Leopard Dreams

Temple College

Strategy Team Leaders

Continuous Orientation
Paula Talley

Retention Alert
Adrian Sora
Jimmy Roberts

Zero-Week
Carey Rose
Adrian Sora

Fast Track Courses
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Rebecca Richter

Leopard Success Project
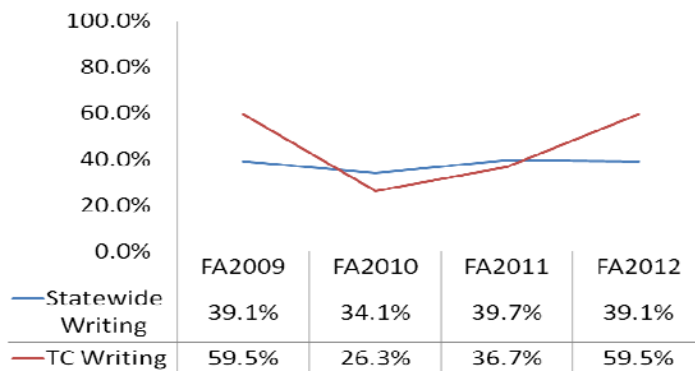Paula Talley
Daniel Hermann

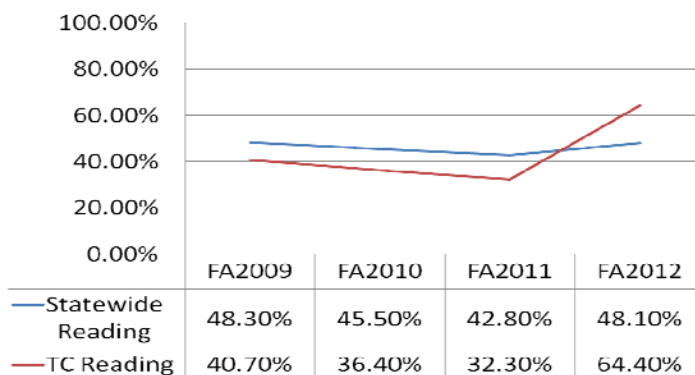**QEP Coordinator**
Lesha Smith

Texas Success Initiative Reports

The Texas Success Initiative or TSI is the name given to the requirement that a Texas public institution of higher education shall assess the academic skills of each entering undergraduate student to determine the student's readiness to enroll in freshman-level academic coursework. Students who fail to meet the minimum passing standard of the exam must be placed in a developmental education program designed to help the student achieve college readiness. Colleges provide the Texas Higher Education Coordinating Board (THECB) with data each semester on student standings with respect to TSI status. The THECB in turn, tracks student by first-time-in-college cohort for three years. Developmental Education Accountability Measures Data reports are provided for Texas public 2-year and 4-year institutions by cohort. The charts below and on page 2 show the percentages of students who were required to take developmental classes and who met their TSI obligations in one year. The charts cover four cohorts from fall 2009 to fall 2012.

Writing

	FA2009	FA2010	FA2011	FA2012
Statewide Writing	39.1%	34.1%	39.7%	39.1%
TC Writing	59.5%	26.3%	36.7%	59.5%

Reading

	FA2009	FA2010	FA2011	FA2012
Statewide Reading	48.30%	45.50%	42.80%	48.10%
TC Reading	40.70%	36.40%	32.30%	64.40%

Source: THECB Developmental Education Accountability Measures Data

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http://www.templejc.edu/
academic/AtD/AtD.htm

Texas Success Initiative Reports, cont.

Mathematics

|	FA2009	FA2010	FA2011	FA2012
Statewide Math	29%	24.20%	18.40%	23.10%
TC Math	29.70%	27.90%	31.60%	45.30%
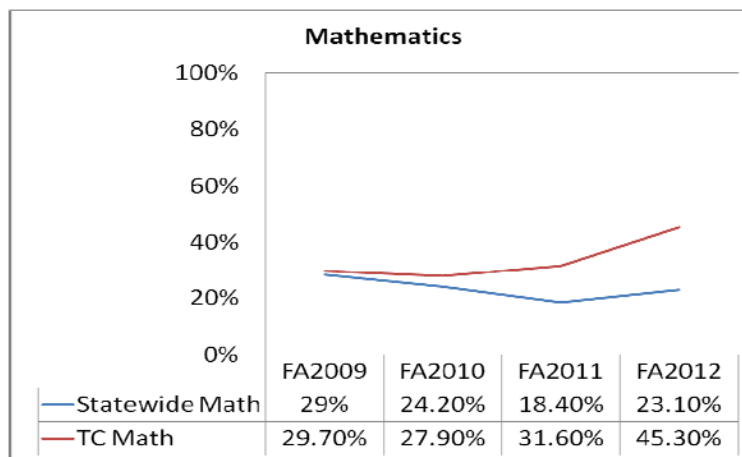
New Achieving the Dream Web Site—Friendlier Knowledge Center

Achieving the Dream has recently changed their web site making it easier to find resources on improving student success. In particular, the knowledge center is much easier to access and find topics of interest. To reach the knowledge center from the main web page click on resources on the left hand menu. From there, click on Knowledge Center on the first tap on the top menu. Currently, there are 262 items in the knowledge center, but don't despair, the new and improved knowledge center has an easy to use filter which allows for selecting from specific topic areas such as advising, equity, faculty and staff engagement, college readiness, or developmental education. Along with a menu of topics, there is also a search feature which can further filter your choices.

Once you find a resource of interest, you will be able to link to a summary of the work along with a downloadable file. You will also find information about the source of the document with links to the organization which created the resource. The 262 items in the knowledge center represent the work of major educational research and advocacy organizations such as the Center for Community College Student Engagement, Jobs for the Future, Community College Research Center, Teachers College, Columbia University, and the Carnegie Foundation for the Advancement of Teaching.
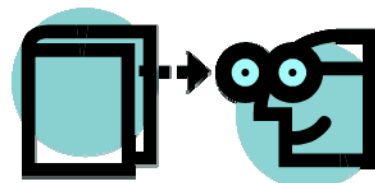
http://achievingthedream.org

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Temple College Increases Research Capacity

The Achieving the Dream initiative is built on five principles: 1) committed leadership, 2) use of evidence to improve policies, programs, and services, 3) broad engagement, 4) systemic institutional improvement, and 5) equity. Recently, Temple College has committed to directly addressing principle 2 (use of evidence to improve policies, programs, and services) by purchasing a data analytics software called ZogoTech. ZogoTech is a leading provider of data analytics tools for higher education—particularly community colleges. The product is specifically focused on student success. ZogoTech's data warehouse and analytics tools deliver specialized, powerful ways of manipulating student and institutional data for everyday and long-term decision making.

The software will also enable the college to improve performance on principle 3) broad engagement. With the tool, executives, student services personnel, and institutional researchers can leverage data to improve institutional performance. Executives can now make timely, data-driven decisions with real-time tracking of strategic goals and benchmarks. Student services personnel will have the ability to retrieve, on-demand, a complete picture of student performance which will allow them to react while there's still time—intervening when it matters most. Institutional researchers will have the ability to quickly answer ad hoc requests, put data directly in the hands of end users, and drill down on data for a deeper understanding of performance, goals, and outcomes. The quick access to pertinent data will support broad engagement of faculty and staff with student success initiative.

Community College Diversity

As we have been exploring diversity and equity at Temple College we have been interested in diversity in all its forms. One type of diversity that community colleges are challenged with is differences in academic preparedness. Fall 2012 Statistics on two groups of students highlight this challenge.

- For academically high achieving high school students, community colleges enroll 96% of dual credit in the state of Texas.

- For the 26% percent of 2012 high school graduate who enrolled in higher education the following fall needing remediation, 87% are enrolled in community colleges.

Source: texashighereddata.org and THECB Tracking Postsecondary Outcomes-Texas High School

Zero Week Schedule Fall 2014

Temple

Monday, August 18

2 p.m. - 5 p.m.	New Student Orientation - Pavilion

Tuesday, August 19

9 a.m. - 10 a.m.	e-Learning - NSB RM.301
9 a.m. - Noon	Math Boot Camp - MBS RM. 1117
10 a.m. - 11 a.m.	Essential Computer Skills - WTC RM.550
11 a.m. - Noon	TRiO - AC RM.3438
6 p.m. - 7 p.m.	New VA Student Orientation - AC RM.3412

Wednesday, August 20

9 a.m. - 10 a.m.	Money Management 101 - AC RM.3456
9 a.m. - 10 a.m.	Advising for Transferring Students - AC RM.3460
9 a.m. - Noon	New Student Orientation - Pavilion
10 a.m. - 11 a.m.	Child Development Information - ISC RM.154
1 p.m. - 2 p.m.	Academic Probation Counseling - AC RM.3438
6 p.m. - 7 p.m.	New Student Orientation - Pavilion
6 p.m. - 7 p.m.	e-Learning - NSB RM.301

Thursday, August 21

9 a.m. - 10 a.m.	New VA Student Orientation - AC RM.3412
1 p.m. - 2 p.m.	Biotechnology - AC RM.3438
1 p.m. - 2 p.m.	e-Learning - WTC RM.522

Friday, August 22

9 a.m. - Noon	New Student Orientation - Pavilion

Taylor

Wednesday, August 20

9 a.m. - 10 a.m.	New Student Orientation - TCAT RM.105
5 p.m. - 6 p.m.	e-Learning - TCAT RM.121
5 p.m. - 6 p.m.	New Student Orientation - TCAT RM.105
6:30 p.m. - 7:30 p.m.	New Student Orientation - TCAT RM.105
6:30 p.m. - 7:30 p.m.	e-Learning - TCAT RM.121

Hutto

Tuesday August 19

1 p.m. - 3 p.m.	New Student Orientation - EWCHEC RM.A212
6 p.m. - 8 p.m.	New Student Orientation - EWCHEC RM.A212

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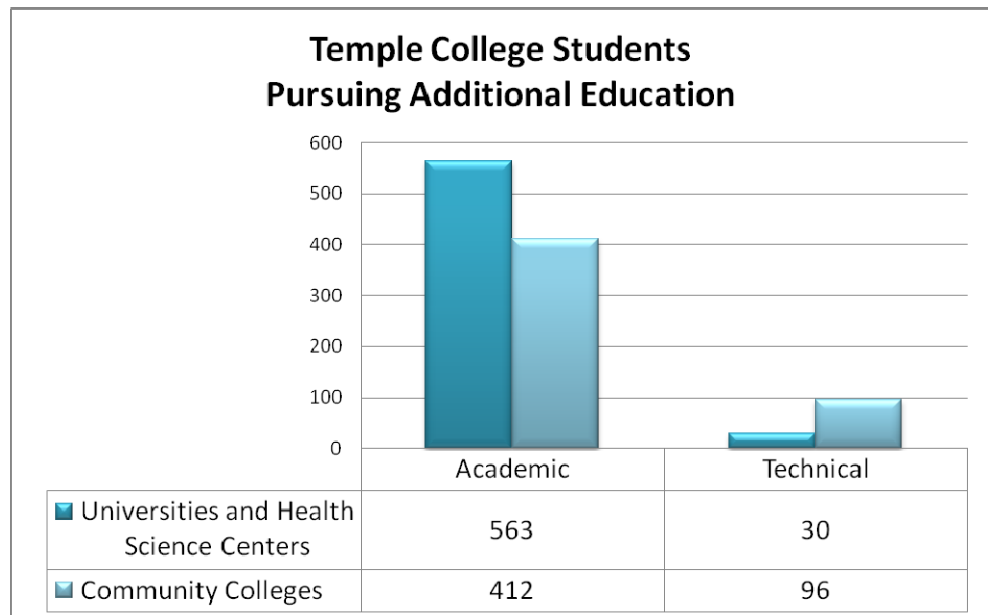
Transfer Mission

The Texas Higher Education Coordinating Board's *Automated Student and Adult Learner Follow-Up System* (ASALFS) tracks graduates, completers, and non-returners from an academic year for employment and/or additional education. The system generates a series of reports by which colleges can monitor the success of their graduates through aggregated wage information, employment status, and transfer status. One of the reports specifically addresses the community colleges transfer mission. This report, titled *ASALFS Students Pursuing Additional Education*, tracks students (graduates, completers, and non-returners) who were enrolled in a Texas public community, state or technical college during a given academic year and were enrolled in a Texas public institution the following fall. It lists aggregate numbers of students by academic, technical, tech-prep, or continuing education (CEU graduates only) next to the college or university they attended in the fall.

Through this report, colleges can see the matriculation patterns of former students to universities, health science centers, and other two-year colleges. This information can be helpful for college staff in determining how to ease the transition of students from one higher education institution to another or in establishing priorities for specific articulation agreements.

The following graph shows the breakdown of enrollments by academic and technical students.

Temple College Students Pursuing Additional Education

	Academic	Technical
■ Universities and Health Science Centers	563	30
■ Community Colleges	412	96

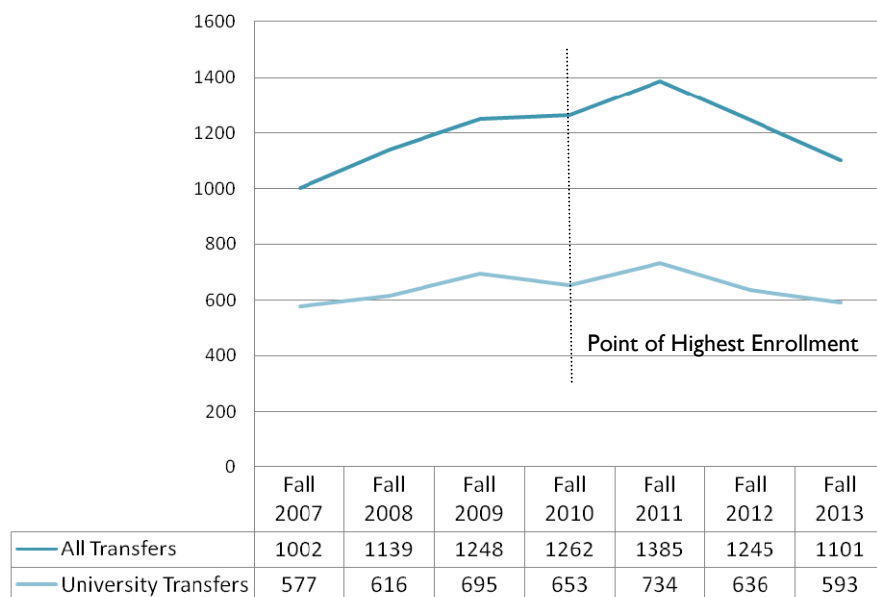Source: texashighereddata.org (Student Follow-up)

Transfer Mission, continued

Information for the currently released *Students Pursuing Additional Education report* indicated that for the first time Texas A&M University-Central Texas was the 4-year institution of choice among former Temple College students. Texas A&M University in College Station was a close second. Texas State University, Tarleton State University, and University of Texas in Austin filled out the top five positions for public schools.

The report also includes transfers to Texas public 2-year colleges. Not surprisingly, many Temple College graduates return to Temple College for additional education. Certificate graduates often continue with a view toward obtaining an additional certificate or an associate degree. Some associate degree graduates return to take additional courses for transfer to a University. Other colleges at the top of the 2-year transfer list included our neighboring colleges of Central Texas College and McLennan Community College. Additionally, students transfer to Blinn College and Austin Community College in which many students either concurrently enroll in Texas A&M or University of Texas, or they enroll in the 2-year schools as transition schools to either of the two flagship public schools.

The graph below shows the transfer student population over time.

Temple College Transfers

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
All Transfers	1002	1139	1248	1262	1385	1245	1101
University Transfers	577	616	695	653	734	636	593

Point of Highest Enrollment

Congratulations to ATD Colleges

Achieving the Dream announced that five of the 10 Aspen Prize for Community College Excellence Finalists are Achieving the Dream Colleges. The Achieving the Dream Colleges are Brazosport College (Lake Jackson, TX), El Paso Community College (El Paso, TX), Indian River State College (Fort Pierce, FL), Renton Technical College (Renton, WA), West Kentucky Community and Technical College (Paducah, KY).

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Student Success Centers

There's an emerging trend in the national college completion movement. A group of small but powerful Student Success Centers is creating statewide impact in states traditionally devoid of a strong centralized tradition of community college governance. Growing directly out of a decade of hard work to dramatically boost student completion rates in the community college, Student Success Centers organize a state's community colleges around common action to accelerate their efforts to improve student persistence and completion.

Student Success Centers have been created in five states to date: Arkansas, Michigan, New Jersey, Ohio, and Texas. Colleges in these states felt they could benefit from: more coordination and collaboration across the colleges; common data definitions that would provide comparable information; shared professional development venues; and the time and space to think, exchange, and discuss strategy and execution. In essence, the Centers were developed to "connect the dots" between the many initiatives underway in their states.

> excerpted from *Joining Forces: How Students Success Centers Are Accelerating Statewide Community College Improvement Efforts* a Kresge Foundation publication by Lara K. Couturier

You can find this and other reports at http://www.jff.org/publications

Did You Know?
From the Community College Research Center's FAQs

An analysis of Education Longitudinal Study (ELS: 2002-06) data shows that 44 percent of low-income students (those with family incomes of less than $25,000 per year) attend community colleges as their first college after high school. In contrast, only 15 percent of high-income students enroll in community colleges initially. Similarly, 38 percent of students whose parents did not graduate from college choose community colleges as their first institution, compared with 20 percent of students whose parents graduated from college.

The same analysis found that 50 percent of Hispanic students start at a community college, along with 31 percent of African American students. In comparison, 28 percent of White students begin at community colleges.

According to a nationally representative survey of first-time college students in 2003–04, among first-time college students with family incomes of $32,000 or lower, 57 percent started at a two-year or less-than-two-year college rather than at a four-year institution (Berkner & Choy, 2008).
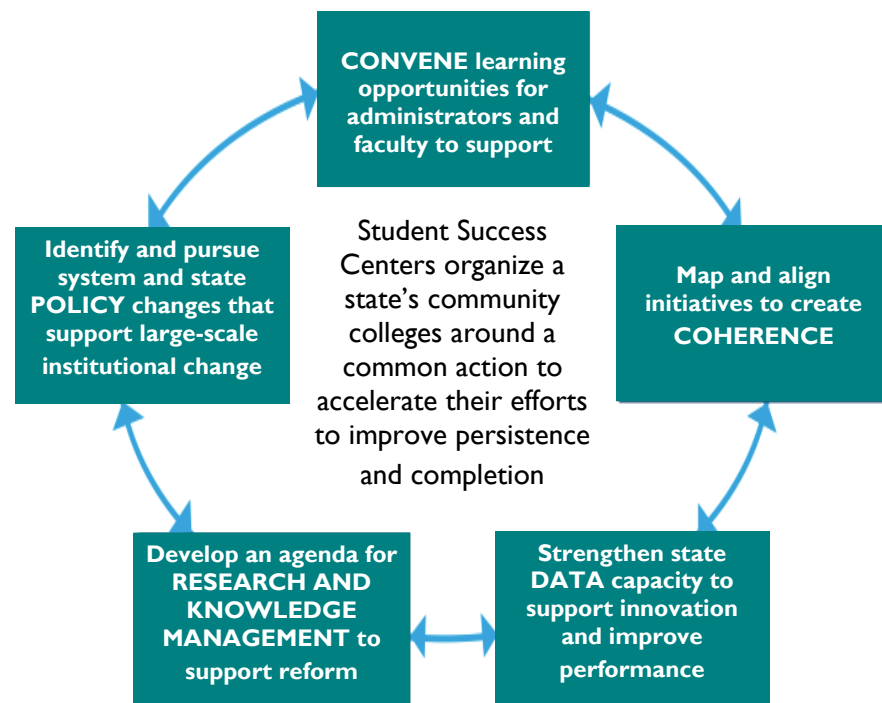
Source: http://ccrc.tc.columbia.edu

Texas Success Center

Affiliated with the Texas Association of Community Colleges (TACC), The Texas Success Center (TSC) benefits from the capacity of TACC to plan and deliver services to its member colleges. To achieve success in its mission, TSC will develop and implement a plan to align success initiatives, accelerate the learning and adoption of proven or evidence-based initiatives, and advocate for policies that support the success agenda in the legislature and relevant state agencies.

TSC recently hosted the Pathways to Progress Institute in Dallas on September 21-23, 2014. The institute was attended by teams of five from community colleges in Texas and Arkansas. The participants heard from national leaders in student success and completion initiatives including Uri Treisman from the University of Texas Dana Center and Davis Jenkins from the Community College Research Center, Teachers College, Columbia University.

In addition to plenary sessions led by national and state leaders, the college teams participated in workshop-formatted mini-sessions on the New Mathways Project, the Texas Success Initiative (TSI), or the Texas Completes initiative. The team from Temple College participated in the TSI workshops. Representing Temple College were Dr. Glenda Barron, President; Dr. Mark Smith, Vice President, Educational Services; Dr. Van Miller, Vice President, Administrative Services; Dr. Jimmy Roberts, Associate Vice President, Community Initiatives and Special Programs; and Paula Talley, Division Director, Student Success.

CONVENE learning opportunities for administrators and faculty to support

Map and align initiatives to create COHERENCE

Strengthen state DATA capacity to support innovation and improve performance

Develop an agenda for RESEARCH AND KNOWLEDGE MANAGEMENT to support reform

Identify and pursue system and state POLICY changes that support large-scale institutional change

Student Success Centers organize a state's community colleges around a common action to accelerate their efforts to improve persistence and completion

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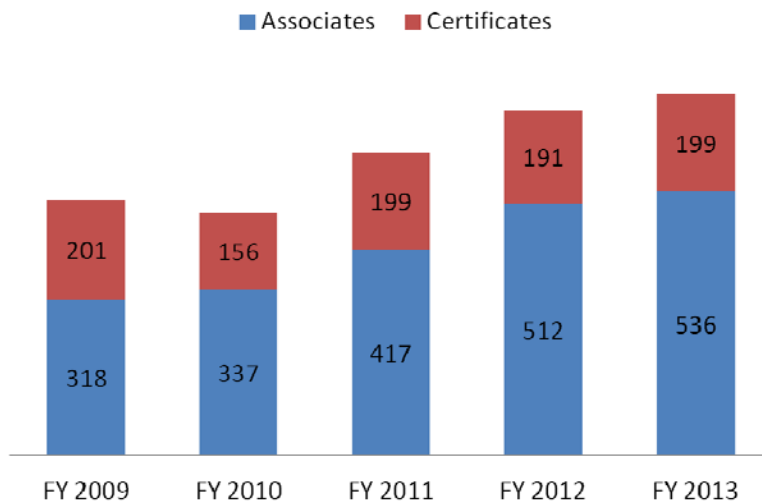Paula Talley

QEP Coordinator
Lesha Smith

Measuring Student Success Progress

This past June, the Board of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approved a new policy: "Institutional Obligations for Public Disclosure." Among the items listed, item 4 addresses a new requirement that an institution publishes statements of its goals for student achievement and the success of students in achieving those goals. SACSCOC has requested each school to forward a website where the institution publishes its student achievement goals and success of students in achieving those goals. Temple College, like many colleges, has discovered that the information was not found on one web page but rather multiple pages.

So, in a first effort to comply with this requirement, Temple College has updated the Student Success page of the Institutional Effectiveness website with a listing of student achievement goals from the College's strategic plan and created links to progress measures. The timing of the recent request inspired us to provide that same information in the form of this newsletter. The following charts and graphs show the progress made to date toward five student achievement goals addressed in Temple College's Strategic Plan. The goals are:

- Increase the attainment of credentials
- Increase course completion with an earned grade of "C" or better
- Improve retention of students from term to term and year to year
- Increase student engagement
- Assure the passage rates on licensure are above the national/state mean

Increase the attainment of credentials

■ Associates   ■ Certificates

FY	Associates	Certificates
FY 2009	318	201
FY 2010	337	156
FY 2011	417	199
FY 2012	512	191
FY 2013	536	199

"C" or better Course Completion

	Developmental Courses	Credit Courses
2008-2009	55%	72%
2009-2010	53%	72%
2010-2011	54%	72%
2011-2012	56%	70%
2012-2013	60%	73%
2013-2014	59%	72%

> This chart shows progress in successful completion of developmental courses with a "C" or better, but the results for college level courses remained static.

Student Engagement Benchmarks

	Active and Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
2009	46.0	50.0	50.5	48.2	50.1
2011	47.8	52.3	50.7	51.3	51.0
2013	49.5	50.7	51.3	49.6	51.0
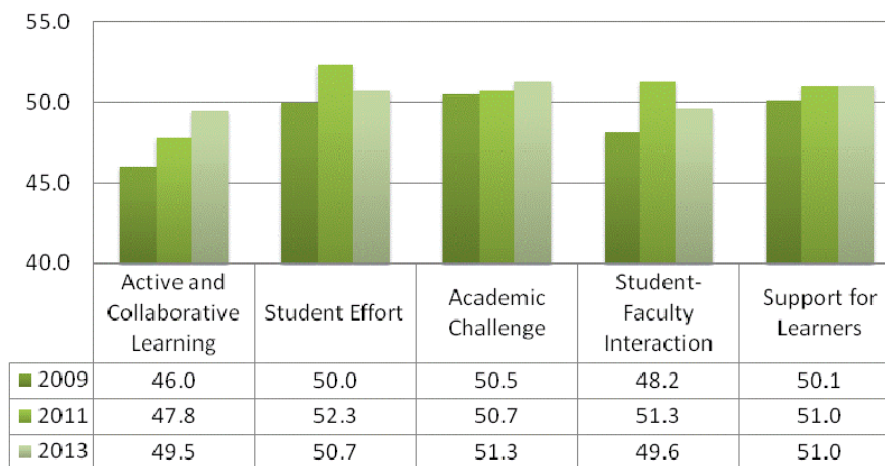
National Average is annually set to 50

Undergraduate persistence after one year

Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort
57%	50%	57%

Assure the passage rates on certifications and licensure are above the national/state mean

	2010	2011	2012	2012 State Average
Criminal Justice	100%	100%	100%	98%
Dental Hygiene	92%	92%	100%	97%
Diagnostic Medical Sonography	100%	100%	100%	96%
Emergency Medical Technology	80%	88%	88%	77%
Registered Nursing	97%	90%	93%	92%
Respiratory Care Therapy	100%		100%	91%
Surgical Technology	100%	67%	93%	86%
Vocational Nurse Training	100%	97%	99%	92%

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National Equity Atlas

New resource highlighted on Achieving the Dream Knowledge Center web page

The National Equity Atlas was developed as a tool for the growing movement to create a more equitable, sustainable, and resilient economy. It is a comprehensive resource for data to track, measure, and make the case for inclusive growth in America's regions and states, as well as nationwide. The Atlas contains data on demographic changes and racial and economic inclusion for the largest 150 regions, all 50 states, the District of Columbia, and the United States as a whole.

PolicyLink and the Program for Environmental and Regional Equity (PERE) built the Atlas to equip community leaders and policymakers with the facts and analyses needed to:

- Understand how your community's demographics are changing

- Assess how well your community's diverse populations can participate in economic vitality, contribute to readiness for the future, and connect to assets and resources (and also see how it compares to other places)

- Build a compelling narrative and shared understanding about why—and how much—equity matters to your community's future

- Provide information for the development of policies, plans, strategies, business models, and investments to advance equitable growth

Did You Know?

Increase in annual postsecondary credentials earned compared to levels in 2000

78% Texas Average   **170%** Hispanic   **103%** African-American

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academic/AtD/AtD.htm

Achieving
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Community Colleges Count

Equity and Economic Benefit Indicators for Killeen-Temple-Fort Hood Metropolitan Area

The Equity Atlas can be an important tool for community colleges as they pursue the workforce education component of their mission. In addition, the Atlas provides demographic information that is important for college planning. As Temple College begins a strategic planning process, information gleaned from the Equity Atlas may prove helpful.

This page contains data on several equity and economic benefit indicators from the National Equity Atlas about the Killeen-Temple-Fort Hood Metropolitan Area. The indicators can be compared over time and with the national averages to monitor improvements.

For the Killeen-Temple-Fort Hood Metropolitan Area:

- In 2012, the average wage for workers of color was $3 less than the average wage for white workers. This is a smaller gap than the United States average of $5 difference between for workers of color and white workers.

- Between 1990 and 2012, job growth was highest in low-wage industries for both Killeen-Temple-Fort Hood and for the Unite States; however, earnings growth was highest in middle-wage industries for Killeen-Temple-Fort Hood while earnings growth was highest in high-wage industries for the US average.

- In 2012, the average unemployment rate for people of color was 2.5 percentage points higher than the average unemployment for whites. This compares to 3.6 for the U.S. average.

- By 2020, 37.1 percent of jobs will require at least an associates degree or higher. Currently, in the Killeen-Temple area, only Asian/Pacific Islanders have that level of education level. See chart below.

Projected jobs requiring an associates degree compared with current educational attainment

Killeen-Temple-Fort Hood Metropolitan Area
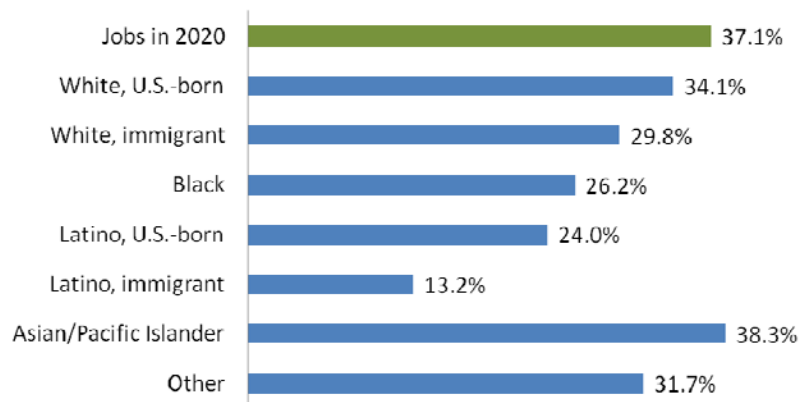
Category	Percentage
Jobs in 2020	37.1%
White, U.S.-born	34.1%
White, immigrant	29.8%
Black	26.2%
Latino, U.S.-born	24.0%
Latino, immigrant	13.2%
Asian/Pacific Islander	38.3%
Other	31.7%

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Texas Consumer Resource for Education and Workforce Statistics (Texas CREWS)

A joint project of the Texas Workforce Commission and the Texas Higher Education Coordinating Board, the Texas Consumer Resource for Education and Workforce Statistics (Texas CREWS) is an interactive dashboard tool providing comparative information about Texas public 2-year and 4-year postsecondary institutions. By evaluating programs and institutions on the basis of resultant wages and student loan levels, Texas CREWS will help students and parents to make more informed decisions about college.

Although designed as a consumer information tool, Texas CREWS can also be used by department chairs and division directors of career programs as an information resource for monitoring program outcomes. The interactive program provides information on graduates, average time to degree, number of completers with loans, and average wages in increments ranging from 1 to 10 years. The information is available by program categories and degree level. Since it is a consumer information tool, program directors can use the information to benchmark their performance to a self-selected peer group.

Check out the new information tool at http://www.thecb.state.tx.us/apps/txcrews/.

Did You Know?

...according to the national results from the Community College Survey of Student Engagement

- non-developmental students who reported participating in any orientation were 1.30 times more likely to persist fall-to-spring and 1.24 times more likely to persist fall-to-fall than were students who did not report participating in any orientation.

- developmental students who reported participating in any orientation were 1.51. times more likely to successfully complete a developmental math course and 1.61 times more likely to successfully complete a developmental English course than were students who did not report participating in any orientation.

Source: *A Matter of Degrees: Practices to Pathways,* Center for Community College Student Engagement (ccsse.org)

DREAM 2015

The annual convention of the Achieving the Dream National Reform Network—DREAM 2015—the nation's most comprehensive non-governmental reform network for student success in higher education, will convene in Baltimore, Maryland on February 17-20, 2015. Achieving the Dream describes the conference as a flagship event which brings together over 1,800 influential policy-makers, investors, thought-leaders, and practitioners from more than 200 colleges throughout 34 states and the District of Columbia, who are dedicated to addressing one of our nation's most urgent challenges: helping more community college students succeed.

The emphasis of DREAM 2015 is on "Equity and Excellence," where the focus is on student success and closing achievement gaps for historically underserved student populations. Under this overarching focus, DREAM 2015 has a multifaceted purpose:

- To reflect on and share lessons from experience with Achieving the Dream
- To deepen understanding about ways to increase student success
- To increase capacity for data analysis, program evaluation, and student-centered, data-informed decision making
- To continue to build the community of learners in Achieving the Dream

Representing Temple College at the Conference this year will be Danya Bailey, the newly-appointed Director of Advising, and Dawn Manoleas, who has recently filled the newly-created position of Student Success Coach.

CCSSE 2015

Temple College students will once again participate in the Community College Survey of Student Engagement (CCSSE) this spring. The college participates each odd-numbered spring semester by administering the survey to a random sampling of course sections. The results are used to validate initiatives and encourage institutional improvement. The CCSSE results also figure prominently in documentation during accreditation through a mapping of survey items to SACSCOC core requirements, comprehensive standards, and federal requirements. The results are used to document items such as

- The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes
- The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results
- The institution identifies college-level general education competencies and the extent to which students have attained them.

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SUCCESS IN REAL-TIME USING REAL-TIME LABOR MARKET INFORMATION TO BUILD BETTER MIDDLE-SKILL STEM PATHWAYS

A new resource from the Achieving the Dream knowledge center explores the idea of using labor market research to identify the often overlooked middle-skill jobs in science, technology, engineering, and mathematics (STEM). The report, a collaboration between Jobs for the Future and Achieving the Dream, encourages states to support colleges in using high quality, real-time labor market information to align the creation of middle-skill STEM pathways. According to the report, "recent research dispels many misperceptions about STEM and points to the great potential of so-called 'middle-skill' STEM jobs to fuel economic growth and create pathways to stable jobs and solid wages for many more Americans. The Brookings Institution's 2013 report on *The Hidden STEM Economy* estimates that 26 million jobs require a high level of STEM knowledge and that half of all STEM jobs require less than a Bachelor's degree. These middle-skill STEM jobs pay an average of $53,000, approximately 10 percent higher than jobs with similar educational requirements."

The occupations requiring additional training beyond high school, but less than a Bachelor's degree, are made to order for community college workforce programs. The report offers recommendations for states to assist colleges in using labor market information (LMI).

- Recommendation 1: Implement real-time LMI as a long-term change management strategy—not a one-time tool
- Recommendation 2: Make real-time LMI available and usable by community colleges and other stakeholders
- Recommendation 3: Strengthen state-level data systems to support real-time LMI
- Recommendation 4: Support institutions' use of real-time LMI through technical assistance and professional development
- Recommendation 5: Integrate real-time LMI into critical ongoing decision-making

For a discussion of each of the recommendations, find the complete report at http://www.jff.org/publications?tags=20.

Labor Market Resources
from the Texas Workforce Commission

In light of the recommendations made in the Success in Real-Time report, I thought it would be good to explore the labor market tools available to Texas colleges through the Texas Workforce Commission. The following descriptions are taken from the workforce commission's labor market information web page. (http://www.lmci.state.tx.us)

- **TRACER 2**—(www.tracer2.com) This is your one-stop place on the Internet for Texas labor market statistics. This website offers rich time series data and provides inquiry capabilities for labor force, employment and unemployment estimates, industry and occupational projections and occupational wage data.

- **Texas Industry Profiles (TIP)**—(www.texasindustryprofiles.com) This is the ultimate Texas economic development website! TIP was designed primarily as a series of web-based analytical tools to provide an in-depth understanding of the Texas economy and its local components.

- **Strategic Workforce Assessment Project (SWAP)**— (www.texasindustryprofiles.com/apps/swap) SWAP organizes and analyzes labor market data to help assess education and employment prospects. Analysis can be done for any single or multiple Texas workforce board area and for multiple time frames.

- **SOCRATES**—(http://socrates.lmci.state.tx.us) The SOCRATES web-based labor market planning tool employs a methodical but highly interactive process that helps identify key growth industries in a region and determine critical "targeted" occupations worthy of regional educational and training investments.

- **Texas Wages**—(http://www.texaswages.com) Texas Wages gives you comprehensive information regarding regional wages (by Local Workforce Development Areas, and Metropolitan Statistical Areas), and Occupational Employment Projections. In Texas Wages you will find mean, median, entry, and experience wages presented in both annual and hourly formats. Find wage and employment statistics quickly and efficiently.

- **The Texas AutoCoder**—(http://autocoder.lmci.state.tx.us) Labor market information is not collected for every occupational title in Texas. So how do you find data on unique job titles? The Texas AutoCoder accepts any job title or job description and provides the best match to a Standard Occupational Classification (SOC) occupational title for which data are available. Data items include wages, projections, an occupational profile and job openings posted on Work In Texas, the TWC electronic labor exchange system. The AutoCoder is a great tool to help employers and HR staff to see how their job titles equate to federal SOC coded occupations.

Leopard Dreams

Temple College

Strategy Team Leaders

Continuous Orientation
Paula Talley

Retention Alert
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Zero-Week
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Community Colleges Research Center Reports on Transfer

Community colleges have multiple missions including workforce education, academic transfer, short-term workplace training, and continuing education. Statistically, the academic transfer mission is the one that most students express an interest in pursuing. Nationally, over 80% of community college students express intent to earn at least a bachelor's degree. Four-year institutions would not be able to accommodate the number of students as incoming freshman. This illustrates the importance of community colleges as an alternative entry point for many students. Low tuition and open access have given many students an opportunity they might not otherwise have to work on their educational goals.

Unfortunately, according to a recent report from the Community College Research Center, Teachers College, Columbia University (CCRC) only 17% of students beginning at a two-year college earn a bachelor's degree within 6 years of transferring. Using a different methodology and using a total time span of 6 years, The National Student Clearinghouse Research Center found the 6-year bachelor completion rate for students beginning at a two-year college to be 16.8%. An additional 17.93% were still enrolled, but 42.9% were not enrolled at any institution.

The CCRC report, *What We Know About Transfer*, identifies credit loss as the most significant barrier to transfer. The authors of the report cited a recent national study that indicated that fewer than 60% of community college students were able to transfer most of their credits. The researchers also found that students who were able to transfer almost all of their credits were 2.5 times more likely to earn a bachelors degree than students who transferred fewer than half of their credits.

Because of the variety of degree requirements in different disciplines, even students in states that have a statewide policy to promote transfer of credits (like Texas) are not always able to apply transferred credits to their degree plan or to junior standing in the major. In order to help alleviate that issue, the advising department of Temple College (TC) has embarked on creating academic maps for specific degree plans based on research of the requirements of the four-year institutions where TC students are most likely to transfer. The maps also include advising notes, which includes action items for students to do each semester before transferring.

Sources: Jenkins, D., & Fink, J. (2015). *What we know about transfer*. New York, NY: Columbia University, Teachers College, Community College Research Center

National Student Clearinghouse Research Center (2015). Student Tracker Postsecondary Completions: Institutional Benchmark Report
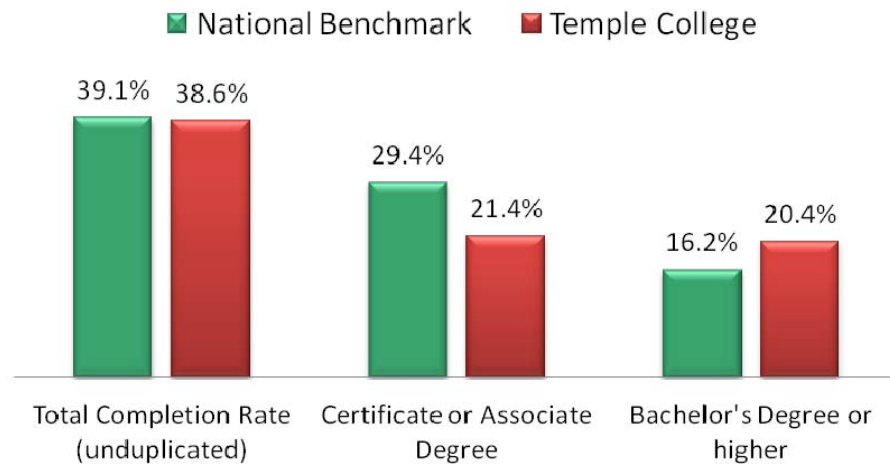
Six-Year Outcomes and First Completion for Students Starting at Temple College Fall 2008

■ National Benchmark ■ Temple College

	National Benchmark	Temple College
Total Completion Rate (unduplicated)	39.1%	38.6%
Certificate or Associate Degree	29.4%	21.4%
Bachelor's Degree or higher	16.2%	20.4%

Source: National Student Clearinghouse Research Center (2015). Student Tracker Postsecondary Completions: Institutional Benchmark Report

Leadership and Data Coaches Visit Campus

Temple College's Achieving the Dream coaches, Dr. Charlotte Biggerstaff and Dr. Linda Hagedorn, were on campus for their annual visit on April 13. The topics for discussion were:

- continued leadership commitment
- building and sustaining a culture of evidence
- trends in course completion, persistence, and attainment
- broad engagement
- work institutionalized, sustained, and/or scaled
- equity in student achievement gaps

The coaches had an opportunity to meet and work with the new Director of Advising and the new Student Success Coach, both of whom had the opportunity to attend the DREAM conference this past February.

The coaches also met with faculty and staff representing institutional research, student support services, and developmental and credit instruction. The coaches were also able to meet with several members of the Board of Trustees to discuss leadership commitment.