Temple College

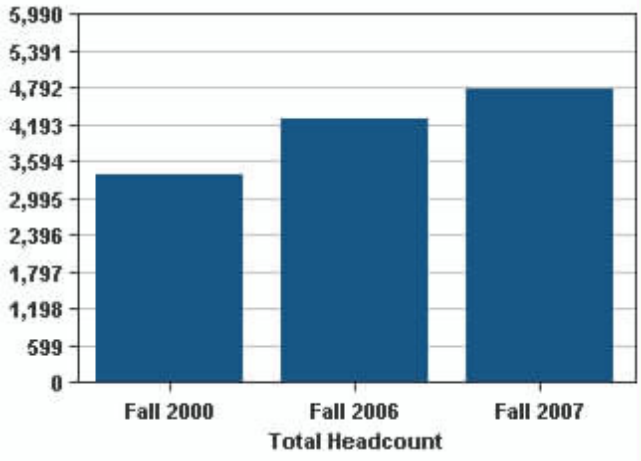
Accountability Report

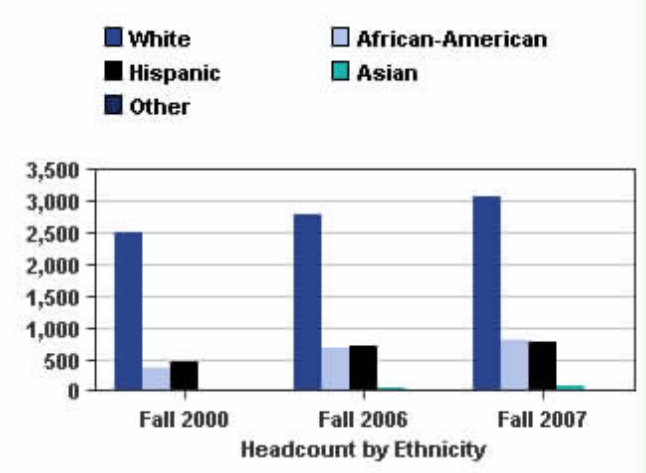
Participation - Key Measures

Enrollment

Number and percent of credit st

	Fall 2000		Fall 2006		Fall 2007		% Change Fall 2000 to 2007	Institutional Closing the Gaps Target-Fall 2010	Closing the Gaps Completion	Group Targets
Total	**3,381**		**4,279**		**4,787**		**41.6%**	**5,220**	**92%**	
White	2,521	(74.6%)	2,780	(65.0%)	3,062	(64.0%)	21.5%	3,298	93%	
African-American	363	(10.7%)	675	(15.8%)	792	(16.5%)	118.2%	916	86%	
Hispanic	444	(13.1%)	699	(16.3%)	768	(16.0%)	73.0%	889	86%	
Asian	29	(0.9%)	62	(1.4%)	89	(1.9%)	206.9%			
Native-American	21	(0.6%)	34	(0.8%)	40	(0.8%)	90.5%			
International	3	(0.1%)	10	(0.2%)	14	(0.3%)	366.7%			
Other	0	(0.0%)	19	(0.4%)	22	(0.5%)	N/A			





Annual Unduplicated Enrollment

Annual unduplicated enrollment including credit and non-credit students.

	FY 2002		FY 2006		FY 2007		% Change FY 2002 to 2007	Group Targets
Total	**6,581**		**8,765**		**9,548**		**45.1%**	
White	4,848	(73.7%)	6,032	(68.8%)	6,559	(68.7%)	35.3%	
African-American	818	(12.4%)	1,205	(13.7%)	1,295	(13.6%)	58.3%	
Hispanic	787	(12.0%)	1,250	(14.3%)	1,417	(14.8%)	80.1%	
Asian	83	(1.3%)	186	(2.1%)	157	(1.6%)	89.2%	
Native-American	33	(0.5%)	52	(0.6%)	59	(0.6%)	78.8%	
International	12	(0.2%)	19	(0.2%)	19	(0.2%)	58.3%	
Other	0	(0.0%)	21	(0.2%)	42	(0.4%)	N/A	

Participation - Contextual Measures

	FY 2002	FY 2006	FY 2007	% Change FY 2002 to 2007
Enrollment Total by Semester				
Fall	3,487	5,133	4,747	36.1%
Academic	1,866	3,274	3,107	66.5%
Technical	1,389	1,156	1,173	- 15.6%
Continuing Education	232	703	467	101.3%
Spring	3,356	4,793	4,599	37.0%
Academic	1,871	2,857	2,731	46.0%
Technical	1,334	1,140	1,172	- 12.1%
Continuing Education	151	796	696	360.9%
Summer I	1,657	2,474	2,451	47.9%
Academic	893	1,143	1,119	25.3%
Technical	576	598	687	19.3%
Continuing Education	188	733	645	243.1%
Summer II	893	857	1,308	46.5%
Academic	482	0	0	-100.0%
Technical	223	0	0	-100.0%
Continuing Education	188	857	1,308	595.7%

	FY 2005	FY 2006	FY 2007		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	Service difference (% Enr. - % Pop.)
Service area representation: gap between the population service area served and students enrolled in community colleges					
Ethnicity					
White	-9.2%	4.2%	59.4%	62.2%	2.9%
African-American	0.1%	1.5%	15.0%	18.1%	3.1%
Hispanic	8.5%	-4.7%	21.4%	16.5%	-4.9%
Other	0.6%	-1.1%	4.2%	3.2%	-1.0%
Gender					
Male	-11.8%	-17.8%	51.2%	32.6%	-18.6%
Female	11.8%	17.8%	48.8%	67.4%	18.6%

	FY 2002	FY 2006	FY 2007	% Change FY 2002 to 2007
Annual Semester Credit Hours (SCH)	**66,061**	**79,997**	**76,504**	**15.8%**
Academic	46,559	63,397	61,255	31.6%
Technical	19,502	16,600	15,249	- 21.8%
Annual Contact Hours	**1,493,593**	**1,814,505**	**1,749,646**	**17.1%**
Academic	891,224	1,201,528	1,164,824	30.7%
Technical	569,171	538,416	482,640	- 15.2%
Continuing Education	33,198	74,561	102,182	207.8%

	FY 2002	FY 2006	FY 2007	% Change FY 2002 to 2007
Percent of Credit Students Receiving Pell Grants by Ethnicity/Gender				
Total	**22.1%**	**27.1%**	**32.6%**	**47.5%**
White	16.7%	19.9%	24.0%	43.7%
African-American	47.3%	55.1%	61.6%	30.2%
Hispanic	29.8%	35.8%	38.9%	30.5%
Asian	14.3%	16.9%	24.2%	69.2%
Native-American	44.4%	30.8%	42.4%	- 4.5%
International	33.3%	14.3%	10.0%	- 70.0%
Other	0.0%	27.3%	36.8%	N/A
Gender				
Male	15.7%	18.7%	24.6%	56.7%
Female	26.3%	31.6%	36.8%	39.9%

	Fall 2000	Fall 2006	Fall 2007	% Change Fall 2000 to 2007
Full-Time Credential Seeking Students				
Total	**0**	**1,596**	**1,798**	**N/A**
White	0	960	1,065	N/A
African-American	0	309	377	N/A
Hispanic	0	275	281	N/A
Asian	0	26	39	N/A
Native-American	0	12	19	N/A
International	0	8	11	N/A
Other	0	6	6	N/A
Gender				
Male	0	608	652	N/A
Female	0	988	1,146	N/A
Part-Time Credential Seeking Students				
Total	**0**	**2,434**	**2,826**	**N/A**
White	0	1,645	1,880	N/A
African-American	0	332	392	N/A
Hispanic	0	395	467	N/A
Asian	0	29	47	N/A
Native-American	0	19	21	N/A
International	0	2	3	N/A
Other	0	12	16	N/A
Gender				
Male	0	795	940	N/A
Female	0	1,639	1,886	N/A
First Time in College Full-Time Credential Seeking Students				
Total	**0**	**535**	**540**	**N/A**
White	0	309	289	N/A
African-American	0	94	120	N/A
Hispanic	0	116	96	N/A
Asian	0	9	21	N/A
Native-American	0	2	8	N/A
International	0	3	2	N/A
Other	0	2	4	N/A
Gender				
Male	0	231	225	N/A
Female	0	304	315	N/A
First Time in College Part-Time Credential Seeking Students				
Total	**0**	**326**	**317**	**N/A**
White	0	194	183	N/A
African-American	0	59	62	N/A
Hispanic	0	62	62	N/A
Asian	0	7	7	N/A
Native-American	0	2	2	N/A
International	0	0	0	N/A
Other	0	2	1	N/A
Gender				
Male	0	94	124	N/A
Female	0	232	193	N/A

	FY 2007		FY 2008	
Contract Training: Number of Enrollments and Contact Hours	Enrollment:	Contact Hours:	Enrollment:	Contact Hours:
Adult Basic Education: Number of Enrollments as Reported to TEA				
Alternative Certification: Number of Enrollments and Contact Hours	Enrollment:	Contact Hours:	Enrollment:	Contact Hours:
G.E.D.: Number Enrolled in G.E.D. Program				
G.E.D.: Number Who Took the Test				
G.E.D.: Number Who Passed the Test				

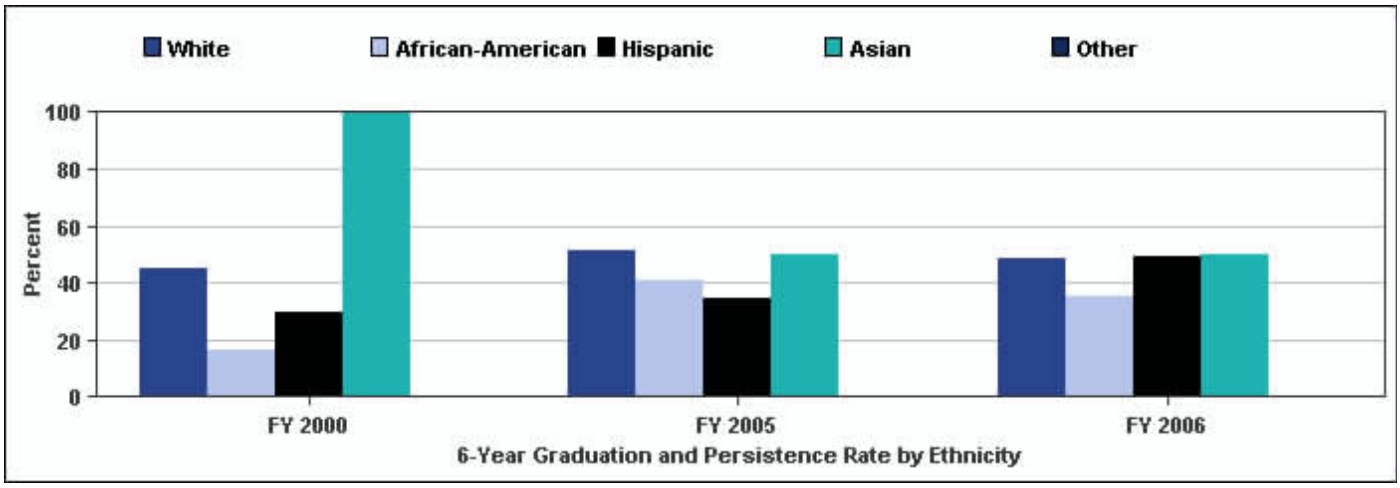
Temple College
Conference to educate providers on current laws. 80 in attendance

Success - Key Measures

Graduation and Persistence Rate

Percentage of □
certificate or are still enrolled in Texas public or private education after six academic years.

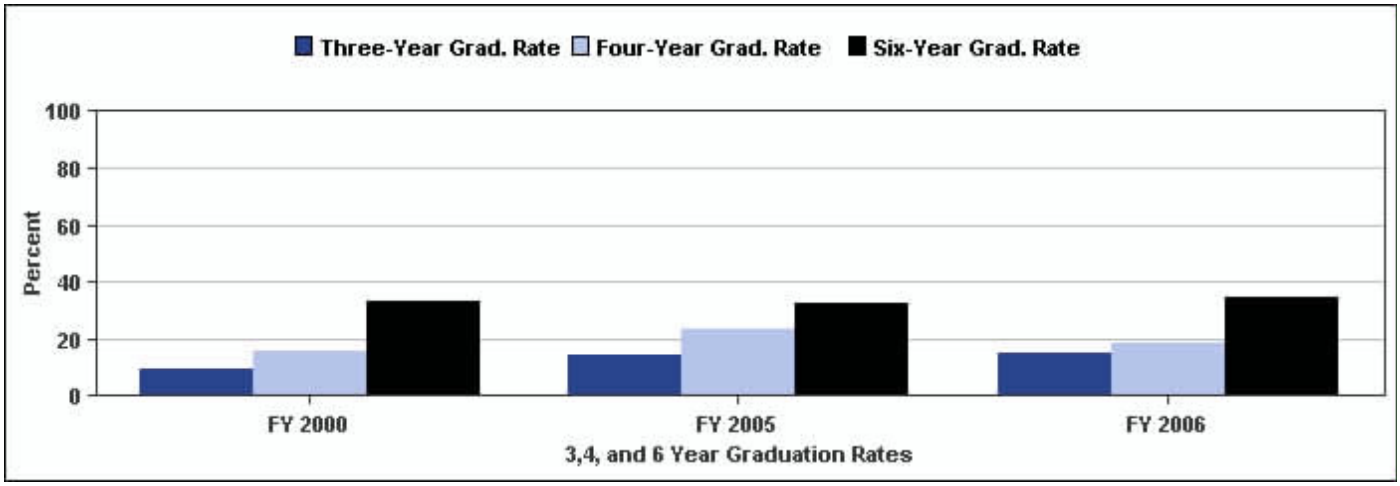
	FY 2000 (Entering Fall 1994 Cohort)	FY 2005 (Entering Fall 1999 Cohort)	FY 2006 (Entering Fall 2000 Cohort)	Point Change FY 2000 to FY 2006
Total	**39.1%**	**47.7%**	**46.7%**	**7.6**
Ethnicity				
White	44.9%	51.6%	48.8%	3.9
African-American	16.7%	41.2%	35.3%	18.6
Hispanic	29.8%	34.5%	49.3%	19.5
Asian	100.0%	50.0%	50.0%	- 50.0
Native-American	0.0%	50.0%	50.0%	50.0
International	0.0%	50.0%	0.0%	0.0
Other	0.0%	0.0%	0.0%	0.0
Gender				
Male	41.7%	46.8%	44.4%	2.7
Female	36.8%	48.6%	48.4%	11.6



3, 4, and 6-Year Graduation Rates

**Percentage of first-tim
certificate from a Texas public and private higher education after six academic years.**

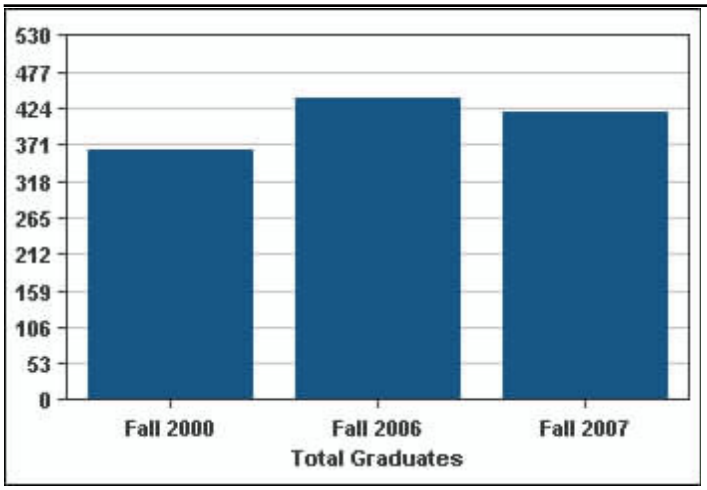
	FY 2000			FY 2005			FY 2006			Point Change FY 2000 to FY 2006
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
3-Year graduation rate (Total)	**1997**	**32**	**(9.6%)**	**2002**	**63**	**(14.3%)**	**2003**	**71**	**(14.8%)**	**5.2**
Baccalaureate or Above		0	(0.0%)		0	(0.0%)		1	(0.2%)	0.2
Associates		22	(6.6%)		38	(8.6%)		48	(10.0%)	3.4
Certificate		10	(3.0%)		25	(5.7%)		22	(4.6%)	1.6
No Award		301	(90.4%)		377	(85.7%)		410	(85.2%)	- 5.2
4-Year graduation rate (Total)	**1996**	**53**	**(15.4%)**	**2001**	**93**	**(23.1%)**	**2002**	**81**	**(18.4%)**	**3.0**
Baccalaureate or Above		2	(0.6%)		9	(2.2%)		8	(1.8%)	1.2
Associates		33	(9.6%)		63	(15.6%)		47	(10.7%)	1.1
Certificate		18	(5.2%)		21	(5.2%)		26	(5.9%)	0.7
No Award		291	(84.6%)		310	(76.9%)		359	(81.6%)	- 3.0
6-Year graduation rate (Total)	**1994**	**100**	**(33.1%)**	**1999**	**130**	**(32.7%)**	**2000**	**148**	**(34.7%)**	**1.6**
Baccalaureate or Above		52	(17.2%)		68	(17.1%)		55	(12.9%)	- 4.3
Associates		30	(9.9%)		47	(11.8%)		62	(14.6%)	4.7
Certificate		18	(6.0%)		15	(3.8%)		31	(7.3%)	1.3
No Award		202	(66.9%)		268	(67.3%)		278	(65.3%)	- 1.6

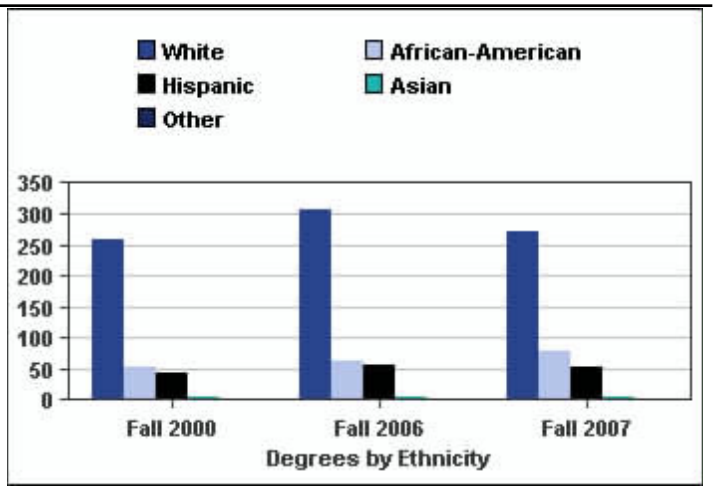


Degrees and Certificates Awarded

Number of awards, certificates by type, core completers and field of study completers by gender and ethnicity.

	FY 2000	FY 2006	FY 2007	% Change FY 2000 to FY 2007
Total Degrees and Certificates (Does not include other completers)	**364**	**438**	**418**	**14.8%**
White	260	306	271	4.2%
African-American	54	64	79	46.3%
Hispanic	44	57	52	18.2%
Asian	4	4	6	50.0%
Native-American	2	3	8	300.0%
International	0	3	0	N/A
Other	0	1	2	N/A
Level				
Associates	205	280	267	30.2%
Certificate 1	104	155	150	44.2%
Certificate 2	55	3	1	- 98.2%
Advanced Technology Certificates	N/A	N/A	N/A	N/A
Other Completers:				
ESC	N/A	N/A	N/A	N/A
Core Completers	N/A	167	104	N/A
Field of Study	N/A	N/A	N/A	N/A
Gender				
Male	96	128	94	- 2.1%
Female	268	310	324	20.9%





Transfers

Percent of students who attempted at least 30 SCH before transferring to a senior institution.

	FY 2000	FY 2006	FY 2007	Point Change FY 2000 to FY 2007
Total	**18.9%**	**16.7%**	**17.9%**	**- 1.0**
Awarded Core	N/A	3.5%	5.8%	2.3

Developmental Education

The percent of □
deviation or 4 years if they tested under deviation by subject areas.

	Fall 2003 Cohort						
	Total	Received Credit pre-matriculation	Number attempting college level course	Percent attempting college level course	College level course completion (grade A, B, or C)	College level course completion (grade A, B,C) (percent of those attempting college level)	College level course completion(grade A, B,C) or pre-matriculation credit (percent of total)
Number of FTIC students	**771**						
Met state standards in all areas							
Math	371	4	169	45.6%	123	72.8%	33.2%
Reading	371	22	275	74.1%	213	77.5%	57.4%
Writing	371	11	243	65.5%	202	83.1%	54.4%
All students below state standard							
Math	242	N/A	52	21.5%	30	57.7%	12.4%
Reading	151	N/A	64	42.4%	50	78.1%	33.1%
Writing	132	N/A	9	6.8%	7	77.8%	5.3%
Not met state standards:							
In all three areas							
Math	55	N/A	8	14.5%	2	25%	3.6%
Reading	55	N/A	15	27.3%	5	33.3%	9.1%
Writing	55	N/A	3	5.5%	1	33.3%	1.8%
Math							
Not requiring developmental education	63	0	35	55.6%	25	71.4%	39.7%
Requiring developmental education	187	N/A	44	23.5%	22	50%	11.8%
Unknown / Not tested	95	N/A	13	13.7%	8	61.5%	8.4%
Reading							
Not requiring developmental education	163	5	124	76.1%	69	55.6%	42.3%
Requiring developmental education	96	N/A	49	51%	35	71.4%	36.5%
Unknown / Not tested	86	N/A	19	22.1%	14	73.7%	16.3%
Writing							
Not requiring developmental education	181	3	139	76.8%	93	66.9%	51.4%
Requiring developmental education	77	N/A	6	7.8%	4	66.7%	5.2%
Unknown / Not tested	87	N/A	22	25.3%	21	95.5%	24.1%

Success - Contextual Measures

	Entering Cohort Fall 2000	Entering Cohort Fall 2005	Entering Cohort Fall 2006	Point Change Fall 2000 to Fall 2006
First-time Undergraduate Persistence rate after one year (Total)				
Total	**66.6%**	**60.1%**	**63.8%**	**- 2.8**
Same institution	55.3%	48.6%	52.3%	- 3.0
Other institutions	11.3%	11.4%	11.4%	0.1
White	**67.6%**	**61.6%**	**66.4%**	**- 1.2**
Same institution	56.4%	48.4%	52.8%	- 3.6
Other institutions	11.1%	13.1%	13.7%	2.6
African-American	**56.9%**	**56.4%**	**59.6%**	**2.7**
Same institution	44.6%	49.4%	54.3%	9.7
Other institutions	12.3%	7%	5.3%	- 7.0
Hispanic	**73.5%**	**55.3%**	**59.5%**	**- 14.0**
Same institution	61.7%	48.2%	50%	- 11.7
Other institutions	11.7%	7.1%	9.5%	- 2.2
Asian	**0%**	**87.5%**	**55.6%**	**55.6**
Same institution	0%	50%	22.2%	22.2
Other institutions	0%	37.5%	33.3%	33.3
Native-American	**50%**	**50%**	**100%**	**50.0**
Same institution	50%	50%	100%	50.0
Other institutions	0%	0%	0%	0.0
International	**0%**	**50%**	**66.7%**	**66.7**
Same institution	0%	50%	66.7%	66.7
Other institutions	0%	0%	0%	0.0
Other	**0%**	**0%**	**100%**	**100.0**
Same institution	0%	0%	100%	100.0
Other institutions	0%	0%	0%	0.0

	Entering Cohort Fall 2000	Entering Cohort Fall 2004	Entering Cohort Fall 2005	Point Change Fall 2000 to Fall 2005
First-time Undergraduate Persistence rate after two years (Total)				
Total	**56.3%**	**51.8%**	**50.6%**	**- 5.7**
Same institution	26.6%	25.4%	24.2%	- 2.4
Other institutions	29.6%	26.3%	26.4%	- 3.2
White	**60.2%**	**53.8%**	**54.6%**	**- 5.6**
Same institution	27.3%	24.5%	24.8%	- 2.5
Other institutions	32.8%	29.2%	29.8%	- 3.0
African-American	**46.6%**	**44.1%**	**38.8%**	**- 7.8**
Same institution	18.3%	22%	22.5%	4.2
Other institutions	28.3%	22%	16.3%	- 12.0
Hispanic	**50.7%**	**49.2%**	**46.4%**	**- 4.3**
Same institution	32.3%	31.3%	25%	- 7.3
Other institutions	18.4%	17.9%	21.4%	3.0
Asian	**0%**	**66.6%**	**87.5%**	**87.5**
Same institution	0%	44.4%	25%	25.0
Other institutions	0%	22.2%	62.5%	62.5
Native-American	**0%**	**75%**	**0%**	**0.0**
Same institution	0%	50%	0%	0.0
Other institutions	0%	25%	0%	0.0
International	**0%**	**0%**	**0%**	**0.0**
Same institution	0%	0%	0%	0.0
Other institutions	0%	0%	0%	0.0
Other	**0%**	**100%**	**0%**	**0.0**
Same institution	0%	0%	0%	0.0
Other institutions	0%	100%	0%	0.0

	FY 2000	FY 2006	FY 2007	% Change FY 2000 to FY 2007	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion
Number of Degrees and Certificates Awarded in *Closing the Gaps* Critical Fields						
Fields						
Computer Science	62	17	14	- 77.4%	71	**20%**
Engineering	5	10	20	300.0%	24	**83%**
Math	0	0	0	N/A	0	**N/A**
Physical Science	0	0	0	N/A	0	**N/A**
Level						
Associates	39	16	19	- 51.3%		
Cert 1	28	11	15	- 46.4%		
Cert 2	0	0	0	N/A		

	FY 2000	FY 2006	FY 2007	% Change FY 2000 to FY 2007
Total Nursing/Allied Health Degrees and Certificates Awarded	**149**	**144**	**182**	**22.1%**
Associates	58	69	83	43.1%
Cert 1	36	72	98	172.2%
Cert 2	55	3	1	- 98.2%
Advanced Technology Certificate	0	0	0	N/A
ESC	0	0	0	N/A
Core Completers	0	0	0	N/A
Field of Study	0	0	0	N/A

	FY 2005	FY 2006
Teacher Production and Certification: The number of students taking the certification exams for teacher education.	**N/A**	**N/A**
Ethnicity		
White	N/A	N/A
African-American	N/A	N/A
Hispanic	N/A	N/A
Other	N/A	N/A
Gender		
Male	N/A	
Female	N/A	
Teacher Production and Certification: The percentage of students passing the certification exams for teacher education.	**N/A%**	**%**
Ethnicity		
White	N/A%	%
African-American	N/A%	%
Hispanic	N/A%	%
Other	N/A%	%
Gender		
Male	N/A%	%
Female	N/A%	%

Note: The data for teacher production and certification was provided by SBEC. In some cases, the sum of the categories does not add up to the total. Numbers less than 10 in a category are masked.

	FY 2005		FY 2006		
Percent of students either employed and/or enrolled in a Texas senior institution within six months of graduation					
Academic					
Employed Only	61	38.9%	79	41.1%	29.5%
Employed and Enrolled (in Senior Institutions)	56	35.7%	67	34.9%	19.6%
Enrolled Only (in Senior Institutions)	24	15.3%	25	13.0%	4.2%
Enrolled Only (in Community Colleges)	6	3.8%	14	7.3%	133.3%
Not Found	10	6.4%	7	3.6%	detail
Technical					
Employed Only	261	86.1%	235	89.0%	detail
Employed and Enrolled (in Senior Institutions)	10	3.3%	7	2.7%	detail
Enrolled Only (in Senior Institutions)	1	0.3%	1	0.4%	detail
Enrolled Only (in Community Colleges)	16	5.3%	10	3.8%	detail
Not Found	15	5.0%	11	4.2%	detail

	FY 2000	FY 2006	FY 2007	Point Change FY 2000 to FY 2007
Total Number of Marketable Skills Completers	**N/A**	**0**	**0**	**N/A**
Ethnicity				
White	N/A	0	0	N/A
African-American	N/A	0	0	N/A
Hispanic	N/A	0	0	N/A
Asian	N/A	0	0	N/A
Native-American	N/A	0	0	N/A
International	N/A	0	0	N/A
Other	N/A	0	0	N/A
Gender				
Male	N/A	0	0	N/A
Female	N/A	0	0	N/A

	FY 2000	FY 2004	FY 2005	Point Change FY 2000 to FY 2005
Total Associate of Arts in Teaching Completers	**0**	**8**	**5**	**N/A**
Ethnicity				
White	0	3	3	N/A
African-American	0	3	1	N/A
Hispanic	0	2	1	N/A
Asian	0	0	0	N/A
Native-American	0	0	0	N/A
International	0	0	0	N/A
Other	0	0	0	N/A
Gender				
Male	0	1	1	N/A
Female	0	7	4	N/A

The percent of underprepared students who satisfied TSI obligation within 2 years if they tested above deviation or 3 years if they tested under deviation by subject areas.	Fall 2003 Cohort						
	Total	Number attempting developmental education	Percent attempting developmental education	TSI obligations met (of those attempting developmental education)	TSI obligations met (of total)	TSI obligations met (percent of those attempting developmental education)	TSI obligations met (percent of total)
Number of FTIC students	**771**						
Met state standards in all areas							
Math	371	58	15.6%	N/A	N/A	N/A	N/A
Reading	371	3	0.8%	N/A	N/A	N/A	N/A
Writing	371	1	0.3%	N/A	N/A	N/A	N/A
All students below state standard							
Math	242	228	94.2%	67	70	29.4%	28.9%
Reading	151	97	64.2%	38	66	39.2%	43.7%
Writing	132	96	72.7%	44	63	45.8%	47.7%
Not met state standards:							
In all three areas							
Math	55	49	89.1%	6	6	12.2%	10.9%
Reading	55	37	67.3%	9	13	24.3%	23.6%
Writing	55	39	70.9%	14	20	35.9%	36.4%
Math							
Not requiring developmental education	63	20	31.7%	N/A	N/A	N/A	N/A
Requiring developmental education	187	179	95.7%	61	64	34.1%	34.2%
Unknown / Not tested	95	14	14.7%	7	49	50%	51.6%
Reading							
Not requiring developmental education	163	3	1.8%	N/A	N/A	N/A	N/A
Requiring developmental education	96	60	62.5%	29	53	48.3%	55.2%
Unknown / Not tested	86	3	3.5%	2	42	66.7%	48.8%
Writing							
Not requiring developmental education	181	2	1.1%	N/A	N/A	N/A	N/A
Requiring developmental education	77	57	74%	30	43	52.6%	55.8%
Unknown / Not tested	87	9	10.3%	2	46	22.2%	52.9%

The percent of underprepared and prepared students who return the following fall.	Fall 2003 Cohort		
	Total	Number returning (Fall 2004)	Percent returning (Fall 2004)
Number of FTIC students	**771**		
Met state standards in all areas	**371**	**214**	**57.7%**
Not met state standards:			
In all three areas	**55**	**27**	**49.1%**
Math			
Not requiring developmental education	63	42	66.7%
Requiring developmental education	187	88	47.1%
Unknown / Not tested	95	27	28.4%
Reading			
Not requiring developmental education	163	82	50.3%
Requiring developmental education	96	49	51%
Unknown / Not tested	86	26	30.2%
Writing			
Not requiring developmental education	181	92	50.8%
Requiring developmental education	77	40	51.9%
Unknown / Not tested	87	25	28.7%

Excellence - Key Measures

Licensure Rate

Programs whose graduates are required to pass a licensure exam to practice in the field.

	2004 Pass Rate	2005 Pass Rate	2006 Pass Rate	2007 Pass Rate
No data for this institution				

Excellence - Contextual Measures

	FY 2005	FY 2006	FY 2007	% Change FY 2005 to FY 2007
Certification and Licensure: Licensure and certification rate on state or national exams.	88.76%	95.71%	93.58%	4.8

Significant Recognitions - 2006:

Number of members in Phi Theta Kappa		
Number of students in service learning programs		
Exemplary programs or citations/Other national recognitions:		

Significant Recognitions - 2007:

Number of members in Phi Theta Kappa		
Number of students in service learning programs		
Exemplary programs or citations/Other national recognitions:		

Institutional Efficiency and Effectiveness - Key Measures

Administrative Cost Ratio

Administrative cost as a percentage of total expenditures.

	FY 2000	FY 2006	FY 2007	Point Change FY 2000 to FY 2007
Administrative costs as a percent of total expenditures	12.2%	12.8%	%	N/A

Tuition and Fees

Revenues from all tuition and fees charged a student taking 15 semester credit hours (SCH).

	FY 2000	FY 2006	FY 2007	Percent Change FY 2000 to FY 2007
Tuition and fees for 15 SCH	$1,125	$1,890	$0	N/A

Institutional Efficiency and Effectiveness - Contextual Measures

	Fall 2000	Fall 2006	Fall 2007	Percent Change Fall 2000 to Fall 2007
Full-Time Faculty: Number and percent of full-time faculty by gender and ethnicity				
Total	**90**	**119**	**118**	**31.1%**
Ethnicity				
White	78 (86.7%)	107 (89.9%)	104 (88.1%)	33.3%
African-American	4 (4.4%)	4 (3.4%)	4 (3.4%)	0.0%
Hispanic	8 (8.9%)	7 (5.9%)	6 (5.1%)	- 25.0%
Asian	0 (0.0%)	1 (0.8%)	3 (2.5%)	N/A
Native-American	0 (0.0%)	0 (0.0%)	1 (0.8%)	N/A
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Gender				
Male	40 (44.4%)	50 (42.0%)	52 (44.1%)	30.0%
Female	50 (55.6%)	69 (58.0%)	66 (55.9%)	32.0%
Part-Time Faculty: Number and percent of part-time faculty by gender and ethnicity				
Total	**117**	**110**	**127**	**8.5%**
Ethnicity				
White	111 (94.9%)	100 (90.9%)	111 (87.4%)	0.0%
African-American	1 (0.9%)	1 (0.9%)	5 (3.9%)	400.0%
Hispanic	3 (2.6%)	8 (7.3%)	9 (7.1%)	200.0%
Asian	1 (0.9%)	1 (0.9%)	1 (0.8%)	0.0%
Native-American	1 (0.9%)	0 (0.0%)	1 (0.8%)	0.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Gender				
Male	67 (57.3%)	50 (45.5%)	57 (44.9%)	- 14.9%
Female	50 (42.7%)	60 (54.5%)	70 (55.1%)	40.0%

	Fall 2000	Fall 2006	Fall 2007	Percent/Point Change Fall 2000 to Fall 2007
FTE Student/FTE Faculty Ratio	16:1	18:1	19:1	16.3%
Total Contact Hours	585,182	764,880	836,092	42.9%
Contact Hours taught by full-time faculty	73.7%	78.6%	73.3%	- 0.4
Contact Hours taught by part-time faculty	26.3%	21.4%	26.7%	0.4