



# Leopard Dreams



Volume 6, Issue 1

June 2015

## Temple College

### Strategy Team Leaders

**Continuous Orientation**  
Paula Talley

**Retention Alert**  
Adrian Sora  
Jimmy Roberts

**Zero-Week**  
Carey Rose  
Adrian Sora

**Fast Track Courses**  
Paul Foutz  
Jimmy Roberts

**Data Team**  
Rebecca Richter

**Leopard Success Project**  
Paula Talley

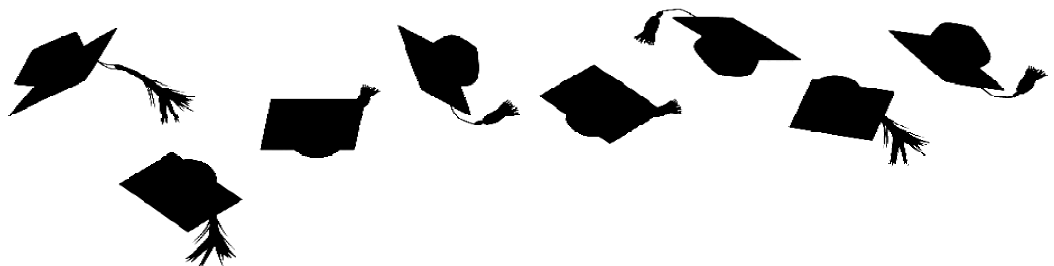
**QEP Coordinator**  
Leshia Smith

## Direct to College from High School

When most people think of a college student, they often think of a recent high school graduate enrolling in the fall semester after high school graduation. This has not described a typical college student for some years and is certainly not true for community colleges. Community colleges serve a variety of students including students enrolling concurrently in high school, students enrolling directly after high school, students returning to school after being in the workforce or after raising small children, and students looking for educational enrichment activities. The age group of a community college typically runs from low teens to retirement age. While about 25% of Temple College students are 18 years of age or less, fewer than 10% of the students have enrolled directly in college after high school graduation.

The Texas Higher Education Board has recently released reports on High School Graduates Enrolled in Texas Higher Education the following fall after graduation. The graph below shows schools with the largest numbers of students matriculating from high school directly to Temple College.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Total
BELTON ISD	134	85	111	104	434
TEMPLE ISD	101	93	112	103	409
KILLEEN ISD	38	26	17	21	102
HUTTO ISD	12	17	41	26	96
TROY ISD	27	21	13	16	77
TAYLOR ISD	19	22	18	17	76
ACADEMY ISD	20	20	14	19	73
ROGERS ISD	13	16	12	14	55
SALADO ISD	9	12	15	7	43
CAMERON ISD	12	13	6	9	40



## TEMPLE COLLEGE

2600 South First Street  
Temple, TX 76504

Phone: 254-298-8343  
Fax: 254-298-8345  
E-mail: [jdr@templejc.edu](mailto:jdr@templejc.edu)

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









Achieving  
the Dream™  
Community Colleges Count

## Updated TSI Report

The Texas Higher Education Coordinating Board has recently released the most recent Developmental Education Accountability Measures Data. One measure of the report includes the percentage of students meeting TSI obligations with the school year. The Fall cohorts for Temple College are represented in the chart below.

### TSI Obligations Met -tracked for 1-year

	FA2009	FA2010	FA2011	FA2012	FA2013	
TC Math	30%	28%	32%	45%	46%	
Statewide Math	29%	24%	18%	23%	21%	
TC Reading	41%	36%	32%	64%	60%	
Statewide Reading	48%	46%	43%	48%	49%	
TC Writing	60%	26%	37%	60%	63%	
Statewide Writing	39%	34%	40%	39%	43%	

## 2015 Annual Reflection Submitted

An annual requirement of *Achieving the Dream* schools is to complete the Annual College Progress process, which comprises several components to guide reflection. The elements of the progress report consists of a principles survey, an annual reflection narrative, and an update of the interventions showcase. During the same process, Temple College also completed the proposal for Leader College recertification. The annual reflection narrative contained a progress statement, a report on the principle survey results, and goals and plans for 2015-2016.

Highlights of the progress report were increasing institutional research capacity through the implementation of data analytic software, working on academic blueprints for programs to promote guided pathways, and adding an equity value statement during the strategic planning process. The interventions identified in the interventions showcase were continuous orientation, zero week, fast tracked developmental studies, and retention alert.

The Leader College recertification required reporting on two data trends, identifying a three-year record of participation in one of the interventions, and a narrative on the college's leadership abilities. Temple College reported on completion of developmental courses and term-to-term retention for the data trends and identified Zero Week as the scaled intervention. The college's work with the University of Texas Dana Center's New Mathways project as a co-development partner and mentor school and the numerous presentations made at national conferences were highlighted in the leadership section.





# Leopard Dreams



Volume 6, Issue 2

July/August 2015

## Temple College

### Strategy Team Leaders

**Continuous Orientation**  
Paula Talley

**Retention Alert**  
Adrian Sora  
Jimmy Roberts

**Zero-Week**  
Carey Rose  
Adrian Sora

**Fast Track Courses**  
Paul Foutz  
Jimmy Roberts

**Data Team**  
Rebecca Richter

**Leopard Success Project**  
Paula Talley

**QEP Coordinator**  
Leshia Smith



## College Meets Career and Technical Education Targets

As part of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, each state is required to submit data for federal core indicators of performance to the Department of Education. Each college is required to meet state targets within 90 % for each core indicator. According to the most recent data for FY 2014, Temple College has met the requirement of achieving 90% of state target for each core indicator. As the chart below indicates, Temple College exceeded the statewide score on all but one of the indicators—falling below on the student placement measure, which follows program leavers as well as graduates.

The Core indicators are:

**Technical Skill Attainment:** Technical students who passed technical skill assessments that are aligned with industry-recognized standards

**Credential, Certificate, or Degree:** Technical students who received an industry recognized credential, a certificate, or a degree.

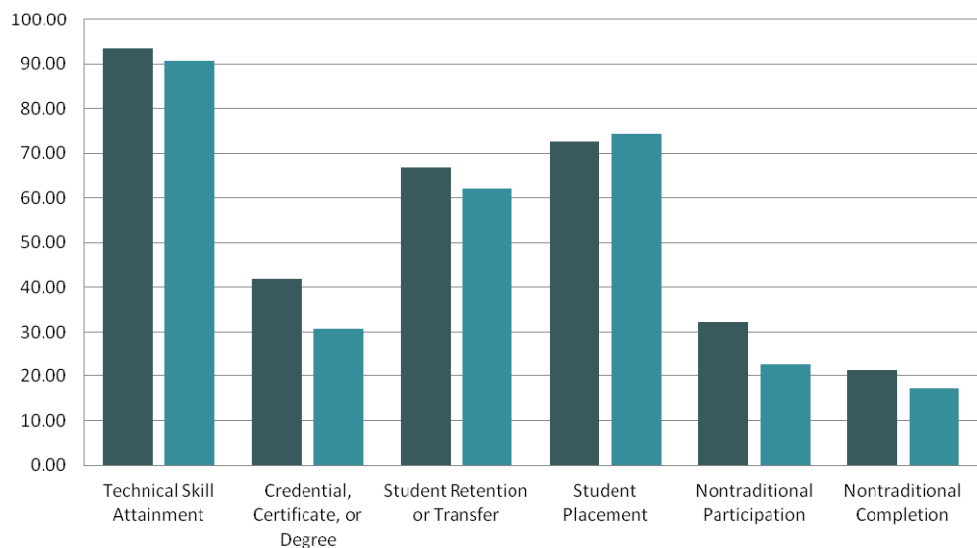
**Student Retention or Transfer:** Technical students who remained enrolled in their institution and who were enrolled the previous fall semester.

**Student Placement:** Technical students who were employed in the second quarter following the year in which they left postsecondary education.

**Nontraditional Participation:** Technical students from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields.

**Nontraditional Completion:** Technical students from underrepresented gender groups who completed a program that leads to employment in nontraditional fields.

Temple College Technical Education Core Indicators



Source: Texas Higher Education Coordinating Board

■ Temple College ■ Statewide

## TEMPLE COLLEGE

2600 South First Street  
Temple, TX 76504

Phone: 254-298-8343  
Fax: 254-298-8345  
E-mail: [jdr@templejc.edu](mailto:jdr@templejc.edu)

[http://www.templejc.edu/  
academic/AtD/AtD.htm](http://www.templejc.edu/academic/AtD/AtD.htm)



Achieving  
the Dream™  
Community Colleges Count

## Zero Week Schedule Fall 2015

### Temple

#### Monday, August 17

2 p.m. - 5 p.m.

New Student Orientation - Pavilion

#### Tuesday, August 18

10 a.m. - 1 p.m.

Math Boot Camp - MBS 1117

10 a.m. - 11 a.m.

Essential Computer Skills - WTC 550

1:30 p.m. - 2:30 p.m.

e-Learning - NSB 301

1 p.m. - 2 p.m.

Successful Student - AC 3435

6 p.m. - 7 p.m.

Veterans Orientation - AC 3412

#### Wednesday, August 19

9 a.m. - 12 p.m.

New Student Orientation - Pavilion

9 a.m. - 10 a.m.

Advising for Transferring Students - AC 3435

9 a.m. - 10 a.m.

Money Management-BBVA Compass - AC 3411

10 a.m. - 11 a.m.

Child Development Orientation - ISC 154

1 p.m. - 2 p.m.

Academic Probation Counseling - AC 3412

2:30 p.m. - 3:30 p.m.

e-Learning - NSB 301

6 p.m. - 7:30 p.m.

New Student Orientation - Pavilion

#### Thursday, August 20

9 a.m. - 10 a.m.

Veterans Orientation - AC 3412

11 a.m. - 12 p.m.

Test Anxiety/Stress Management - AC 3435

1 p.m. - 2 p.m.

Biotechnology - AC 3411

1:30 p.m. - 2:30 p.m.

e-Learning - WTC 522

#### Friday, August 21

9 a.m. - 12 p.m.

New Student Orientation - Pavilion

#### Monday, August 24

3 p.m. - 5 p.m.

New Student Athletes - Pavilion

### Taylor

#### Wednesday, August 19

10 a.m. - 11 a.m.

New Student Orientation - TCAT 105

5 p.m. - 6 p.m.

e-Learning - TCAT 121

4 p.m. - 5 p.m.

New Student Orientation-Dual Credit - TCAT 105

6 p.m. - 7 p.m.

New Student Orientation - TCAT 105

6:30 p.m. - 7:30 p.m.

e-Learning - TCAT 121

### Hutto

#### Thursday, August 20

1 p.m. - 3 p.m.

New Student Orientation - EWCHEC A212

6 p.m. - 8 p.m.

New Student Orientation - EWCHEC A212



# Leopard Dreams



Volume 6, Issue 3

September 2015

## Temple College

### Strategy Team Leaders

**Continuous Orientation**  
Paula Talley

**Retention Alert**  
Adrian Sora  
Jimmy Roberts

**Zero-Week**  
Carey Rose  
Adrian Sora

**Fast Track Courses**  
Paul Foutz  
Jimmy Roberts

**Data Team**  
Rebecca Richter

**Leopard Success Project**  
Paula Talley

**QEP Coordinator**  
Leshia Smith



## Texas Celebrates Higher Education Achievements as *Closing the Gaps* Plan Nears Completion

The Texas Higher Education Coordinating Board announced that Texas has much to celebrate due to the many successes attained under the state's strategic plan for higher education, *Closing the Gaps by 2015 (CTG)*. Six months before the plan's completion, Texas has met or surpassed many CTG goals and targets:

- In 2014, 246,500 undergraduate credentials – certificates and associate and bachelor's degrees were awarded, surpassing the goal of awarding 210,000 such credentials each year by 2015.
- As of 2014, expenditures for research and development at Texas public universities and health-related institutions reached \$3.86 billion, well above the 2015 target of \$3 billion.
- As of 2014, many Texas public higher education institutions have been recognized for excellence by major ranking organizations.
- In 2014, 80,000 bachelor's degrees were awarded to Hispanic students, surpassing the target to award 67,000 such credentials by 2015.
- Since 2000, African American completions have more than doubled.
- Since 2000, Hispanic completions have increased 250 percent.

With the fall 2015 enrollment cycle yet to be included, Texas is just 47,000 students short of the state's ambitious participation goal of having 630,000 students enrolled in higher education by the end of the year.

Between 2000 and 2014, the percentage of Texas students receiving Pell Grants increased by 14 percent at universities, 12.8 percent at community colleges, and 8.7 percent at state technical institutions.

Source: Texas Higher Education Coordinating Board July 23, 2015 Press Release

## Temple College has Made Gains in Closing the Gaps

Temple College has made similar gains as the state in the local Closing the Gaps targets. The college has increased participation by 54% since fall 2000, the first year of the implementation of the plan. The number of degrees and certificates awarded has increased by 98% over the same time. Similar to the state results, the numbers of degrees and certificates awarded to African American and Hispanic students increased by 130% and 239% respectively.

The state projected that the largest participation gains would occur in economically disadvantaged households. The number of students receiving Pell grants in Temple College increased from 22% in fall 2000 to 51% in fall 2014.

## Closing the Gaps by 2015

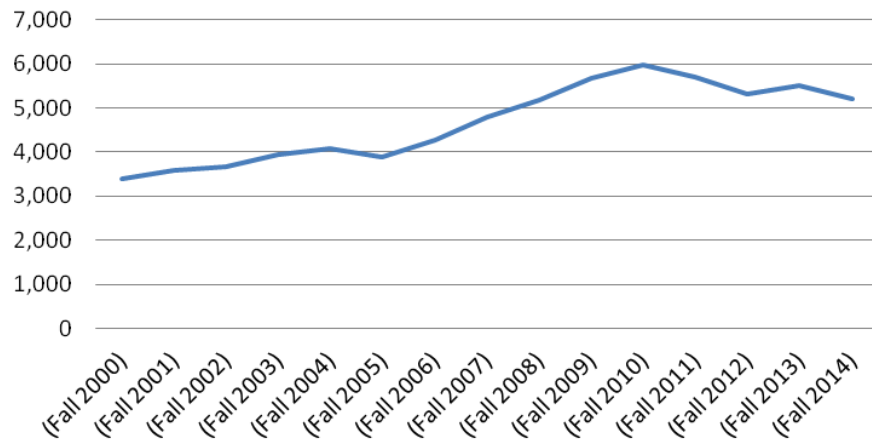
### TEMPLE COLLEGE

2600 South First Street  
Temple, TX 76504

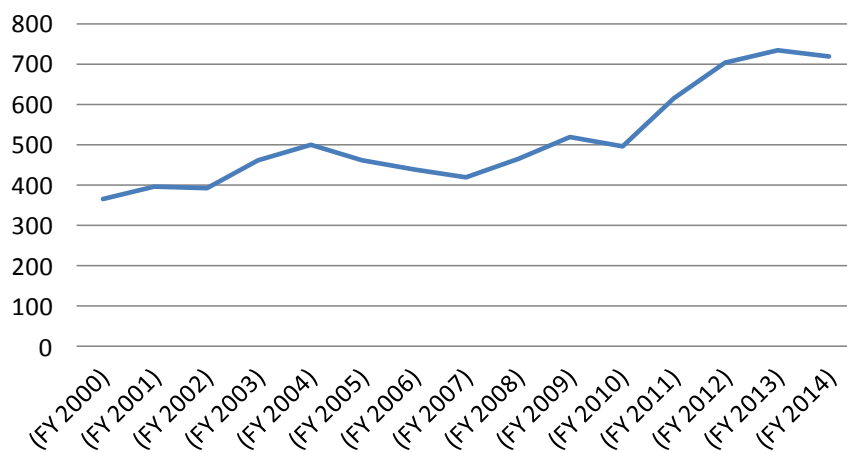
Phone: 254-298-8343  
Fax: 254-298-8345  
E-mail: [jdr@templejc.edu](mailto:jdr@templejc.edu)

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

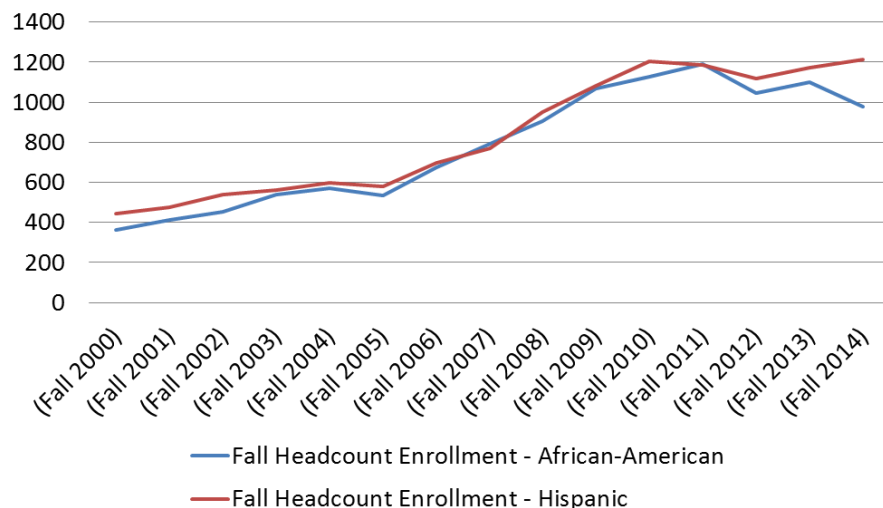
### Temple College Enrollment



### Temple College Degrees Awarded



### Temple College Minority Enrollment





# Leopard Dreams



Volume 6, Issue 4

October 2015

## Temple College

### Strategy Team Leaders

**Continuous Orientation**  
Paula Talley

**Retention Alert**  
Adrian Sora  
Jimmy Roberts

**Zero-Week**  
Carey Rose  
Adrian Sora

**Fast Track Courses**  
Paul Foutz  
Jimmy Roberts

**Data Team**  
Rebecca Richter

**Leopard Success Project**  
Paula Talley

**QEP Coordinator**  
Leshia Smith



## Transfer Mission

Comprehensive community colleges have a dual mission—to provide career and technical certificates and degrees leading to employment and to provide academic preparation for students transferring to a university. 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. 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.

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 report lists the specific public schools where former Temple College students transferred. This year, for the second time, Texas A&M—Central Texas took the number 1 position (120 students). Texas State University—San Marcos took the number 2 position (97 students) beating out Texas A&M in College Station by 1 student. The University of Texas at Austin took the fourth position (39) with Tarleton State University and Texas Tech (37) tying for the 5<sup>th</sup>/6<sup>th</sup> slots.

The report also indicates that many Temple College students return to Temple College for additional education after they have completed a degree or certificate. Temple College led the 2-year college list with 125 graduates returning. Rounding out the top five list of community colleges to which Temple College students transferred were Central Texas College, Austin Community College, McLennan Community College, and Blinn College.

Altogether, 1,139 former Temple College students continued their education in a public higher education institution in Texas in the Fall 2014. Of that number, 611 transferred to Texas public universities, 11 transferred to public health science institutions, and 392 transferred to community colleges excluding the 125 that returned to Temple College.

Source: [texashighereddata.org](http://texashighereddata.org) (Student Follow-up)

**TEMPLE COLLEGE**

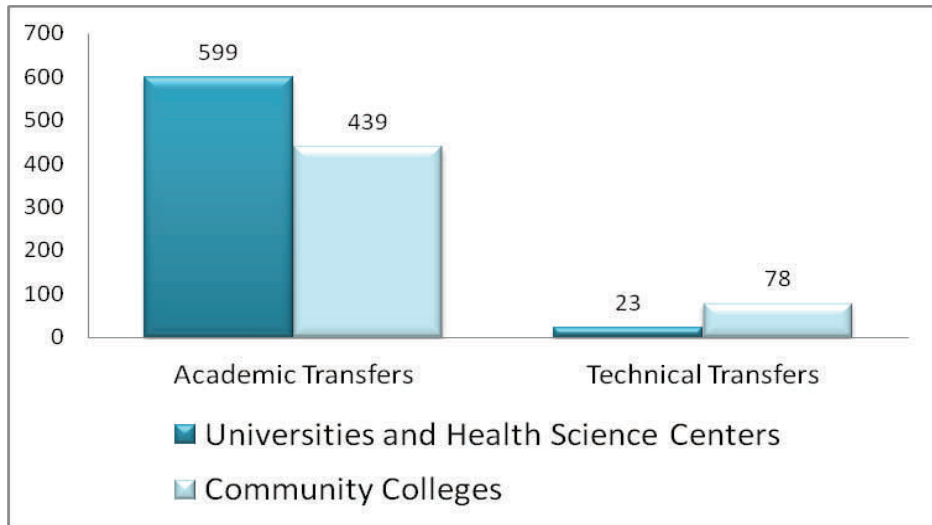
2600 South First Street  
Temple, TX 76504

Phone: 254-298-8343  
Fax: 254-298-8345  
E-mail: [jdr@templejc.edu](mailto:jdr@templejc.edu)

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



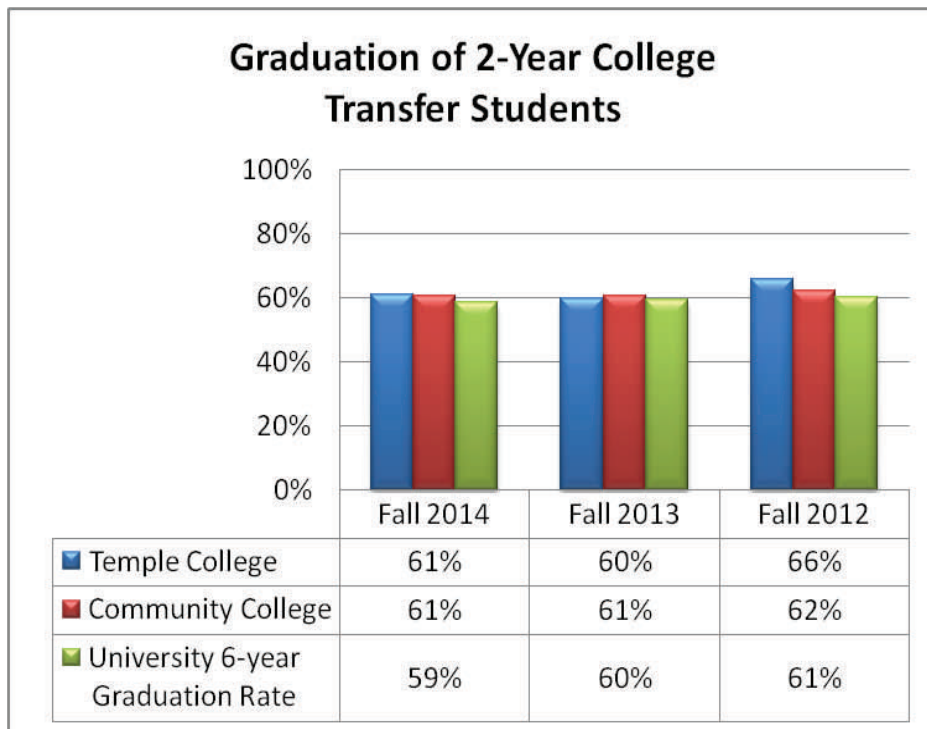
**Temple College Students Pursuing Additional Education**



Source: [texashighereddata.org](http://texashighereddata.org) (Student Follow-up)

**Transfer Success**

The Texas Higher Education Coordinating Board tracks the graduation rate of 2-year college transfer students. The report, which is available by institution, follows the transfer student four years after they transfer to the university. The graduation rate is based on whether the transfer student graduated within the four years at the same or another public university in the state of Texas. The chart below shows the graduation rate for Temple College transfers with a comparison to the statewide average for community colleges and the 6-year graduation rate of students who began their higher education careers at a Texas public university.



Source: [texashighereddata.org](http://texashighereddata.org) (Transfer Success, University Accountability)



# Leopard Dreams



Volume 6, Issue 5

November 2015

## Temple College

### Strategy Team Leaders

**Continuous Orientation**  
Paula Talley

**Retention Alert**  
Adrian Sora  
Jimmy Roberts

**Zero-Week**  
Carey Rose  
Adrian Sora

**Fast Track Courses**  
Paul Foutz  
Jimmy Roberts

**Data Team**  
Rebecca Richter

**Leopard Success Project**  
Paula Talley

**QEP Coordinator**  
Leshia Smith



## A Call to Action to Improve Math Placement Policies and Processes

This call to action is based on a simple but important premise: The nation cannot allow placement policies, processes, and instruments to undermine promising efforts to increase student success in mathematics and increase attainment of STEM credentials. Efforts to redesign math pathways hold great promise for improving the teaching and learning experiences of students who need college algebra—many of whom are STEM students—and helping those students persist toward and maintain STEM aspirations. But placement policies, processes, and instruments have not kept pace with math redesign efforts.

The nation needs more students prepared for STEM jobs—particularly low-income students, students of color, and underprepared students who historically have not had equitable access to preparation for and on-ramps to well-paying, dynamic STEM careers. To meet this need, mathematics course pathways must be a lever for helping students maintain and even increase their STEM aspirations. At the moment, however, far too many math courses—especially developmental math courses—serve as a serious obstacle and even deterrent to STEM-interested students seeking STEM credentials.

### RECOMMENDATIONS

**Recommendation 1:** Begin the placement support process early to ensure entering students are ready for college-level math.

**Recommendation 2:** Use multiple factors to determine whether students are placed into developmental courses and which developmental or gateway courses are most appropriate.

**Recommendation 3:** Require testmakers to align placement tests with differentiated math pathways and improve their predictive value.

**Recommendation 4:** Strengthen the role of student supports—especially advising—in the placement process.

**Recommendation 5:** Prioritize student academic and career goals in the placement process.

**Recommendation 6:** Create a bridging mechanism from non-algebra pathways into algebra pathways



## TEMPLE COLLEGE

2600 South First Street  
Temple, TX 76504

Phone: 254-298-8343  
Fax: 254-298-8345  
E-mail: [jdr@templejc.edu](mailto:jdr@templejc.edu)

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



## Annual Feedback Report from ATD

Temple College received its feedback report from Achieving the Dream (ATD) on the college's annual reflection. The feedback was organized on the five broad principles that ATD views as key to institutional transformation. A summary of the observations follows:

### Reflections on the Five Achieving the Dream Principles

#### *Committed Leadership*

The Board of Trustees was praised for its interest in student success outcomes and in the commitment of substantial resources to hiring student-success coaches.

#### *Use of Evidence to Improve Policies, Programs, and Services*

The ATD staff were pleased that the college is improving research capacity and data access with the purchase of data analytics software from ZogoTech.

#### *Broad Engagement*

Temple's developmental-education faculty was observed to be very engaged in improving student success in their courses, as evidenced by their involvement with the new Texas Success Initiative and the New Mathways Project.

#### *Systemic Institutional Improvement*

The college was commended for scaling its most effective practices. Zero Week and continuous orientations were cited as excellent examples of promising practices that started as pilots and became integral pieces of the institution.

The team commented on the college's current strategic planning process.

*We understand that this is an important period with the current strategic plan coming to an end. As you begin development, ensure that student success is once again a cornerstone of the new strategic plan. Include measures of success, and regularly monitor and report on them. It is also recommended that you operationalize the strategic plan, so that all staff, faculty, and administrators understand the specific responsibilities of their departments and the timeline for accomplishment. This is a wonderful opportunity to renew Temple's commitment to student success and to reinvigorate the college staff.*

#### *Equity*

The ATD team applauded the college for including a value statement on equity in its strategic plan and recommended that the college reconvene the equity committee and create an equity plan with action steps, designated responsibilities, a timeline, and targeted measures.





# Leopard Dreams



Volume 6, Issue 6

Dec/Jan 2016 

## Temple College

### Strategy Team Leaders

**Continuous Orientation**  
Paula Talley

**Retention Alert**  
Adrian Sora  
Jimmy Roberts

**Zero-Week**  
Carey Rose  
Adrian Sora

**Fast Track Courses**  
Paul Foutz  
Jimmy Roberts

**Data Team**  
Rebecca Richter

**Leopard Success Project**  
Paula Talley

**QEP Coordinator**  
Leshia Smith

## Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning

Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning provides a framework for needed dialogue, assessment, and action to address inequities in higher education institutions. Focusing on issues of access and success, it can be used as a tool for bringing together campus leaders and practitioners—across divisions and departments—to engage in internal assessment and chart a path forward to improve all students' success and achievement of key learning outcomes. The Guide is designed with a particular focus on the success of students who come from groups traditionally underserved in higher education.

Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning is recommended for use in combination with AAC&U's America's Unmet Promise: The Imperative for Equity in Higher Education and Step Up & Lead For Equity.

## Driving Toward a Degree: The Evolution of Planning and Advising in Higher Education

A confluence of factors, including a shift to performance-based funding and declining student enrollment, has led to an increased focus on student retention and on-time graduation at postsecondary institutions. In response, over 100 vendors in the integrated planning and advising services market have introduced products aimed at improving student retention and graduation rates. These product offerings vary significantly in capability and maturity, but all aim to fix the inadequate model many institutions have in place, in which retention and advising efforts are disjointed and underserve the student. Tyton Partners' two-part series Driving Toward a Degree: The Evolution of Planning and Advising in Higher Education is intended to equip institutions with an understanding of this immature but quickly evolving vendor landscape. These papers also identify the gaps between the supply and demand sides of the market and, within the context of those realities, provide institutions with a guide for selecting and implementing a student success and retention strategy.

Source: articles reprinted from ATD website <http://achievingthedream.org/resource>



The resources referenced above are available for download from the Achieving the Dream website at <http://achievingthedream.org>.

Click on Resources and then click on the Knowledge Center tab at the top of the page. You can use the Filter and Search Resources tab to locate additional resources on equity and advising, as well as other topics.

## TEMPLE COLLEGE

2600 South First Street  
Temple, TX 76504

Phone: 254-298-8343  
Fax: 254-298-8345  
E-mail: [jdr@templejc.edu](mailto:jdr@templejc.edu)

[http://www.templejc.edu/  
academic/AtD/AtD.htm](http://www.templejc.edu/academic/AtD/AtD.htm)

## DREAM 2016

DREAM 2016 will be held in Atlanta, GA on February 23 - 26, 2016. DREAM is the annual convening of the Achieving the Dream National Reform Network – the nation’s most comprehensive non-governmental reform network for student success in higher education history. This flagship event brings together over 1,900 influential policy-makers, investors, thought-leaders, and practitioners from around the world who are dedicated to addressing one of our nation’s most urgent challenges: helping more community college students succeed.

Temple College will be represented at the conference by Dr. Glenda Barron, president, Dr. Mark Smith, vice president, educational services, and Hattrice Freeman, student success coach, student and enrollment services division.



## Spring 2016 Zero Week

Feeling overwhelmed or apprehensive about college? Zero week is designed to prepare for the semester ahead. Zero-Week (0-Week) is the week following registration and prior to the first week of classes. The activities and programs are designed to help transfer students become acquainted with this campus and to assist first-time freshmen in making a successful transition to college life, and give returning students the information they need in order to take the next step.

A variety of orientations are available to familiarize you with Temple College. Spring 2016 sessions included:

- New Student Orientation
- e-Learning
- Essential Comp Skills
- Veterans Orientation
- Advising for Transferring Students
- Academic Probation Counseling
- Student Life
- Biotechnology program information





# Leopard Dreams



Volume 6, Issue 7

Feb 2016

## Temple College

### Strategy Team Leaders

**Continuous Orientation**  
Paula Talley

**Retention Alert**  
Adrian Sora  
Jimmy Roberts

**Zero-Week**  
Carey Rose  
Adrian Sora

**Fast Track Courses**  
Paul Foutz  
Jimmy Roberts

**Data Team**  
Rebecca Richter

**Leopard Success Project**  
Paula Talley

**QEP Coordinator**  
Leshia Smith



## Dual Credit

The Texas Higher Education Coordinating Board defines dual credit as a process by which a high school junior or senior enrolls in a college course and receives simultaneous academic credit for the course from both the college and the high school. Students enrolled in dual credit classes in Texas must meet stated designated academic standards. In the Fall 2015 semester, there were 133,342 Texas students enrolled in dual credit courses. Of that amount, 93% were enrolled in one of the state's public community colleges.

There are advantages to both students and the state associated with dual credit enrollment. According to a report of the Texas Higher Education Coordinating Board, advantages include:

- Dual credit increases the likelihood that a student will complete high school and enroll in and persist in college
- Dual credit decreases the cost of tuition and fees for students by accelerating time-to-degree
- Accelerated degree time may free up facility space and faculty for additional students to enroll
- New graduates enter the workforce sooner and begin to earn wages, benefiting themselves and the economy (<http://www.theceb.state.tx.us/reports/PDF/1514.PDF>)

At Temple College, 19% of students are dual credit students. That number compares to the state mean of 20% and the state median of 17%. In terms of average number of semester credit hours taken by dual credit students, Temple College dual credit students averaged 6.77 SCH in Fall 2015 compared to the state community college average of 5.39. Only two other Texas community college campuses exceeded Temple College's average. The other campuses were part of large urban college districts. The high average SCH per dual credit student can be explained in part by the TBI Middle College and the Legacy Early College High School in Taylor.



Source: <http://www.txhighereddata.org> (Dual Credit Data)

## TEMPLE COLLEGE

2600 South First Street  
Temple, TX 76504

Phone: 254-298-8343  
Fax: 254-298-8345  
E-mail: [jdr@templejc.edu](mailto:jdr@templejc.edu)

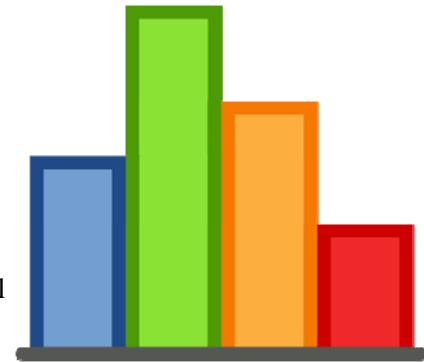
<http://www.templejc.edu/academic/AtD/AtD.htm>

  
Achieving  
the Dream™  
Community Colleges Count

## ZogoTech Offers New Pre-Built Student Success Reports

In order to get the right data in the hands of the right people, quicker, ZogoTech is launching a series of new “out of the box” reports designed to answer many of the key questions of importance to community colleges. The new reports are categorized by theme or topic to address the common needs of community college planning and assessment. The categories include Achieving the Dream reports, course outcome reports, course planning reports, developmental education reports, and retention and graduation reports. Each report is titled as a commonly asked question. For example, one report is titled “Are Developmental Math Students Progressing to College-Level Coursework?” Another report is titled “How Does the College’s Enrollment Compare to the Same Day in Previous Years?” The availability of these standard reports will make create greater access to data when needed, and they will free up Institutional Research staff from creating customized reports for commonly requested information.

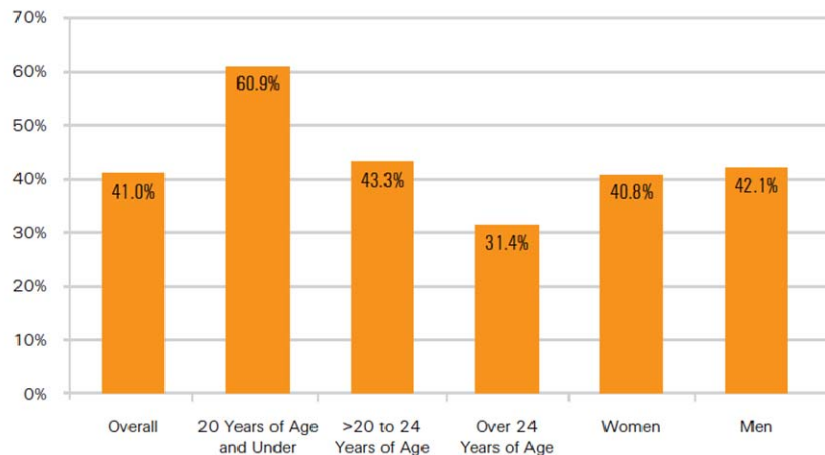
As data verification winds down during the implementation process, Temple College will begin training a cadre of users of the new software. One group of users will concentrate on the use of student level data in order to improve advising and perhaps focus on needed student interventions. Another group will concentrate on institutional data to assist with planning and institutional goal setting.



## Did You Know?

With data current through May 2015

### Percentage of Students Earning Associate Degree as a First Credential Who Subsequently Earned a Bachelor's Degree



Note: Based on students whose first postsecondary credential was an associate degree earned between July 1, 2008, and June 30, 2009. Student age refers to the age when the first credential was awarded. Subsequent credentials are limited to credentials completed within six years of the first credential award date.

Source: National Student Clearinghouse Research Center: <http://research.studentclearinghouse.org>



# Leopard Dreams



Volume 6, Issue 8

March 2016

## Distance Education: Access and Success

The Texas Higher Education Coordinating Board (THEB) has released the updated Distance Education Reports with FY 2016 data that includes Fall 2015. These reports provide information on enrollment and semester credit hours in distance education and non-distance education courses. Distance Education, as defined in the report, can include all sections not taught at the colleges main campus and includes internet courses. For this article, we will focus on courses taken entirely through the internet. According to the summary report from the THECB, 26.3% of all semester credit hours attempted by Temple College students were attempted through internet-based sections. This information is important in the student success discussions given that internet sections of courses typically do not have the same success rate as face-to-face sections. In the Fall 2015 semester, the success rate (as defined by a grade of A-C) of internet-only sections was 60% compared to a success rate of face-to-face sections of 77%. Hybrid sections, a combination of face-to-face and internet, had a success rate of 72%.

This knowledge has led to discussions by the strategic planning committee on the possibility of creating pre-requisites for enrolling in internet-based sections and of providing additional professional development for instructors of these sections to promote ways for supporting students in the classes. The discussions have centered on balancing the need for access to coursework with the support and information students need to be successful in non-traditional educational settings.



### Temple College

#### Strategy Team Leaders

**Continuous Orientation**  
Paula Talley

**Retention Alert**  
Adrian Sora  
Jimmy Roberts

**Zero-Week**  
Carey Rose  
Adrian Sora

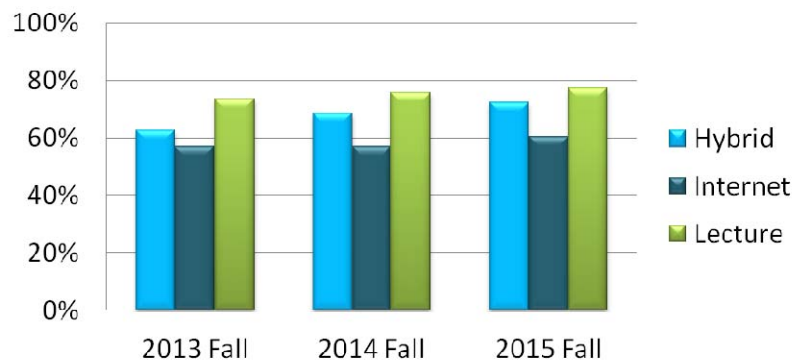
**Fast Track Courses**  
Paul Foutz  
Jimmy Roberts

**Data Team**  
Rebecca Richter

**Leopard Success Project**  
Paula Talley

**QEP Coordinator**  
Leshia Smith

**Temple College  
Success Rate-Instructional Mode**



Source: <http://www.txhighereddata.org> (Distance Ed Data) · Institutional data-ZogoTech Query



## TEMPLE COLLEGE

2600 South First Street  
Temple, TX 76504

Phone: 254-298-8343  
Fax: 254-298-8345  
E-mail: [jdr@templejc.edu](mailto:jdr@templejc.edu)

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

## Aspirational Practice for Institutional Research

The Association for Institutional Research (AIR) was asked “what should IR look like if student success really matters?” With input from more than 260 individuals, the answer is a look at how disruptive innovations are impacting the field now and the opportunities ahead. On February 25, AIR released their answer to this question in the Statement of Aspirational Practice for Institutional Research. The statement, authored by Randy L. Swing and Leah Ewing Ross, was written with four broad themes.

- An expanded definition of decision makers
- Structures and leadership for institutional research
- Leadership for the institutional research function
- A student-focused paradigm

In the report, the authors call for activating data-informed student, faculty, and staff decision making through an expanded definition of decision makers and supporting a decision-making process by activating a networked institutional research function. The authors also discuss new leadership responsibilities within the traditional Institutional Research structure and provide an image of a student-focused paradigm.



STATEMENT OF ASPIRATIONAL PRACTICE  
FOR INSTITUTIONAL RESEARCH  
2016

AIR is the world's largest professional association for institutional researchers. The organization provides educational resources, best practices and professional development opportunities for more than 4,000 members. Its primary purpose is to support members in the process of collecting, analyzing, and converting data into information that supports decision-making in higher education.

The complete report is available for download from <http://www.airweb.org>.

### Did You Know?

In Fall 2014, 74% of contact hours generated at Temple College were taught by full-time faculty. The statewide average for the same semester was 61%.

Temple College reported 105 full-time faculty and 141 part-time faculty

The student/faculty ratio for Temple College during the same reporting period was 23 to 1 while the state average was 20 to 1.

Source: Texas Higher Education Accountability System





# Leopard Dreams



Volume 6, Issue 9

April/May 2016

## Temple College

### Strategy Team Leaders

**Continuous Orientation**  
Paula Talley

**Retention Alert**  
Adrian Sora  
Jimmy Roberts

**Zero-Week**  
Carey Rose  
Adrian Sora

**Fast Track Courses**  
Paul Foutz  
Jimmy Roberts

**Data Team**  
Rebecca Richter

**Leopard Success Project**  
Paula Talley

**QEP Coordinator**  
Leshia Smith



## Texas Higher Education Has a New Strategic Plan

The Texas Higher Education Coordinating Board has adopted a new strategic plan for the state of Texas called 60x30TX (“60 by 30 Tex”). The higher education strategic plan contains four broad goals. Each goal contains a set of targets that will move the state toward reaching one or more goals. Colleges across Texas will need to develop and implement a wide range of strategies to meet each target.

### *Excerpts from the published plan*

#### **THE OVERARCHING GOAL: 60x30**

*By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.*

The first goal in the plan, the 60x30 goal, aims to increase the percentage of 25 to 34 year-olds in Texas who hold a certificate or degree. The goal focuses on 25 to 34 year-olds as an indicator of the economic future of the state and its ability to remain globally competitive. The state’s large population makes the Texas economy similar in size to that of many countries. Within this global context, the state has seen a relative decline in educational attainment among this younger population.

#### **THE SECOND GOAL: COMPLETION**

*By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor’s, or master’s from an institution of higher education in Texas.*

The completion goal complements the 60x30 goal by supplying graduates of all ages from all two and four-year institutions of higher education in Texas. The state will need to continue the degree production increases of recent years to reach this goal, with large increases required among targeted groups. Growth in certificates and degrees among two and four-year colleges is critical for reaching the 60 percent in the 60x30 goal and educating a skilled workforce.

#### **THE THIRD GOAL: MARKETABLE SKILLS**

*By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.*

The marketable skills goal emphasizes the value of higher education in the workforce. Students need to be aware of the marketable skills embedded in their academic programs, and institutions must make certain that students graduate with marketable skills. This goal charges two and four-year public institutions in Texas with documenting, updating, and communicating the skills students acquire in their programs.

*(continued on next page)*



Source: <http://www.theccb.state.tx.us/>

## TEMPLE COLLEGE

2600 South First Street  
Temple, TX 76504

Phone: 254-298-8343  
Fax: 254-298-8345  
E-mail: [jdr@templejc.edu](mailto:jdr@templejc.edu)

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



Achieving  
the Dream™  
Community Colleges Count

## Strategic Plan (continued)

### THE FOURTH GOAL: STUDENT DEBT

*By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.*

The student debt goal aims to help students who graduate with debt complete their programs with manageable debt. This goal challenges stakeholders to balance the levels of student loan debt with a graduate's earning potential the first year after college.



**A Texas future without bold action is a Texas without a bold future.**

To download your own copy of the Strategic Plan for Texas Higher Education go to <http://www.theccb.state.tx.us/> and click on the 60X30 Banner.

## Summer Zero Week



### TEMPLE, MAIN CAMPUS

Monday, May 23

9:30 a.m. - 12 p.m. for New Student Orientation - Pavilion

Tuesday, May 24

9 a.m. - 1 p.m. for Math Boot Camp - ISC 107

Wednesday, May 25

1 p.m. - 2 p.m. for Academic Probation Counseling - AC RM. 3414

2:30 p.m. - 3:30 p.m. for e-Learning - WTC RM. 522

6 p.m. - 7 p.m. for e-Learning - NSB RM. 301

6 p.m. - 7:30 p.m. for New Student Orientation - Pavilion

Thursday, May 26

9:30 a.m. - 12 p.m. for New Student Orientation - Pavilion

2:30 p.m. - 3:30 p.m. for e-Learning - WTC RM. 522

6 p.m. - 7 p.m. for e-Learning - NSB RM. 301

### TAYLOR

Tuesday, May 24

4 p.m. - 5 p.m. for e-Learning - TCAT RM. 121

4:45 p.m. - 5:45 p.m. for New Student Orientation - TCAT-RM.105

