



# Leopard Dreams

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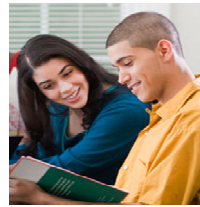
## Student Success is our Shared Goal

The success and achievement of Temple College students is the goal but the tactics and strategies can be very different. Temple College's QEP "Exponential Success" and the Achieving the Dream (ATD) initiatives have joined forces to create teams of volunteers focused on helping students succeed. Strategy teams have been formed thanks to the combined efforts of faculty, staff, and administrators, and their shared vision for creating the best possible scenarios to help our students achieve their goals in the classroom.

Four teams are formed and currently planning to implement the strategies identified in the College's QEP and ATD plans. Each of these initiatives will utilize this fall—some campus-wide and others in small pilot groups. The teams will focus on using evidence and allowing data and inquiry to drive efforts to close achievement gaps and improve student outcomes. Data will be collected and analyzed each

term to allow for modifications to the initiatives and plans. These strategies are intended to be used and modified as necessary over the next four years as we participate in the nationwide Achieving the Dream initiative and focus on developmental math education in Exponential Success.

Current Strategy Teams are focused on Zero-Week, Continuous Orientations, Attendance Accountability, and Retention Alert. Additional teams are planned for the future as more initiatives are added and developed. Contact a strategy team leader if you are interested in participating on a team.



### Strategy Team Leaders

#### Attendance Accountability

Sheri Asbury  
Alan Lytle

#### Continuous Orientation

Mark Smith  
Anjanette Mesecke

#### Retention Alert

Jimmy Roberts  
Donnie Carpenter

#### Zero-Week

Robbin Ray  
Adrian Sora

### Future Strategy Teams

#### Placement Testing Study Statway

## Strategy Team Updates

### Attendance Accountability

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.

### Continuous Orientations

Continuous orientation is a strategy that will provide developmental English students exposure to student and academic services throughout the semester. We will utilize several sources to constantly remind students of the services available through the College to aid their academic success. "Minute" orientations will consist of one to five minute "infomercials" facilitated by the

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Temple College's Quality Enhancement Plan, Exponential Success, targets student success in Mathematics. Our student success priority is a key component of the Achieving the Dream initiative. Temple College's plan to enhance student success is built on developing and sustaining a culture of evidence whereby we will use data to identify effective practices, improve student success rates, and close achievement gaps. The overall goal of both Achieving the Dream and Exponential Success is to help more students earn degrees, complete certificates, or transfer to other institutions! Too many students leave community colleges without earning a certificate or degree, or without transferring to continue their studies. Consequently, they risk losing the opportunity to earn a livable wage. When students complete courses and earn credentials, however, they can improve their own lives, which ultimately benefits the nation.

## Strategy Team Updates

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faculty member leading each developmental English course. Topics will orient students to college life, provide them with information about the College and help them develop skills that encourage success. Faculty members will utilize a standard curriculum, and they will coordinate 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.

### Retention Alert

Retention Alert is a software package scheduled for integration with the College's database to track possible barriers to student success and persistence. Faculty in the Student Success Division will attend professional development on drop-out 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.

### Zero-Week

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. Nursing, Athletics,

TRIO, Fine Arts, 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 Bookstore, campus tours, advising and counseling.

Zero-Week will go into effect college-wide in Fall 2010. Students who test near but short of the next level Math course will be 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" will be used for special interest groups as orientation sessions for students with common goals or characteristics. A special emphasis will be placed on creating relationships among the students and key faculty/staff related to the student's interests. Faculty will be heavily involved in the boot camps of their academic fields.

