional reports to the division directors.

The data committee will brainstorm ways to encourage department-wide training and will identify specific data reports best suited to classroom use. Budget issues have prevented the college from purchasing a user friendly data management system, so a concerted effort in providing basic standard reports will be explored. Additionally, the assessment group will identify existing data sources for instructional departments for program improvement in accord with the annual institutional effectiveness plans.

- Principle 5) Equity

On the Survey, the equity section received the lowest scores—65% rated 4 or 5 with an average rating of 3.8. The highest score referenced the college's climate of inclusiveness (76%) while the lowest score represented the staff reflection of the demographics of the region. Temple College students do represent the area demographic with the major ethnic classification within 5 percentage points of the service area population except for a 9% over representation among African Americans. African American instructional and non-instructional staff are under-represented by about 10% of the regional population and 20% of the student population. Hispanic instructional and non-instructional staff are under-represented by about 10% of the regional population and student population.

The retention coordinator has instituted a set of focus groups for African American men; the least represented student body and the group with less visible success. The group has been expanded this year to include all men of color. The results of the focus groups will be shared with the board of trustees and be added to the faculty professional development schedule. Although still under-represented in success measures, the total number of degrees and certificates awarded each year has risen faster for African Americans and Hispanics than for the population as a whole.

The core curriculum for the college is currently being revised. As part of the process, a core objective on social responsibility that includes intercultural competence will be addressed in the component areas of language, philosophy, and culture; creative arts; American history; political science; and the social and behavioral sciences.

## 5. Student Success Data:

Please review your institution's disaggregated data for the five Achieving the Dream student success measures listed below. This data must be disaggregated by race/ethnicity, gender, and Pell status.

Next, prepare a one- to two-paragraph summary for each measure that a) describes your progress in comparison with previous year outcomes, (b) addresses rising or declining results over time, (c) explains your progress in closing achievement gaps among the disaggregated student groups, and (d) describes your plans for addressing decreases or sustaining and building increases. For *at least* one measure, please include a table or graph to illustrate your points.

Finally, describe any achievement gaps evident in the data for all five Achieving the Dream student success measures and explain how the institution is addressing or plans to address these gaps.

- a. Measure One: Successful completion of developmental instruction and advancement to credit-bearing courses.

From academic year 2010-2011 to 2011-2012, student success in developmental courses generally increased. The highest percent of increase was for White, non-Hispanic students, with an increase of 5%. Hispanics showed an increase of 3%, and Black, non-Hispanic student success decreased by 1%. There were wide variations in success by gender, as female students' success increased only 1% while male student success increased 4% over the prior year. The most dramatic increase was for Hispanic males, with a 9% increase; White, non-Hispanic males were the next highest with a 8% increase. Black, non-Hispanic males showed a decrease of 2% in success from the prior year. Success rates for Pell students increased 2% from 2010-11 to 2011-2012.

From 2007-2008, the first year for which data were collected, through 2011-2012, the overall trend in student success has been positive, with a 2% increase. Disaggregated data by ethnicity showed a 4% increase for White, non-Hispanic students. Black, non-Hispanic student success increased by 2% and Hispanic student success increased by 3%. Disaggregating by gender, success of female students of all ethnicities increased by 1% over the five year period. For White, non-Hispanic females, the increase was 3%, for Black, non-Hispanic females, 0.3%, and for Hispanic females, 3%. Male student success increased 5% overall, with increases for White, non-Hispanic males of 6%, for Black, non-Hispanic males of 6%, and for Hispanic males of 5%. These results show that the achievement gap for Hispanic students, particularly for males, has narrowed substantially over the last several years. New initiatives, such as focus groups for African-American men, have shown early promise in student success. Success from this initiative has inspired the college to expand the focus group offerings over the next year with sessions for Hispanic men.

Table 1

**Completion of Developmental Courses (All)**

<b>Race/Ethnicity</b>	<b>White non-Hispanic</b>	<b>Black Non-Hispanic</b>	<b>Hispanic</b>	<b>Total</b>
2007-2008	57.01%	45.74%	58.06%	53.80%
2008-2009	57.19%	50.93%	58.19%	55.35%
2009-2010	54.63%	47.63%	54.91%	52.58%
2010-2011	56.44%	48.89%	58.17%	54.38%
2011-2012	61.01%	47.75%	61.55%	56.20%

<b>Female/Ethnicity</b>	<b>White non-Hispanic</b>	<b>Black Non-Hispanic</b>	<b>Hispanic</b>	<b>Total</b>
2007-2008	59.41%	50.00%	59.54%	56.80%
2008-2009	60.50%	51.19%	60.70%	57.26%
2009-2010	56.87%	53.11%	56.62%	55.79%
2010-2011	59.73%	50.92%	60.95%	57.28%
2011-2012	62.76%	49.73%	62.54%	58.05%

<b>Male/Ethnicity</b>	<b>White non-Hispanic</b>	<b>Black Non-Hispanic</b>	<b>Hispanic</b>	<b>Total</b>
2007-2008	51.69%	38.02%	54.43%	47.52%
2008-2009	49.76%	50.34%	52.76%	51.20%
2009-2010	50.17%	37.42%	50.38%	46.03%
2010-2011	49.40%	45.24%	50.18%	48.18%
2011-2012	57.25%	43.61%	59.29%	52.27%

<b>Pell</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
2007-2008	50.00%	59.44%	53.80%
2008-2009	53.33%	58.61%	55.35%
2009-2010	50.67%	57.30%	52.58%
2010-2011	53.19%	58.76%	54.38%
2011-2012	55.07%	61.03%	56.20%

b. Measure Two: Enrollment in and successful completion of the initial college-level “gateway” math and English courses

Table 2 (below) is part of a new tracking methodology instituted by the Texas Higher Education Coordinating Board. The cohort of entering students requiring developmental education is tracked over time. The low math numbers are due partly to a three-level developmental course sequence. The chart also reveals that students sometimes delay college level courses after the developmental sequence is completed. The number of students completing the sequences in two years for the 2009 cohort was 40.9% in math, 53.1% in reading, and 40.5% in writing. An average success rate between 60% and 70% completion in the courses would suggest students are delaying the college level courses or dropping out. On a positive note, the percent of students completing the developmental sequence is increasing (figure 1). More detailed investigation is needed in this area. We have begun analyzing course taking patterns with the fast-track participating students. Initial results from math courses indicate that from 62% to 68% of eligible students progressed to the next level. The students who continued had subsequent success rates between 60% and 70%, comparable to students in the regular developmental courses. As a result, 22% and 32% of the initial course takers were ultimately successful in the second course.

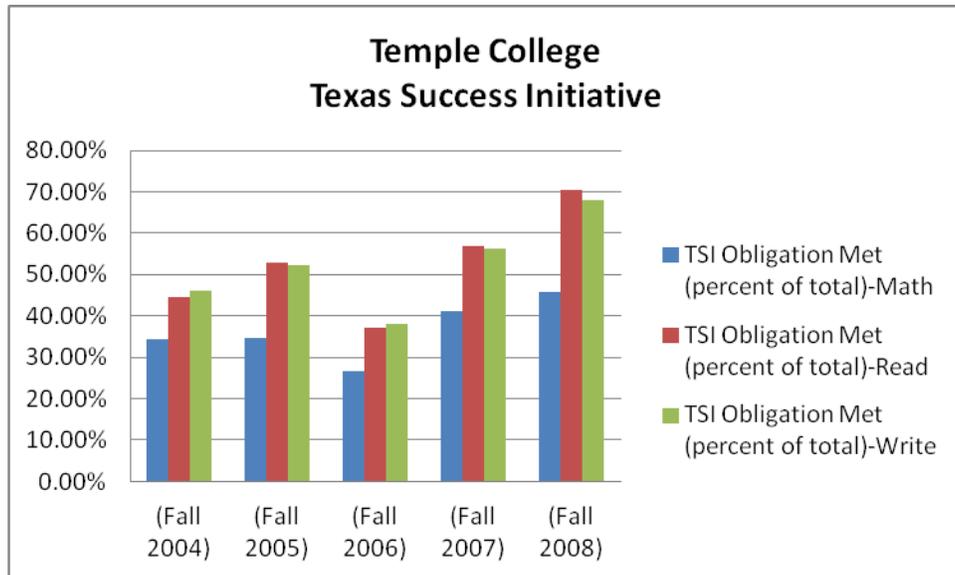
Table 2

**College Level Completion A-C for Students Requiring Remediation (Cohort Based)**

Students completing developmental but not attempting a college level course are included in the denominator

	<u>2010 Cohort</u>	<u>2009 Cohort</u>
Math	4%	4%
Reading	15%	23%
Writing	21%	16%

Figure 1



c. Measure Three: Course completion with a grade of “C” or better

In 2011-2012, no disaggregated group experienced an improvement over the previous year’s outcomes. In fact, the success rates of all groups decreased. Two groups (White non-Hispanic and Hispanic) experienced decreases of less than 0.9% from the previous year, while one group (Black Non-Hispanic) experienced its lowest success rate (54%) of the five reported years. This represents a decrease of 3% from the previous year. With the exception of a slight rise in 2009-2010, the success rate of Black Non-Hispanics has steadily declined since 2007-2008.

Women experienced decreases in all ethnic groups. White non-Hispanic success decreased from a near high rate of 78% in 2010-2011 to a five-year low of 76% in 2011-2012, representing a 2% drop. Black non-Hispanic student success also declined. After experiencing a five-year high of 63% in 2009-2010, this group saw a success rate of only 57% in 2011-2012. Although Hispanic females had rebounded in 2010-2011 (73%) after three years of decreasing success, 2011-2012 saw a decrease of nearly 2% to 71%. Men experienced increases in two groups. The success rate for White non-Hispanic males rose to 76%--its highest level ever. After experiencing a large drop (-3%) from 2009-2010 to 2010-2011, the success rate for Hispanic males rebounded slightly, increasing from 66.5% in 2010-2011 to 67.14% in 2011-2012 (+0.64%). Black non-Hispanic males recorded a 49% success rate in 2011-2012, representing a 5% decrease from the preceding year and an 9% decline in the five-year period from 2007 to 2012.

The success rate of Pell Grant recipients followed the same general pattern as most other student groups. In 2011-2012, 62% of Pell Grant students succeeded in their college-level courses. This represents a 1% decrease from the year before, continuing a general downward trend over the last five years. Students who did not receive a Pell Grant succeeded at a much higher rate. In 2011-2012, 81% of non-recipients succeeded in college-level courses. While this represents a slight decrease (-0.73%) from the previous year, the overall trend is positive. For the last three academic years, Pell Grant non-recipients have succeeded in over 80% of their classes, a rise from a low of 78% in 2008-2009.

Table 3

**Completion of College-Level Courses (A-C)**

<b>Race/Ethnicity</b>	<b>White non-Hispanic</b>	<b>Black Non-Hispanic</b>	<b>Hispanic</b>	<b>Total</b>
2007-2008	77.42%	60.78%	71.84%	73.62%
2008-2009	75.92%	59.70%	70.74%	71.87%
2009-2010	77.02%	60.29%	69.80%	72.33%
2010-2011	77.13%	56.98%	70.62%	71.89%
2011-2012	76.30%	54.35%	69.73%	70.11%

<b>Female/Ethnicity</b>	<b>White non- Hispanic</b>	<b>Black Non- Hispanic</b>	<b>Hispanic</b>	<b>Total</b>
2007-2008	79.40%	62.07%	73.32%	75.39%
2008-2009	77.73%	60.89%	71.30%	73.16%
2009-2010	77.72%	63.35%	70.14%	73.44%
2010-2011	78.36%	58.14%	72.74%	73.16%
2011-2012	76.45%	56.54%	70.89%	70.77%

<b>Male/Ethnicity</b>	<b>White non- Hispanic</b>	<b>Black Non- Hispanic</b>	<b>Hispanic</b>	<b>Total</b>
2007-2008	73.86%	58.26%	68.68%	70.31%
2008-2009	72.64%	56.87%	69.69%	69.40%
2009-2010	75.73%	54.19%	69.15%	70.26%
2010-2011	74.87%	54.59%	66.50%	69.51%
2011-2012	76.03%	49.43%	67.14%	68.82%

<b>Pell</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
2007-2008	65.58%	78.86%	73.62%
2008-2009	63.26%	77.95%	71.88%
2009-2010	63.79%	80.38%	72.33%
2010-2011	63.38%	81.36%	71.89%
2011-2012	62.19%	80.63%	70.11%

d. Measure Four: Term-to-term and year-to-year retention

The undergraduate persistence rate over one-year declined from Fall 2010 to Fall 2011 reflecting a trend across the state of Texas. Temple College's one-year persistence rate consistently falls below the state average. The 6-year graduation and persistence rate of Temple College students, however, consistently exceeds the state average. This might suggest either we have a number of stop-outs who eventually return or the students who remain after the first year persist toward an award. A relatively robust and stable economic climate might work against completion for some students. The college lags the state in 3-year graduation rates, but it exceeds the state average in 4-year and 6-year graduation rates. The college uses a software package called retention alert which enables case workers to provide additional follow-up for students with attendance issues. Additionally, the old position of Director of Recruitment and Retention has been changed to Director of Retention in order to focus efforts on retaining students. The enrollment management division has also instituted required advising sessions for academic probation students and required academic advising for Financial Aid suspension.

African-American students have shown the largest downturn in retention rates among the major ethnic groups on campus and particularly African American males. Over a five-year period, the rate of growth in participation for African Americans was 16% as compared with 2% rate of growth for the total population. After training at the D.R.E.A.M. Institute, the Director of Retention has begun the use of focus groups. African American male focus groups began in April of 2013. The intent was for a two year study with a report after the first year and another after the second year. The director has facilitated four focus groups consisting of 5-7 randomly selected African American male students. The focus groups were conducted to begin to study why the attrition rate of African American male students at TC is so high. The questions/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 at Temple College, 2) to understand how African American male students perceive the college's effectiveness in meeting their needs (Academic and Social), and 3) to determine what the college can improve.

Table 4

<b>Undergraduate Persistence after one year</b>	<b>(Fall 2010)</b>	<b>(Fall 2011)</b>
<b>Total</b>	<b>57.00%</b>	<b>50.00%</b>
<i>Total - Same institution</i>	<i>45.80%</i>	<i>42.60%</i>
<i>Total - Other institutions</i>	<i>11.20%</i>	<i>7.40%</i>
<b>African American—Total</b>	<b>52.40%</b>	<b>43.30%</b>
<i>African-American - Same institution</i>	<i>37.30%</i>	<i>35.50%</i>
<i>African-American - Other institutions</i>	<i>15.10%</i>	<i>7.80%</i>
<b>Hispanic—Total</b>	<b>53.40%</b>	<b>53.00%</b>
<i>Hispanic - Same institution</i>	<i>45.80%</i>	<i>47.00%</i>
<i>Hispanic - Other institutions</i>	<i>7.60%</i>	<i>6.00%</i>
<b>White—Total</b>	<b>59.20%</b>	<b>53.80%</b>
<i>White - Same institution</i>	<i>48.50%</i>	<i>45.20%</i>
<i>White - Other institutions</i>	<i>10.80%</i>	<i>8.70%</i>

e. Measure Five: Completion of certificates or degrees

Temple College continues to increase the number of degrees and certificates awarded each year (figure 2 below). The number of awards has increased by 93% since FY2000 while enrollment has increased 65% over the same period. For the largest ethnic groups, no significant gaps appear when compared to participation rates. There is no more than a 2 percentage point gap between the FY 2012 awards given percentage rate by ethnic group and the five year average rate of participation for each group (table 5).

There does remain a gap in the percentage of awards by gender (figure 3). Female students accounted for an average of 73% of the awards given in a five-year period and a 66% average participation rate. Males also have a lower graduation and persistence rate. The director of retention will be expanding the focus group initiative to include other groups. In terms of college course success which feeds graduation success, the lowest performing groups are black males, black females, and Hispanic males. For developmental courses it is black males, black females, and white males.

Table 5

Degrees Awarded	(FY 2008)	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	5 yr average participation rate
<b>African-American</b>	70 15%	90 17%	93 19%	96 16%	131 19%	19%
<b>Hispanic</b>	74 16%	86 17%	82 17%	130 21%	130 18%	20%
<b>White</b>	306 66%	322 62%	284 57%	350 57%	407 58%	56%
<b>Female</b>	350 75%	372 72%	368 74%	435 71%	511 73%	66%
<b>Male</b>	116 25%	148 28%	128 26%	181 29%	193 27%	34%
<b>Total</b>	466	520	496	616	704	

Figure 2

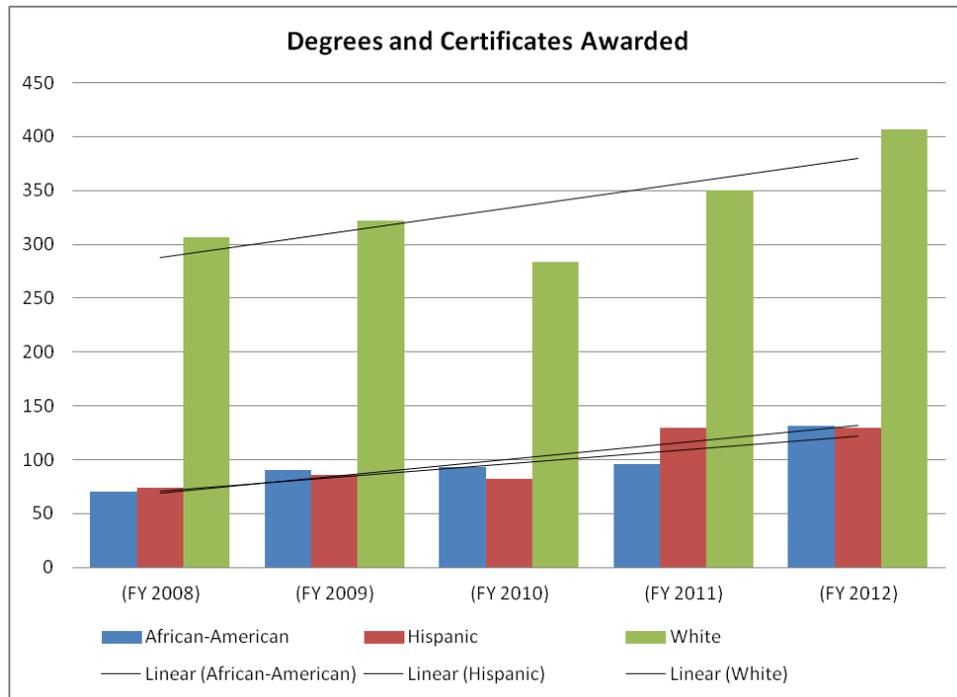
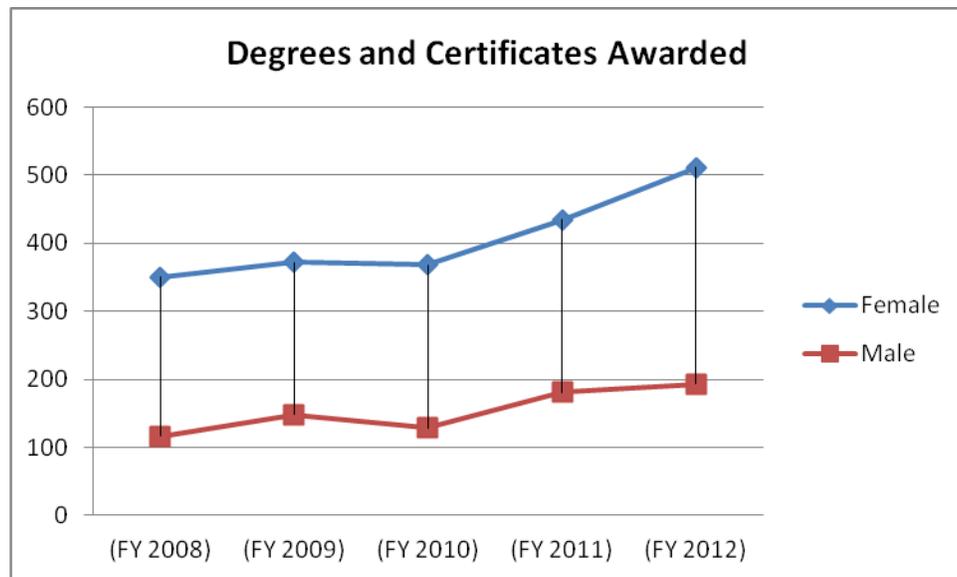


Figure 3



- f. Describe any achievement gaps evident in the data for all Achieving the Dream student success measures and explain how the institution is addressing or plans to address these gaps.

The most significant gap continues to be the gap in persistence and completion of courses for African American males. As stated in the *Equity* section, the Director of Retention has instituted a series of focus groups for African American males. The groups are patterned after training received at the D.R.E.A.M. Institute in Dallas. The director has facilitated four focus groups consisting of 5-7 randomly selected African American male students. The focus groups were conducted to begin to study why the attrition rate of African American male students at TC is so high—the final results of the study should be provided to the Board of Trustees latter in the year with recommendations for improvements made at that time. The director of retention has plans to continue the focus groups and expand to include all men to address the gap in male completion rates.

## 6. Student Success or Completion Efforts:

In addition to Achieving the Dream, with which other student success efforts is your institution affiliated? Please put a check next to each that applies.

- ACE
- Carnegie Foundation for the Advancement of Teaching and Learning Quantway
- Carnegie Foundation for the Advancement of Teaching and Learning Statway
- ✓ Complete College America
- Completion by Design
- FIPSE
- Foundations of Excellence
- ✓ New Mathways (Dana Center)
- Reaffirmation of Accreditation
- Title III
- ✓ Others (Texas Peer Coaching Initiative)

## 7. Sharing:

Is there any additional information you would like to share with Achieving the Dream in this reflection?

As part of the requirements of the Achieving the Dream's Texas Peer Coaching Initiative (TPCI), representatives from Temple College (TC) met with representatives from our mentor (Leader) college, San Jacinto. The on-site visit was held November 25 – November 27, 2012, at San Jacinto College. Attending from Temple College were the Director of the Division of Student Success, the Developmental Math Department Chair, the Developmental Reading, Study Skills and Writing Department Chair, the Developmental Reading Instructor, two developmental math instructors, and the Director of Special Projects and Retention for the Student Success Division.

While at San Jacinto College, members of the TC team were given tours of the facilities highlighting some of the programs and learning environments for student success. Presentations were given by administrators, faculty and students with time for questions and answers. Topics included How to Enhance Student Success in Developmental Education within each subject area and Using Student Mentors and Early Alert Systems to help retain students.

Since the on-site visit, continuing collaboration with San Jacinto has taken place regarding the Student Orientation Leaders and programs within each subject area. A reciprocal visit from San Jacinto College will occur on May 21, 2013 on the campus of Temple College.