Achieving the Dream
Annual Narrative & Financial Report: Due April 30, 2011

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1. Briefly describe your greatest accomplishment in *each* principle since joining ATD.
    1. Committed Leadership – Temple College has committed leadership from the highest level. The college president has made student retention and developmental student success two of the departmental goals for the President's office. The president has attended two *Achieving the Dream* strategy institutes and two Achieving the Dream board retreats. The president sits on the Achieving the Dream steering committee and the Core Committee. The Chief Academic Officer (VP) chairs one of the strategy teams, is a member of the steering committee and Core Committee, and actively participates on additional strategy teams. Four members of the Board of Trustees have attended *Achieving the Dream* board retreats and the Board President is a member of the Core Committee. The Board of Trustees also approved a new strategic plan for the college focusing on student success.
    2. Use of Evidence – Each strategy team developed through the Achieving the Dream initiative has a dedicated data point of contact to focus the team on data collection for improvement and decision making. The Institutional Effectiveness, Research, and Planning office has received increased data request in terms of surveys and *ad hoc* data queries as a result of the focus on building a culture of evidence. The Institutional Research Analyst has participated in the data track at the Strategy institute and has participated in ATD sponsored webinars.
    3.   Broad Engagement – Temple College has developed four strategy teams in addition to a core team and data team. Approximately 32 administrative and instructional departments are represented on the teams. Each strategy team has added additional members through the first year of implementation. Faculty council representation has been added to the core team.
    4. Systemic Institutional Improvement – The College has shifted its focus from access to success. The new college mission specifically addresses student success. The strategic planning goals are referenced in the college's online evaluation and assessment program. In the Institutional Effectiveness process for 2010-2011, the first year for which alignment with the strategic plan was available, 23 entities within the college built 42 associations with the strategic goal of Fostering Student Success.

2. What resources, internal and external, helped you make those accomplishments described above?
    1. Committed Leadership – The College is indebted to the Greater Texas foundation for funding which enabled faculty members, staff, and board members to attend the strategy institutes and the board retreats. A newsletter reporting on the progress of the strategic

interventions is published monthly and is included in the Board of Trustees' resource packets. The newsletter is also used to keep the college's funding partner, the Greater Texas foundation, apprised of the college's efforts.

2. Use of Evidence – A new process for Institutional Effectiveness plans has emphasized the importance of measurable data and targets aligned with departmental goals and student learning outcomes. The information technology department has made additional purchases to allow data to be more available to a wider college audience. Appointment of a data monitor on each strategy team has kept the need for collecting useable data in the forefront.

3. Broad Engagement – Opportunities for college personnel to be directly engaged in the interventions through involvement in strategy teams and through volunteering to participate through pilot courses has increase faculty and staff engagement in the initiative. One of the initiatives, Continuous Orientation, increased from 18 sections participating in Fall 2010 to 88 sections participating in Spring 2011. Information on the progress of the initiative and success of the strategies are available through the monthly newsletter, *Leopard Dreams,* which is posted on the college's Achieving the Dream webpage.

4. Systemic Institutional Improvement – As referenced earlier, the focus on the new strategic plan for the college is student success. Each department presents annual goals and objectives to a peer review process and must identify measureable targets for improvement. Each department was asked to align a departmental goal to one of the strategic goals.

3. Briefly describe the greatest challenges impeding your progress on *each* principle.
    1. Committed Leadership – The greatest challenges have been turnover on the board, the need for continuous education of the board of trustees, and the lack of funds for additional travel expenses for more board members to attend professional development.
    2. Use of Evidence – The increasing requests for data and information associated with both the Achieving the Dream initiative and the Institutional Effectiveness process may outpace the growth of the research and planning office.
    3. Broad Engagement – A challenge to increase engagement is the lack of funding to enable additional faculty and staff to attend professional development activities. Budget challenges at the state level which resulted in decreased state appropriations prevented the college from supporting additional staff to attend the strategy institute as previously planned.
    4. Systemic Institutional Improvement - As with many "grant" funded projects, the strategies and interventions are seen by some as temporary and program specific. The centralization of developmental education into a single division has experienced growing pains.

4. What institutional research challenges has the college faced this year? Mark all that apply.
    ___ None
    ___ Too few IR staff positions
    _x_ Too few IT staff positions
    _x_ Unfilled staff positions
    ___ Inadequate IR staff training in needed skills
    _x_ Difficulty retrieving useful, timely data
    ___ Other. Please describe:

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

Institutional Research capacity has increased with the purchase and use of SPSS ver. 18 in February 2011. A vacated Institutional Analyst position was filed in November 2010.

6. Did you use longitudinal data on student cohorts to identify achievement gaps among groups of students? If so, what achievement gaps did you identify?

Longitudinal data was used to identify baseline for each initiative but the college is still in the first year of implementation so longitudinal data is not available on cohorts participating in initiatives. In the baseline data, gaps in achievement were identified by gender and ethnicity with males performing at lower rates than females and African Americans scoring lower in successful course completion. The greatest achievement gap for African American students was in Developmental Math.

Term	Successful Course Completion	Male	Female	African-American	White	Hispanic	Other	Total
FA 2009	All Dev Ed Students	48%	53%	49%	53%	53%	54%	52%
FA 2010	All Dev Ed Students	50%	57%	50%	55%	62%	60%	57%
FA 2009	Dev English	69%	77%	75%	70%	80%	83%	74%
FA 2010	Dev English	61%	79%	68%	72%	82%	70%	72%
FA 2009	Dev Math	29%	38%	25%	43%	30%	33%	35%
FA 2010	Dev Math	37%	41%	32%	42%	45%	42%	40%

7. In what ways have you engaged the external community in your ATD efforts this year? Mark all that apply.
_x_ Collaborative activities with K-12 schools to improve student preparation for college
_x_ Data sharing with local high schools
_x_ Collaborative activities with four-year institutions to improve student success
___ Collaborative activities with community organizations
___ Collaborative activities with employers.
_x_ Other. Please provide the type of the activity:
      Conference presentations on intervention strategies; Career and Readiness symposium presentations to local school districts

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

The new strategic planning process focused on student success as a theme. To start the planning process, the Board of Trustees and executive staff participated in an information session which focused on the Achieving the Dream core principles. The consultant provided examples from the initial data submission to Achieving the Dream as a context in which to think about student success. The Quality Enhancement Plan that was part of our reaffirmation process with the Southern Association of Colleges

and Schools focused on developmental math and followed many of the same principles and interventions that were used in the initial Achieving the Dream work plan.

9. In the summer of 2010, you received feedback from ATD on your 2010 annual report or implementation proposal. Have you incorporated that feedback into your practices and programs this year? If so, how? If not, why not?

    Committed Leadership
    In accordance with the feedback report, the institution used the organization of steering, core, data, and strategy committees to spread leadership of the initiative. Individuals in key positions were added to each team. In order to continue to engage the board by routinely involving trustees in discussions of student success efforts, progress, and challenges, the Achieving the Dream coordinator published a monthly newsletter and included information on the initiative at each board meeting. The incoming leader of the initiative was well supported in the new role.

    Use of Evidence to Improve Policies, Programs, and Services
    The practice of reviewing and discussing data as an ongoing part of the work was addressed by having a designated data team member on each of the strategy teams. The Director of Institutional Effectiveness and the new research analyst worked closely with IT to develop systems for more efficient retrieval and analysis of data. Progress on each intervention was reported monthly and strategies were modified for the new semester as needed.

    Broad Engagement
    In an effort to expand how others were engaged in the work, faculty were added to the initial strategy teams and the core team. The communication plan included a monthly newsletter and website. Faculty and staff surveys were used on the school wide initiative, Zero Week, and the number of faculty participants in the other interventions increased in the second semester. Information about the activities was provided at the "all-college" meeting at the start of each semester. The institution continues to search for effective and appropriate ways to increase student and community involvement.

    Systemic Improvement
    Student success efforts are tightly integrated with strategic planning, budgeting, and evaluation. The online Institutional Effectiveness process allows departments to align goals and objectives with the strategic plan and the report features allow for specific tracking of evaluation results linked to student success initiatives. The strategies have begun to determine how successful interventions can be taken to scale and how the scaling will be accomplished with institutional resources. The interventions of continuous orientation and attendance accountability both increased in faculty and course sections involved. Scalability for Zero Week resides in greater participation through improved communication and through evaluation of surveys of participant. The Zero Week team has brainstormed new marketing techniques targeted toward first-time-in college students.

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

Intervention Name	Start date	Type of intervention	Content area Math/ English/ Reading/ N/A	Target student group(s)	Estimate number of students benefiting per semester	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
1) Zero-Week	Fall 2010	Advising, Developmental Education, Equity, Faculty Professional Development, First-Year Experience, Student Support Services, Tutoring	All Courses	First-time Students	*Total student population benefits from this strategy which included 5,966 students in the Fall 2010, of which 1,967 were new to Temple College. A total of 477 students attended orientation sessions during Zero-Week in the fall.*	Over 10,000 students have benefitted from the Zero-Week strategy this year including 2,606 new students and 620 orientation attendees.	Increase term-to-term retention for all students from 75% to 77% in year two. Increase year-to-year retention for all students from 46% to 48% in year two. Increase the number of students attending orientation from 6.9% of new students to 10% in year two. Faculty, staff, and students will be satisfied with the implementation of Zero-Week. Using a 5-point Likert-like scale, satisfaction will be determined with an average of 3.5 or greater.	Total term-to-term retention for all students was 74% in year two. However, students participating in orientations had a 84.5% fall to spring retention versus a 70.4% retention of those not participating. Data not available at this time. 24.25% of new students attended a Zero-Week orientation in Fall 2010. 22.38% of new students attended a Zero-Week orientation in Spring 2011. Faculty/Staff rated their satisfaction with Zero-Week at 3.66 while Students rated the event at 4.448 in the fall and 4.773 in the Spring.

Intervention Description:

Zero-Week is a multi-faceted intervention designed to provide students and faculty with a better handle on the first days of class. Zero-Week is a week without scheduled classes that provides faculty and students the time to prepare for the academic year. Zero-Week will occur the week following registration and prior to the first day of class each fall and spring term. This extra week provides students with additional time to study for accurate placement testing, attend mini-sessions to improve placement test performance and hence to avoid testing into the remedial range, review course syllabi, attend orientation, and prepare themselves and their families for the rigor of college coursework. This intervention also focuses on professional development opportunities for Student Success faculty, and it affords the Developmental Math faculty the opportunity for professional

development and additional departmental collaboration. Student orientations for special interests (i.e. Health Professions, Music, TRIO, Veterans, etc.) will occur during this week. By ensuring adequate class sizes and faculty coverage following de-registration of students for non-payment, better utilization of college resources by administration can occur. Zero-Week will provide support to students to help increase student success or connect students to relevant services, such as, Financial Aid, the Book Store, campus tours, advising, and counseling.

Zero-Week went into effect college-wide in Fall 2010. Students who test into remedial Math courses are encouraged to attend fast-paced remediation using My Math Labs Plus in an effort to review math skills and increase their placement score before school begins. Academic "boot camps" are used for special interest groups as orientation sessions for students with common goals or characteristics. A special emphasis is placed on creating relationships among the students and key faculty/staff related to the student's interests.

Zero Week received high satisfaction rates from students and faculty and preliminary data indicate that Zero Week participants were more successful. Students new to Temple College who participated in Zero Week orientations had an average grade point average (GPA) of 2.26 and 84% re-enrolled in the spring. New students who did not participate had an average GPA of 2.13 and a term-to-term retention of 70.4%.

Fall to Spring Retention	Fall 2010
FTTC (First-time-at-Temple College) Zero Week Participants	85%
FTTC Non Zero Week Participants	70%
All FTTC	72%
All Students	74%

Intervention Name	Start date	Type of intervention	Content area Math/ English/ Reading/ N/A	Target student group(s)	Estimate number of students benefiting per semester	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
2) Attendance Accountability – Peer Involvement Program	Fall 2010	Developmental Education, Internal Policy Review & Update	Developmental Math	Academically underprepared students	Approximately 575 students were given the opportunity to participate each semester. Approximately 191 students elected to participate.	A total of 1151 students were given the opportunity to participate to date. Of those 381 have elected to participate	Decrease the number of administrative withdrawals annually by 4%. Increase successful course completion rates in developmental Math courses from 48% to 50% in year two. Increase the retention of developmental Math students from term-to-term from 76% to 78% in year two. Increase the retention of developmental Math students from year-to-year from 51% to 53% in year two. Increase the number of developmental Math students attaining credentials by 3%.	Changes in the attendance policy and reporting of administrative withdrawals has changed the measurement criteria A reorganization of developmental math courses was followed by a decrease in successful course completion (A-C) to 35%. Following the first implementation year, successful courses completion grew to 40% in spite of an increase in course withdrawals. Term to Term retention for Developmental Math fell during year 2 to 73%. Not measurable at this time. Baseline data from the TX state data system has the TC grad rate for Fall 2005 Dev Ed required at 7.6% .

Intervention Description:

Temple College has a mandatory attendance policy; however, the attendance policy review committee will investigate if our current policy presents substantial barriers to student success and look at the consistency of instructor enforcement of the policy. If necessary, a policy review committee will revise the policy to eliminate barriers, or we will add professional development to educate the faculty on the importance of enforcement of the policy.

The Student Success Division uses a modified version of the College attendance policy that applies to all developmental education courses. This policy is regularly enforced. The Student Success Division will participate in the peer intervention strategies. During the first weeks of class each term, instructors will assist students in each developmental math class by pairing the students with accountability partners. The faculty will allot class time for this intervention in order to facilitate connections between students with the hope of creating a sense of belonging at Temple College and in developmental math courses. The partners will exchange contact information and will use each other as class contacts for prior notification when they know they will miss a class or are unable to get in touch with the instructor. When a student is absent, the instructor will ask the respective accountability partner to contact the individual at the beginning of the class to encourage attendance and to foster social connections.

Cell phones and text messaging are extremely popular forms of communication today even among the lowest socioeconomic status in our community. Almost all students carry a cell phone to class and all students are given a TC email account upon enrollment at the institution. Based on these forms of preferred communication, instructors and accountability partners will experiment with using phone calls, emails, and text messaging in order to address the multiple communication tools that are relevant in today's society.

A reorganization of developmental math courses was followed by a decrease in successful course completion (A-C) to 35% in Fall 2009 from our baseline data of 48% in Fall 2008. The reorganization included changes in staff assignments, curriculum changes, and the introduction of a revised attendance policy. However, following the first implementation year for the Attendance Accountability intervention, successful courses completion grew to 40% in spite of an increase in course withdrawals.

Successful Course Completion (A-C)	Male	Female	African-American	White	Hispanic	Other	Total
Fall 2009 Dev Math	29%	38%	25%	43%	30%	33%	35%
Fall 2010 Dev Math	37%	41%	32%	42%	45%	42%	40%

Intervention Name	Start date	Type of intervention	Content area Math/ English/ Reading/ N/A	Target student group(s)	Estimate number of students benefiting per semester	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
3) Continuous Student Orientations	Fall 2010	Developmental Education, Equity, First-Year Experience, Student Success Course, Student Support Services, Tutoring	Developmental English	First-time students, Academically underprepared students, First generation	240 students participated out of total college enrollment of 5966 (4% Fall 2010) 821 students participated out of a college enrollment of 5,747 (14%)	940 students benefiting to date	The number of students completing online orientation will increase by 5% each fall. Students will be satisfied with the implementation of minute orientations. Using a 5-point Likert-like scale, satisfaction will be determined with an average of 3.5 or greater. Retention rates will increase from term-to-term for developmental English students from 79% to 81% in year two. Retention rates will increase from year-to-year for developmental English students from 49% to 51% in year two. The percentage of successful course completion rates in developmental English will increase from 78% to 80% in year two. End-of-course retention rate will increase for courses employing minute orientations from 88% to 90% in year two.	Not measurable at this time. No online classes participated in the first round of the pilot study. Survey 1: 122 of the 155 respondents -- learner satisfaction. The average satisfaction rating was 3.96. Term to term retention for participating Dev English sections increased 2% after intervention. First time at Temple college increased by 4% Not available at this time Successful Courses completion fell by 3% for all Dev English but grew 1% for first time at Temple College after first semester intervention End-of-course retention increase by 2% for all Dev English students and for first-time at Temple College

Intervention Description:

Continuous orientation is a strategy that provides developmental English students exposure to student and academic services throughout the semester. Several sources were utilized to remind students of the services available through the College to aid their academic success. "Minute" orientations consisted of one to five minute "infomercials" facilitated by the faculty member leading each developmental English course. Topics oriented students to college life, provided them with information about the College, and helped them develop skills that encourage success. Faculty members utilized a standard curriculum and coordinated efforts of delivery throughout the English courses each semester.

Online orientation will be developed and used to assist the students who do not attend classes on campus and as a reference for all students throughout the semester. The online orientation will include all information and services that students would otherwise receive during on campus orientations. The eLearning team will link additional online resources, and they will present the orientation in a format for quick and easy access.

Disaggregated results after first semester intervention:

Term to Term Retention	Male	Female	African-American	White	Hispanic	Other	FTIC	Total
Fall 2009 Dev Engl	78%	73%	81%	71%	81%	50%	76%	76%
Fall 2010 Dev Engl	78%	77%	79%	75%	77%	92%	80%	77%
Successful Course Completion	Male	Female	African-American	White	Hispanic	Other	FTIC	Total
Fall 2009 Dev Engl	69%	77%	75%	70%	80%	83%	73%	74%
Fall 2010 Dev Engl	61%	79%	68%	72%	82%	70%	74%	72%

10b. How do these interventions address achievement gaps or equity concerns on your campus?

Zero-Week: Community college students often make their decision to attend college at the last minute. Large numbers of students apply for admission and enroll in classes on the final day of registration. These last-minute decisions can lead to a lack of preparation during the vital first days of school. Students often begin the semester without having purchased textbooks, looked over readings and future assignments for the course, or prepared themselves or their families for the time commitment of attending college. Our hope is that this extra week following registration helps our first-time college students prepare for the rigors of the academic year. In addition, this intervention provides faculty and staff the necessary time to prepare for the new semester ahead. Minority students and males are often populations of students who make last minute college decisions. Although this intervention does not single out particular populations of students, we anticipate that minority student and males will participate and benefit greatly from the Zero-Week intervention.

Attendance Accountability: National research shows that students attending classes receive higher grades than students not regularly attending classes. Temple College does have a mandatory attendance policy that requires students to attend classes or risk being dropped from the course. The current policy allows for four absences in both college and developmental courses. In addition, for students who register in only one developmental course, being dropped from a required developmental course could result in a student being dropped from all of their courses. Although the policy is mandatory for the student, it does give the instructor the "option" to drop non-attending students. Temple College withdrawal data shows that the largest number of course withdrawals, by far, is due to administrative withdrawals for non-attendance. Evidence suggests that an enforced mandatory attendance policy significantly reduces absenteeism and improves exam performance (Marburger, 2006).

In Tinto's integration framework theory, Tinto professes the need to find a way to create social connections between the students and their peers and teachers in order to increase persistence (Karp, 2008). African-American males receiving Pell grants are the largest sub-population who withdraws from classes. By increasing social connections and creating opportunities for peer influence and accountability, we hope the number of administrative withdrawals will decrease and lead to an increase in course completion, thereby reducing the inequity of withdrawals among our student population.

Continuous Student Orientations: Based on student focus groups and CCSSE results, students indicate that they are not aware of the services available through the college to help them succeed in their academic coursework. Minute orientations and online student orientations will allow for continuous reminders throughout the semester for developmental students to ensure that they are aware of the services provided to assist in their academic success. We hope that through the constant "infomercials" about services such as tutoring, the writing center, the math lab, advising, computer loaner programs, etc., the use of these services will increase thereby increasing student success as well. These additional orientation options will better inform students on college policies and procedures, attendance guidelines, available resources, and available acceleration options.

This intervention is aimed at developmental English students who are often low-income, first-generation, and minority students. In addition, these students are often last minute registrants and do not attend college orientations aimed at identifying the resources available on campus. To promote equity, these students will benefit from the additional emphasis this intervention places on the services available free of charge to our students and the extra nudge to take advantage of these services.

10c. Briefly describe you evaluation plans for the interventions described above.

Zero-Week: The Institutional Effectiveness Research and Planning (IERP) office collects the retention data for developmental courses, disaggregated by the standard characteristics (listed above), and compares it to our 2007-2009 cohorts. Each semester the IERP office shares this information with the data and core teams. The President, who sits on the core team, reports the data to the Board of Trustees. Our Achieving the Dream website disseminates the data each semester.

We will ask faculty and staff to complete an anonymous survey at the end of Zero-Week. The survey measures aspects of the week to include the professional development series, processes, procedures, and effectiveness. To determine the impact of the professional development series, administration of additional surveys will occur. We will look for ways to improve the week and assess which parts are most helpful. Based upon feedback received, we will implement changes the following semester.

We will ask students to complete anonymous surveys at the end of student orientation sessions, and we will track the number of participants in each session. The survey will measure aspects of the orientation and will gauge satisfaction with the overall programming events. In the first few weeks of school each semester, we will survey a random sampling of students to determine the general student response to the implementation of Zero-Week. If comments or suggestions need further explanation, we will host additional student focus groups. We will look for ways to improve the week and assess which parts are most helpful. Based upon feedback received, we will implement changes the following semester.

Attendance Accountability: The IERP office will collect retention data for developmental courses and compare it to our 2007-2009 cohorts. The Admissions and Records office will collect the reasons for student withdrawals throughout the semester, and the IERP office will analyze this data to evaluate the number of Administrative withdrawals. We will compare developmental math courses participating in the intervention to developmental math courses from the previous year to see if differences in end-of-course completion and success rates exist. Each semester the IERP office will share this information with the data and core teams. The President, who sits on the core team, will report the data to the Board of Trustees. We will also disseminate the data through our Achieving the Dream website each semester.

Developmental math faculty will discuss the intervention in departmental meetings on a regular basis. Based on comments and suggestions received from faculty and students, we will look for ways to improve student attendance in developmental courses. Based upon feedback received, we will implement changes the following semester.

Continuous Student Orientations: The IERP office will collect retention data for developmental courses, disaggregated by the standard characteristics (listed above), and compare it to our 2007-2009 cohorts. Each semester the IERP office will share this information with the data and core teams. The President, who sits on the core team, will report the data to the Board of Trustees. We will also disseminate the data through our Achieving the Dream website each semester.

We will ask students to complete anonymous surveys at the end of the online orientation sessions with the number of participants tracked in each session. The survey will measure aspects of the orientation and will gauge the students' satisfaction with the online resource. We will also use end-of-course surveys to gauge the impact and satisfaction with minute orientations. If comments or suggestions need further explanation, further student focus groups will occur.

Based on the surveys, we will look for ways to improve the minute orientation curriculum and online resources. Based upon feedback received, we will implement changes the following semester.

10d. Have you used evaluation data from these interventions to improve any of your student success interventions? If so, what specific improvements were made?

Zero-Week: Faculty/Staff and student surveys were collected at the end of the fall and spring zero-week activities. Based on the feedback received from the various participants, the schedule for Zero-week has been adjusted to encourage student participation and better organize professional development during the week. Fall 2011 Zero-Week continues to be modified and will include "special tracks" to better meet student orientation needs.

Attendance Accountability: While evaluating the first semester of the Peer Involvement intervention, it was determined that the students were deficient in the needed comfort levels for participation due to a lack of interaction among both classmates and instructors. Some instructors implemented an icebreaker prior to introducing the Peer Involvement intervention the second semester in an effort to improve peer-to-peer interaction. In addition, the second semester, all "on campus day classes" implemented a 30-minute lecture format at the beginning of each class meeting as a means of improving peer to instructor interactions.

Continuous Student Orientations: Each week learners provided verbal feedback to the faculty members conducting the continuous orientation sessions. The faculty members forwarded this feedback along with their own observations of each orientation to the strategy team leader to present for review at the weekly strategy team meeting. In addition, two surveys were administered to the learners, one after the first eight orientations had been presented, and the second survey after the remaining 7 surveys had been presented. The strategy team then used the anecdotal feedback from the learners and faculty members and the survey results from Survey 1 and Survey 2 to make the following changes for the spring 2011 semester:

- reduce the number of orientation sessions from 15 to 12
- combine some of the orientation sessions into one session
- change the sequencing of the remaining orientation sessions so the sessions were offered at the most optimum time during the semester.

10e. What evaluation obstacles (if any) have you faced?

Attendance Accountability: Determining the true cause of success with the Peer Involvement intervention from the data is difficult because of some identified biases. We identified student self-selection, instructor buy-in, and Retention Alert usage as potential factors of bias.

10f. If any of the interventions above have been scaled up, please describe how.

Continuous Orientations: The number of course sections participating grew from 17 in Fall 2010 to 88 in Spring 2011. The number of students grew from 243 to 821. The unduplicated headcount of participants was 940.

10g. If any interventions have been canceled, please briefly describe them and why they were cancelled.

No interventions have been cancelled.

10h. Briefly describe any substantial changes you propose to make to the interventions listed above. Note any interventions you have chosen to discontinue and describe why you chose to discontinue them.

No substantial changes or discontinuations have been made to any of the strategies at this time since the interventions are only in their 2nd semester. There is insufficient data to determine a need for changes.

10i. Briefly describe any new interventions you plan to implement.

In the Fall 2011, Temple College plans to implement our Retention Alert strategy. Retention Alert is a software package that was integrated with the College's database during Fall 2010 to track possible barriers to student success and persistence. Fall 2010 and Spring 2011 were used as pilot semesters to adequately set up the software and learn best practices associated with its use. Faculty in the Student Success Division will attend professional development on dropout proneness, and they will train on how to utilize the software to create "cases" for follow-up on at-risk students. Training will take place prior to deployment and the Information Technology department will provide software support. Retention counselors (currently the Director of Student Recruitment and Retention and the Student Success Division Retention Director) will receive automatic notification of developed cases that instructors enter into the system. The retention team will then assess the student's behavior patterns between courses and instructors. Necessary action and/or follow-up will originate through the Retention counselors, and they will track data collection and analysis with the Retention Alert software.

11a. Provide a graph or chart presenting evidence of improvement in student achievement over three or more years.

Course Completion Rate

	Fall 2007	Fall 2008	Baseline for intervention Fall 2009	Intervention year Fall 2010
All Student Census SCH	44,362	47,788	52,837	54,561*
All Student End of Course SCH	38,267	42,126	46,591	46,949**
Course Completion Rate	86%	88%	88%	86%
Developmental English SCH			957	987
Dev Eng End of Course SCH			840	885
Dev Eng Completion Rate			88%	90%

* Semester Credit Hours for 100% of Students
** Semester Credit Hours in 100% Developmental English representing 16% of Student Headcount

Results disaggregated:

End of Course Retention	Male	Female	African-American	White	Hispanic	Other	FTIC	Total
Fall 2009 Dev Engl	88%	88%	86%	87%	92%	83%	89%	88%
Fall 2010 Dev Engl	87%	91%	89%	88%	96%	85%	91%	90%

For many years, the college maintained a courses completion rate of near 90%. Since Fall 2005, the college has seen a trend toward decreasing course completion rate. The downward trend paralleled several developments, an increase in student attempting online course work, an overall rapid increase in enrollment, on increase in students identified as economically disadvantaged, and an increase in educationally disadvantaged as measure through the increased enrollment in developmental courses. The college perceived that course completion is a precursor of retention and persistence and has identified course completion as a priority and has identified student support as an integral part of the focus on course completion. Course completion rates improved in the Fall 2008 and remained steady through Fall 2009 but returned to the 2007 level in Fall 2010. Student focus groups facilitated by top administrators revealed that students were not sufficiently aware of the support services provided by the college. In an effort to make student aware of services outside of one-day orientations and student handbooks, a strategy of continuous orientations was developed. The strategy was piloted in Fall 2010 and initial results appear promising.

11b. Briefly describe at least one intervention you have implemented to achieve the improvement in student outcomes **documented in Question 11a** above, including why you believe the intervention helped to improve the student outcomes in 11a.

Continuous Student Orientations: Based on student focus groups and CCSSE results, students indicate that they are not aware of the services available through the college to help them succeed in their academic coursework. Minute orientations and online student orientations allowed for continuous reminders throughout the semester for developmental students to ensure that they are aware of the services provided to assist in their academic success. The hope was that through the constant

"infomercials" about services such as tutoring, the writing center, the math lab, advising, computer loaner programs, etc., the use of these services would increase thereby increasing student success as well. These additional orientation options will better inform students on college policies and procedures, attendance guidelines, available resources, and available acceleration options.

This intervention is aimed at developmental English students who are often low-income, first-generation, and minority students. In addition, these students are often last minute registrants and do not attend college orientations aimed at identifying the resources available on campus. To promote equity, these students will benefit from the additional emphasis this intervention places on the services available free of charge to our students and the extra nudge to take advantage of these services.

This intervention increased student engagement by increasing student and faculty interaction and by connecting students to potential services at aligning information sessions to a more meaningful chronology than 1 time only orientations. The initial sessions were faculty led and focused on college navigation topics. Support services were introduced in a sequence that team planners felt would approximate when students would need to know or likely take advantage of the services. The learners were asked by the faculty presenters to provide verbal feedback to be shared with the continuous orientation committee. The students also responded to a survey presented after the first 8 presentations and the next 7 presentations to provide loser in time response that 1 end of semester response. End of course retention was greater for participants in the course sections that participated in the continuous orientation sessions. First-time-at-Temple College students exceeded other participants in both term-to-term retention and successful course completion (final grade of A-C). As noted above, all developmental English courses had a higher end-of-course completion rate than the college as a whole. The higher rates on the different measures by first-time-at Temple College might indicate that first-time students are more "ready-to-receive" than returning students are.

11c. Regarding the intervention **described in 11b** above, the continuous orientation intervention was developed as part of your college's ATD work.

Students involved in Continuous Orientation

Year	Number of Students in Continuous Orientation	Students in intervention as % Continuous Orientation	Students in intervention as % of Developmental English
2010-2011*	240	5%	95%

* Data represents fall semester only. In the spring the continuous orientation intervention was scaled up to include additional course sections outside of Developmental English. Seventeen sections were represented in the fall and 88 sections participated in the spring.

12. Is there anything else you would like ATD or your funder (if applicable) to know about your work this year? Are there tools or technical assistance that ATD can provide to support Achieving the Dream on your campus?

Temple College has found the Strategy Institute and Board retreats helpful in aiding faculty and staff in understanding the goals of the initiative, but also in providing a wonderful opportunity for networking and sharing of ideas. Under the current economic constraints, the college has not been able to allow more staff to attend the strategy institute than is currently made available through our funding partner. We are

always on the lookout for more professional development opportunities. The technical information provided through the websites and newsletters have been valuable.

End report narrative.

Annual Financial Report
Additional document Temple College 2011 Annual Report Budget 4.30.11

Updated Contact List
Additional document Temple College 2011 Annual Report Budget 4.30.11