



Leopard Dreams

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Zero-Week—August 23-27, 2010

Zero-Week, also referred to as 0-week, is quickly approaching. The newest addition to the academic calendar is a preparation week to allow new students to adjust to their course schedules, attend orientations, buy textbooks, receive math placement tutoring, and generally prepare for the semester ahead. Regular Fall registration will conclude on August 19 and 0-week will occur the week following registration, August 23-27.

Specialized orientations will be held throughout the week. Topics include new student orientations, money

students, eLearning, Taylor Center, Cameron Center, criminal justice, TRIO, and health sciences.



management 101, veterans affairs, disabilities and accommodations, international

Faculty/Staff development will also occur during 0-week. Check the TC website for a full description of the 0-Week schedule and events. For additional information on student orientations contact Adrian.Sora@templejc.edu or for professional development information contact Craig.Collins@templejc.edu.

Strategy Team Leaders

Attendance Accountability

Sheri Asbury
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Continuous Orientation

Mark Smith
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Retention Alert

Jimmy Roberts
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Zero-Week

Robbin Ray
Adrian Sora

Future Strategy Teams

Placement Testing Study Statway

QEP Coordinator

Lesha Smith

Strategy Team Updates

Attendance Accountability

The Attendance Accountability Strategy Team (AASST) is an ad hoc committee created to devise methods to encourage better attendance among students taking developmental classes. The immediate focus is on attendance in mathematics classes, in conjunction with Temple College's QEP, but successful strategies will be applied in the future to language arts and study skills classes as well.

The AASST comprises Donnie Carpenter and Alan Lytle, Information Technology; Daniel Hermann and Franke Gracia, mathematics instructors; Susan Dean, English instructor; Lesha Smith, QEP Coordinator/mathematics faculty/Tech Prep data collection; Anjanette Mesecke, Student Success coordinator; Mary Ann Ray, health professions

secretary/adjunct developmental writing and Master Student instructor; Paul Foutz, director of the Math, Science and Physical Education Division; and Sheri Asbury, director of the Student Success Division and committee chairman.

Studies overwhelmingly show that students who attend class regularly have a much higher success rate in completing developmental courses, which leads to greater success throughout their collegiate careers. For this reason, the AASST is focusing on strategies to encourage better attendance through peer involvement. The team is discussing the use of technologies such as texting, Facebook and Twitter as tools that students can use to encourage their classmates to attend class regularly. Other strategies include an incentive program, possibly involving food or school supplies,

and a mentorship program in which more experienced students are paired with new students to "show them the ropes".

In addition to attendance, the AASST is working on other issues of importance to the College, such as students taking a particular developmental course for the third time and what measures can be implemented in these cases. Currently being debated is implementing a policy whereby a "three-peat" student is only allowed to take the developmental class that the student has been unsuccessful in twice before.

The AASST sent a brief survey to 25 Texas community colleges to discover their policies and procedures regarding these topics. The findings will be used to develop enforcement policies that foster a stronger learning environment while

(Continued on page 2)



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Exponential Success—QEP Update

The Temple College Quality Enhancement Plan (QEP) *Exponential Success: Strengthening Foundational Mathematics* has officially been approved by SACS. The road from QEP creation to certification has been a long and arduous journey that will now culminate with the implementation phase of the QEP. The final QEP and the ATD writing teams worked together to incorporate many of the same priorities into the two projects. The effort to assimilate these projects was done to maximize the full benefits to the students receiving the intervention treatments and to maximize the potential of all of the staffing efforts that will be involved with these projects. At the same time, the team was trying to minimize financial expenditures.

Because the two projects melded together so nicely, the strategy teams that have been put into place to implement the ATD strategies are benefitting the QEP as well. So far, the main focus of the QEP has been the implementation of the first three intervention strategies: Zero-Week, Continuous Orientations, and Attendance Accountability. These interventions are scheduled to occur in Fall 2010. The strategy teams for these groups have been working all summer to determine how to best implement these interventions. The next big focus of these meetings will be to determine how to best execute the assessment piece to measure the effectiveness of these intervention strategies. Membership to these strategy team meetings consists of volunteers. If you are interested in attending any of these meetings, please feel free to contact any of the strategy team leaders listed in this newsletter.

Quality Enhancement Plan (QEP) for Temple College

Transitioning students from developmental math courses through the successful completion of designated core math courses.

Strategy Team Updates

(Continued from page 1)

encouraging students to complete developmental sequences in a timely manner. Responses indicate that many colleges face the same issues with regard to attendance and three-peats. The AAST will consider policies in use at other institutions as it develops policies for Temple College.

Continuous Orientations

The strategy team is working with various departments across campus to develop curriculum for short student orientation segments in the classroom. Written scripts and video segments are being created so that faculty will have options for presenting the material to their classes.

Orientation topics will be presented to the students based on thoughtful coordination of the presentation schedule and the academic calendar. Topic areas will include: student handbook awareness, computer labs and loaner/donor program, student accommodations, EAC, tutoring,

time management skills, class withdrawals, financial aid and scholarships, TRIO, library, testing centers, and the Writing Center. The video segments will be added to Desire2Learn and will eventually be used in the development of an online Student Orientation.

Retention Alert

TC has purchased the Retention Alert software that integrates into our Datatel Colleague suite. The software combines an early alert system with automated processes to assist communication regarding student retention issues. It allows for prevention and intervention—reaching out to students so they can get the help they need, when they need it.

Retention Alert is currently setup in a test environment. The committee has identified case types and people to manage the respective types of cases as they are created. The team has begun testing with a small subset of students to identify the workflow and processes involved for

responding to student retention cases. The Retention Alert strategy will soon expand the testing phase. We are on target to implement this initiative this Fall with a specific target group.

Zero-Week

Final preparations are being made for our first Zero-Week. The strategy team has created and begun to distribute 0-week brochures in an attempt to advertise the events throughout the week. We are optimistic that students will take the opportunities available to them to prepare for the upcoming fall semester. Evaluation tools are currently being created to gauge the effectiveness of 0-week on student success as well as the campus communities satisfaction with the week.

Brochures are available in the Advising Center, Taylor Center, Cameron Center, Library, and online. Students are being given 0-Week brochures when they register for the Fall semester.


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