

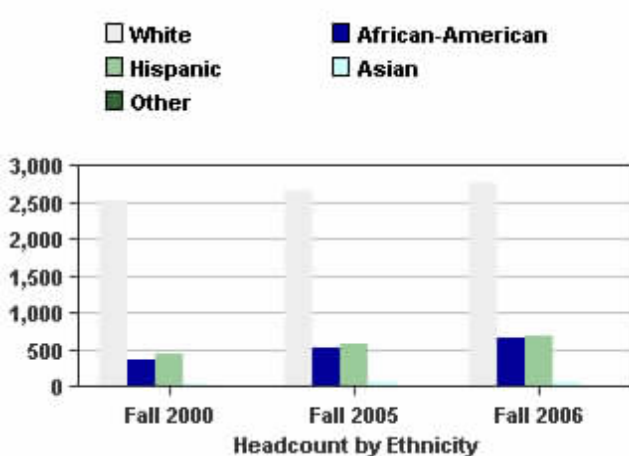
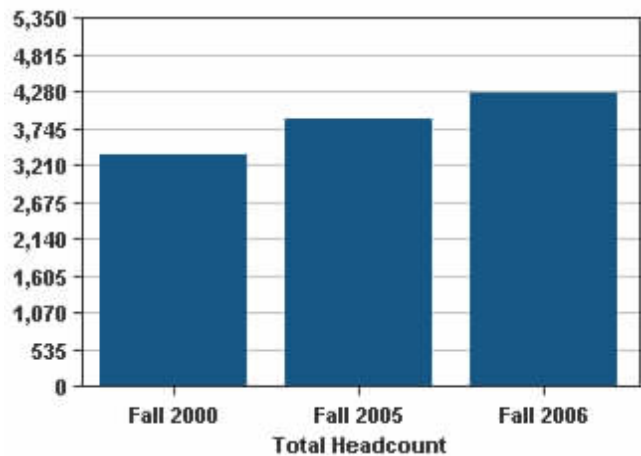
Temple College

Accountability Report

Participation - Key Measures

Enrollment

Number and percent of credit students enrolled on the fall census day by ethnicity with details of in-district, out-of-district, out-of-state, and dual credit.							
	Fall 2000	Fall 2005	Fall 2006	% Change Fall 2000 to 2006	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion	Group Targets
Total	3,381	3,897	4,279	26.6%	5,220	82%	
White	2,521 (74.6%)	2,672 (68.6%)	2,780 (65.0%)	10.3%	3,298	84%	
African-American	363 (10.7%)	534 (13.7%)	675 (15.8%)	86.0%	916	74%	
Hispanic	444 (13.1%)	580 (14.9%)	699 (16.3%)	57.4%	889	79%	
Asian	29 (0.9%)	66 (1.7%)	62 (1.4%)	113.8%			
Native-American	21 (0.6%)	27 (0.7%)	34 (0.8%)	61.9%			
International	3 (0.1%)	7 (0.2%)	10 (0.2%)	233.3%			
Other	0 (0.0%)	11 (0.3%)	19 (0.4%)	N/A			



Annual Unduplicated Enrollment

Annual unduplicated enrollment including credit and non-credit students.					
	FY 2001	FY 2005	FY 2006	% Change FY 2001 to 2006	Group Targets
Total	6,581	8,975	8,765	33.2%	
White	4,848 (73.7%)	6,295 (70.1%)	6,032 (68.8%)	24.4%	
African-American	818 (12.4%)	1,210 (13.5%)	1,205 (13.7%)	47.3%	
Hispanic	787 (12.0%)	1,202 (13.4%)	1,250 (14.3%)	58.8%	
Asian	83 (1.3%)	173 (1.9%)	186 (2.1%)	124.1%	
Native-American	33 (0.5%)	44 (0.5%)	52 (0.6%)	57.6%	
International	12 (0.2%)	27 (0.3%)	19 (0.2%)	58.3%	
Other	0 (0.0%)	24 (0.3%)	21 (0.2%)	N/A	

Participation - Contextual Measures

	FY 2001	FY 2005	FY 2006	% Change FY 2001 to 2006
Unduplicated Total by Semester				
Fall	3,734	5,133	4,747	27.1%
Academic	2,137	3,274	3,107	45.4%
Technical	1,242	1,156	1,173	- 5.6%
Continuing Education	355	703	467	31.5%
Spring	3,937	4,793	4,599	16.8%
Academic	1,974	2,857	2,731	38.3%
Technical	1,194	1,140	1,172	- 1.8%
Continuing Education	769	796	696	- 9.5%
Summer I	1,838	2,474	2,451	33.4%
Academic	799	1,143	1,119	40.1%
Technical	719	598	687	- 4.5%
Continuing Education	320	733	645	101.6%
Summer II	903	857	1,308	44.9%
Academic	437	0	0	-100.0%
Technical	239	0	0	-100.0%
Continuing Education	227	857	1,308	476.2%

	FY 2005	FY 2006		
	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	3.2%	62.1%	65.6%	3.4%
African-American	1.5%	15.0%	16.5%	1.5%
Hispanic	-3.9%	19.0%	15.1%	-3.9%
Other	-1.1%	3.9%	2.8%	-1.1%
Gender				
Male	-16.1%	50.8%	34.8%	-16.0%
Female	16.1%	49.2%	65.2%	16.0%

	FY 2001	FY 2005	FY 2006	% Change FY 2001 to 2006
Semester Credit Hours (SCH)				
Academic	67,352	79,997	76,504	13.6%
Technical	48,938	63,397	61,255	25.2%
Continuing Education	18,414	16,600	15,249	- 17.2%
Contact Hours				
Academic	1,577,155	1,814,505	1,749,646	10.9%
Technical	928,192	1,201,528	1,164,824	25.5%
Continuing Education	556,820	538,416	482,640	- 13.3%
Other	92,143	74,561	102,182	10.9%

	FY 2001	FY 2005	FY 2006	% Change FY 2001 to 2006
Percent of Credit Students Receiving Pell Grants by Ethnicity/Gender				
Total	22	27	27	22.6%
White	17	19	20	19.2%
African-American	47	55	55	16.5%
Hispanic	30	36	36	20.1%
Asian	14	27	17	18.2%
Native-American	44	36	31	- 30.6%
International	33	11	14	- 57.1%
Other	0	40	27	N/A
Gender				
Male	16	19	19	19.1%
Female	26	31	32	20.2%

	Fall 2000	Fall 2005	Fall 2006	% Change Fall 2000 to 2006
Full-Time Undergraduate Students				
Total	0	1,344	1,596	N/A
White	0	871	960	N/A
African-American	0	238	309	N/A
Hispanic	0	193	275	N/A
Asian	0	24	26	N/A
Native-American	0	10	12	N/A
International	0	6	8	N/A
Other	0	2	6	N/A
Gender				
Male	0	488	608	N/A
Female	0	856	988	N/A

Part-Time Undergraduate Students				
Total	0	2,376	2,434	N/A
White	0	1,667	1,645	N/A
African-American	0	278	332	N/A
Hispanic	0	367	395	N/A
Asian	0	38	29	N/A
Native-American	0	16	19	N/A
International	0	1	2	N/A
Other	0	9	12	N/A
Gender				
Male	0	780	795	N/A
Female	0	1,596	1,639	N/A

First Time in College Full-Time Undergraduate Students				
Total	0	425	535	N/A
White	0	272	309	N/A
African-American	0	85	94	N/A
Hispanic	0	56	116	N/A
Asian	0	8	9	N/A
Native-American	0	2	2	N/A
International	0	2	3	N/A
Other	0	0	2	N/A
Gender				
Male	0	176	231	N/A
Female	0	249	304	N/A

First Time in College Part-Time Undergraduate Students				
Total	0	284	326	N/A
White	0	174	194	N/A
African-American	0	48	59	N/A
Hispanic	0	61	62	N/A
Asian	0	1	7	N/A
Native-American	0	0	2	N/A
International	0	0	0	N/A
Other	0	0	2	N/A
Gender				
Male	0	102	94	N/A
Female	0	182	232	N/A

	FY 2006	FY 2007
Contract Training: Number of Enrollments and Contact Hours	Enrollment: Contact Hours:	Enrollment: Contact Hours:
Adult Basic Education: Number of Enrollments as Reported to TEA		395
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		77

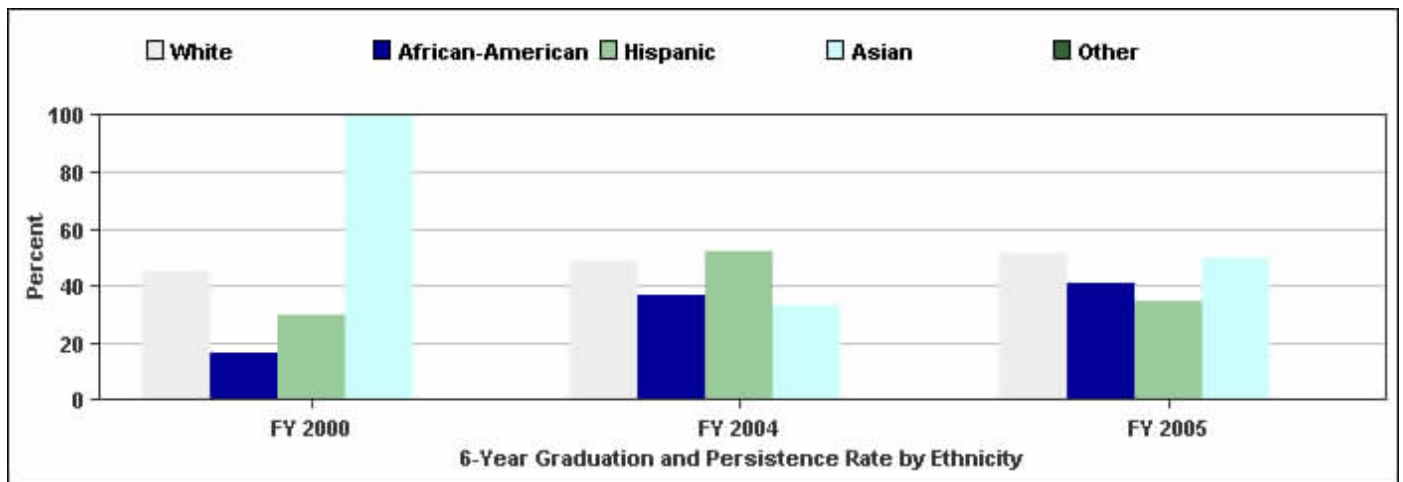
Temple College Adult Education Connection co-sponsors regional workshops for other local service providers. The most recent was an Immigration Conference to educate providers on current laws. 80 in attendance

Success - Key Measures

Graduation and Persistence Rate

Percentage of first-time, full-time, credential-seeking, undergraduates who have graduated or are still enrolled in Texas public or private education after six academic years.

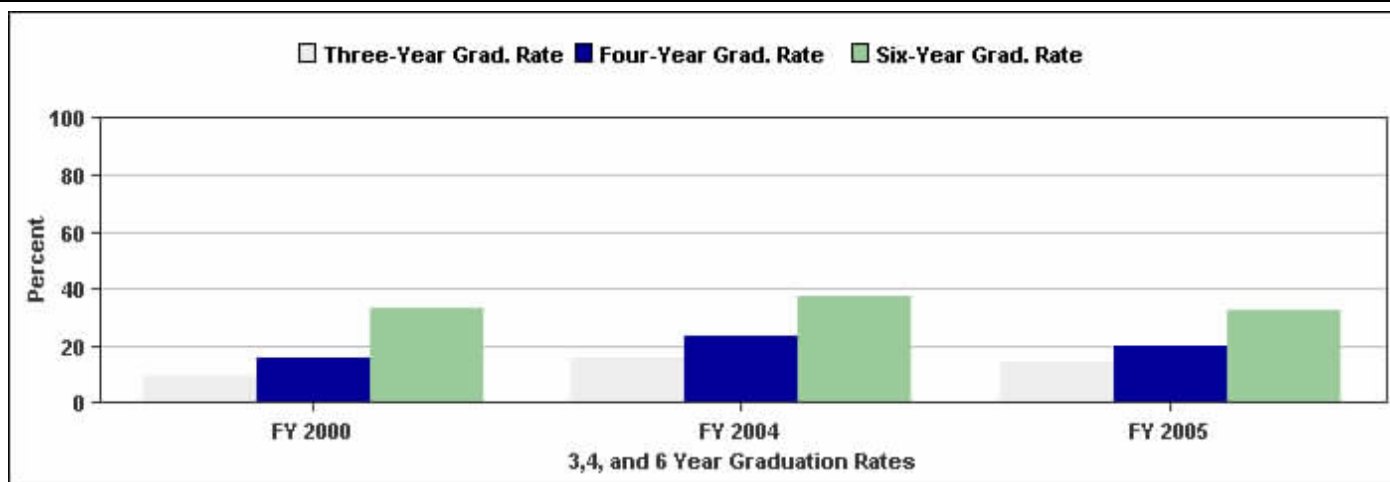
	FY 2000 (Entering Fall 1994 Cohort)	FY 2004 (Entering Fall 1998 Cohort)	FY 2005 (Entering Fall 1999 Cohort)	Point Change FY 2000 to FY 2005
Total	39.1%	47.2%	47.7%	8.6
Ethnicity				
White	44.9%	48.4%	51.6%	6.7
African-American	16.7%	37.0%	41.2%	24.5
Hispanic	29.8%	52.3%	34.5%	4.7
Asian	100.0%	33.3%	50.0%	- 50.0
Native-American	0.0%	0.0%	50.0%	50.0
International	0.0%	0.0%	50.0%	50.0
Other	0.0%	0.0%	0.0%	0.0
Gender				
Male	41.7%	43.4%	46.8%	5.1
Female	36.8%	50.5%	48.6%	11.8



3, 4, and 6-Year Graduation Rates

Percentage of first-time, full-time entering, credential-seeking, undergraduates who have graduated from a Texas public and private higher education after six academic years.

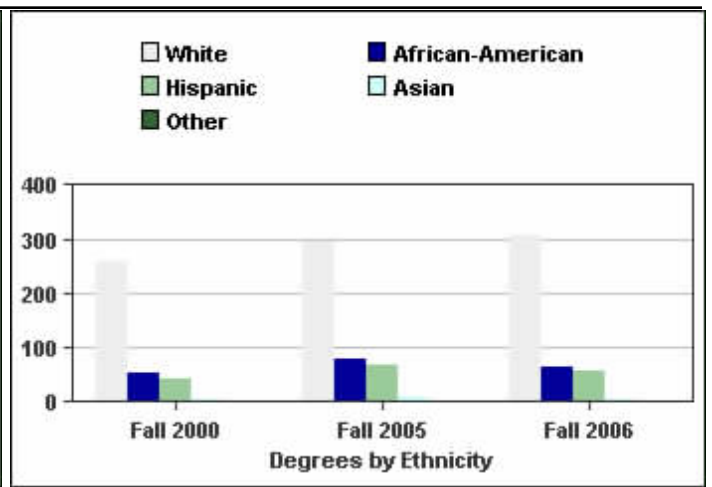
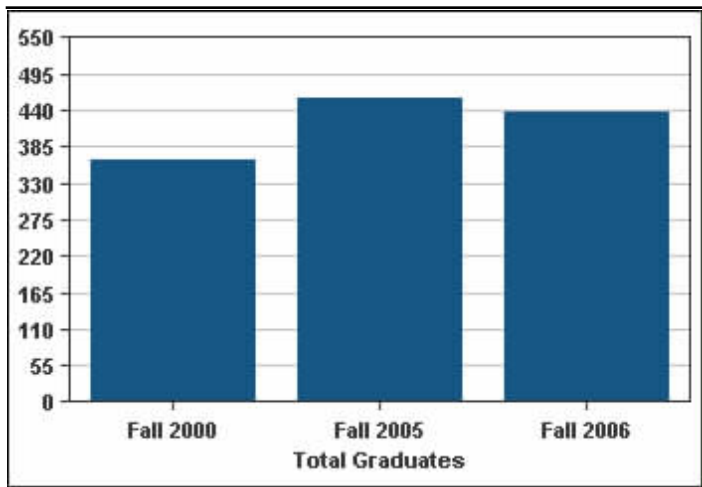
	FY 2000		FY 2004		FY 2005		Point Change FY 2000 to FY 2005
	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	
3-Year graduation rate (Total)	1997	32 (9.6%)	2001	63 (15.6%)	2002	63 (14.3%)	4.7
Baccalaureate or Above		0 (0.0%)		0 (0.0%)		0 (0.0%)	0.0
Associates		22 (6.6%)		44 (10.9%)		38 (8.6%)	2.0
Certificate		10 (3.0%)		19 (4.7%)		25 (5.7%)	2.7
No Award		301 (90.4%)		340 (84.4%)		377 (85.7%)	-4.7
4-Year graduation rate (Total)	1996	53 (15.4%)	2000	101 (23.7%)	2001	80 (19.9%)	6.7
Baccalaureate or Above		2 (0.6%)		9 (2.1%)		9 (2.2%)	1.7
Associates		33 (9.6%)		61 (14.3%)		63 (15.6%)	7.4
Certificate		18 (5.2%)		31 (7.3%)		21 (5.2%)	0.7
No Award		291 (84.6%)		325 (76.3%)		310 (76.9%)	4.7
6-Year graduation rate (Total)	1994	100 (33.1%)	1998	142 (37.5%)	1999	130 (32.7%)	7.6
Baccalaureate or Above		52 (17.2%)		72 (19.0%)		68 (17.1%)	4.0
Associates		30 (9.9%)		49 (12.9%)		47 (11.8%)	4.3
Certificate		18 (6.0%)		21 (5.5%)		15 (3.8%)	-0.7
No Award		202 (66.9%)		237 (62.5%)		268 (67.3%)	16.5



Degrees and Certificates Awarded

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

	FY 2000	FY 2005	FY 2006	% Change FY 2000 to FY 2006
Total Degrees and Certificates (Does not include other completers)	364	459	438	20.3%
White	260	294	306	17.7%
African-American	54	80	64	18.5%
Hispanic	44	68	57	29.5%
Asian	4	8	4	0.0%
Native-American	2	8	3	50.0%
International	0	0	3	N/A
Other	0	1	1	N/A
Level				
Associates	205	292	280	36.6%
Certificate 1	104	105	155	49.0%
Certificate 2	55	62	3	-94.5%
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	102	167	N/A
Field of Study	N/A	N/A	N/A	N/A
Gender				
Male	96	153	128	33.3%
Female	268	306	310	15.7%



Transfers

Percent of students who transfer to a senior institution.				
	FY 2000	FY 2005	FY 2006	Point Change FY 2000 to FY 2006
Total	18.9%	18.7%	16.4%	-2.5
Awarded Core	N/A	2.3%	3.5%	1.2

Developmental Education

The percent of underprepared and prepared students who successfully complete a related college-level course within 3 years if they tested above deviation or 4 years if they tested under deviation by subject areas.

	Fall 2003 Cohort						
	Total	Credit by examination	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) (percent of total)
Number of FTIC students	875						
Met state standards in all areas							
Math	454	9	214	47.1%	156	72.9%	34.4%
Reading	454	76	307	67.6%	240	78.2%	52.9%
Writing	454	64	269	59.3%	226	84.0%	49.8%
All students in developmental education							
Math	274	N/A	53	19.3%	26	49.1%	9.5%
Reading	170	N/A	91	53.5%	55	60.4%	32.4%
Writing	150	N/A	61	40.7%	39	63.9%	26.0%
Not met state standards:							
In all three areas							
Math	62	N/A	8	12.9%	2	25.0%	3.2%
Reading	62	N/A	23	37.1%	10	43.5%	16.1%
Writing	62	N/A	17	27.4%	10	58.8%	16.1%
Math							
Not requiring developmental education	72	N/A	39	54.2%	27	69.2%	37.5%
Requiring developmental education	212	N/A	45	21.2%	24	53.3%	11.3%
Unknown / Not tested	75	N/A	8	10.7%	7	87.5%	9.3%
Reading							
Not requiring developmental education	176	N/A	130	73.9%	71	54.6%	40.3%
Requiring developmental education	108	N/A	68	63.0%	45	66.2%	41.7%
Unknown / Not tested	75	N/A	16	21.3%	13	81.3%	17.3%
Writing							
Not requiring developmental education	195	N/A	145	74.4%	96	66.2%	49.2%
Requiring developmental education	88	N/A	44	50.0%	29	65.9%	33.0%
Unknown / Not tested	76	N/A	18	23.7%	18	100.0%	23.7%

Note: These numbers only cover two years of data since the change to Texas Success Initiative, even though the measures mentions three to four years of data.

Success - Contextual Measures

	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 one year (Total)				
Total	64.8%	61.4%	59.3%	- 5.5
Same institution	53.8%	45.9%	48.0%	- 5.8
Other institutions	11.0%	15.6%	11.3%	0.3
White	66.0%	63.3%	60.3%	- 5.7
Same institution	55.1%	46.8%	47.4%	- 7.7
Other institutions	10.9%	16.6%	12.9%	2.0
African-American	54.4%	55.7%	56.5%	2.1
Same institution	42.6%	40.9%	49.4%	6.8
Other institutions	11.8%	14.8%	7.1%	- 4.7
Hispanic	72.5%	58.8%	55.4%	- 17.1
Same institution	60.9%	47.1%	48.2%	- 12.7
Other institutions	11.6%	11.8%	7.1%	- 4.5
Asian	0.0%	77.8%	87.5%	87.5
Same institution	0.0%	66.7%	50.0%	50.0
Other institutions	0.0%	11.1%	37.5%	37.5
Native-American	50.0%	60.0%	50.0%	0.0
Same institution	50.0%	60.0%	50.0%	0.0
Other institutions	0.0%	0.0%	0.0%	0.0
International	0.0%	0.0%	50.0%	50.0
Same institution	0.0%	0.0%	50.0%	50.0
Other institutions	0.0%	0.0%	0.0%	0.0
Other	0.0%	100.0%	0.0%	0.0
Same institution	0.0%	0.0%	0.0%	0.0
Other institutions	0.0%	100.0%	0.0%	0.0

	Entering Cohort Fall 2000	Entering Cohort Fall 2003	Entering Cohort Fall 2004	Point Change Fall 2000 to Fall 2004
First-time Undergraduate Persistence rate after two years (Total)				
Total	49.3%	49.7%	50.6%	1.3
Same institution	25.1%	23.7%	24.9%	- 0.2
Other institutions	24.2%	26.0%	25.7%	1.5
White	53.0%	50.8%	52.6%	- 0.4
Same institution	26.3%	22.9%	24.0%	- 2.3
Other institutions	26.7%	27.9%	28.6%	1.9
African-American	38.2%	45.1%	43.2%	5.0
Same institution	16.2%	22.0%	21.6%	5.4
Other institutions	22.1%	23.2%	21.6%	- 0.5
Hispanic	47.8%	52.5%	48.5%	0.7
Same institution	30.4%	29.5%	30.9%	0.5
Other institutions	17.4%	23.0%	17.6%	0.2
Asian	0.0%	42.9%	66.7%	66.7
Same institution	0.0%	28.6%	44.4%	44.4
Other institutions	0.0%	14.3%	22.2%	22.2
Native-American	0.0%	0.0%	60.0%	60.0
Same institution	0.0%	0.0%	40.0%	40.0
Other institutions	0.0%	0.0%	20.0%	20.0
International	0.0%	16.7%	0.0%	0.0
Same institution	0.0%	16.7%	0.0%	0.0
Other institutions	0.0%	0.0%	0.0%	0.0
Other	0.0%	100.0%	100.0%	100.0
Same institution	0.0%	50.0%	0.0%	0.0
Other institutions	0.0%	50.0%	100.0%	100.0

	FY 2000	FY 2005	FY 2006	% Change FY 2000 to FY 2006	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	30	17	- 72.6%	71	24%
Engineering	5	15	10	100.0%	24	42%
Math	0	0	0	N/A	0	N/A
Physical Science	0	0	0	N/A	0	N/A
Level						
Associates	39	23	16	- 59.0%		
Cert 1	28	22	11	- 60.7%		
Cert 2	0	0	0	N/A		

	FY 2000	FY 2005	FY 2006	% Change FY 2000 to FY 2006
Total Nursing/Allied Health Degrees and Certificates Awarded	149	155	144	- 3.4%
Associates	58	78	69	19.0%
Cert 1	36	15	72	100.0%
Cert 2	55	62	3	- 94.5%
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 2004	FY 2005
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	N/A
Female	N/A	N/A

	FY 2004	FY 2005
Teacher Production and Certification: The percentage of students passing 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%	N/A%
Female	N/A%	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 2004		FY 2005		Point Change FY 2004 to FY 2005
Percent of students either employed and/or enrolled in a Texas senior institution within one year of graduation					
Academic					
Employed Only	64	43.0%	61	38.9%	detail - 4.7%
Employed and Enrolled (in Senior Institutions)	49	32.9%	56	35.7%	detail 14.3%
Enrolled Only (in Senior Institutions)	17	11.4%	24	15.3%	detail 41.2%
Enrolled Only (in Community Colleges)	7	4.7%	6	3.8%	detail - 14.3%
Not Found	12	8.1%	10	6.4%	detail - 16.7%
Technical					
Employed Only	275	88.7%	261	86.1%	detail - 5.1%
Employed and Enrolled (in Senior Institutions)	6	1.9%	10	3.3%	detail 66.7%
Enrolled Only (in Senior Institutions)	3	1.0%	1	0.3%	detail - 66.7%
Enrolled Only (in Community Colleges)	11	3.5%	16	5.3%	detail 45.5%
Not Found	15	4.8%	15	5.0%	detail 0.0%

	FY 2000	FY 2005	FY 2006	Point Change FY 2000 to FY 2006
Total Number of Marketable Skills Completers		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	6	8	N/A
Ethnicity				
White	0	5	3	N/A
African-American	0	0	3	N/A
Hispanic	0	1	2	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	5	7	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	875						
Met state standards in all areas							
Math	454	68	15.0%	N/A	N/A	N/A	N/A
Reading	454	4	0.9%	N/A	N/A	N/A	N/A
Writing	454	2	0.4%	N/A	N/A	N/A	N/A
All students in developmental education							
Math	274	247	90.1%	70	80	28.3%	29.2%
Reading	170	103	60.6%	37	69	35.9%	40.6%
Writing	150	76	50.7%	35	59	46.1%	39.3%
Not met state standards:							
In all three areas							
Math	62	52	83.9%	10	12	19.2%	19.4%
Reading	62	39	62.9%	7	12	17.9%	19.4%
Writing	62	43	69.4%	10	16	23.3%	25.8%
Math							
Not requiring developmental education	72	21	29.2%	N/A	N/A	N/A	N/A
Requiring developmental education	212	195	92.0%	60	68	30.8%	32.1%
Unknown / Not tested	75	7	9.3%	4	40	57.1%	53.3%
Reading							
Not requiring developmental education	176	3	1.7%	N/A	N/A	N/A	N/A
Requiring developmental education	108	64	59.3%	30	57	46.9%	52.8%
Unknown / Not tested	75	2	2.7%	1	39	50.0%	52.0%
Writing							
Not requiring developmental education	195	1	0.5%	N/A	N/A	N/A	N/A
Requiring developmental education	88	60	68.2%	25	43	41.7%	48.9%
Unknown / Not tested	76	6	7.9%	1	40	16.7%	52.6%

Note: These numbers only cover two years of data since the change to Texas Success Initiative, even though the measures mentions three to four years of data.

The percent of underprepared and prepared students who return the following fall.	Fall 2003 Cohort		
	Total	Number returning (Fall 2005)	Percent returning (Fall 2005)
Number of FTIC students	875		
Met state standards in all areas	454	275	60.6%
Not met state standards:			
In all three areas	62	28	45.2%
Math			
Not requiring developmental education	72	49	68.1%
Requiring developmental education	212	98	46.2%
Unknown / Not tested	75	20	26.7%
Reading			
Not requiring developmental education	176	91	51.7%
Requiring developmental education	108	56	51.9%
Unknown / Not tested	75	20	26.7%
Writing			
Not requiring developmental education	195	101	51.8%
Requiring developmental education	88	46	52.3%
Unknown / Not tested	76	20	26.3%

Note: These numbers only cover two years of data since the change to Texas Success Initiative, even though the measures mentions three to four years of data.

Excellence - Key Measures

Licensure Rate

Programs whose graduates are required to pass a licensure exam to practice in the field.				
	2003 Pass Rate	2004 Pass Rate	2005 Pass Rate	2006 Pass Rate
Law Enforcement, Corrections - Academic	NA	NA	100	
Law Enforcement, Peace Officer - Academic	36	NA	100	100
Dental Hygienist - WREB	100	92	100	100
Emergency Medical Technician - Intermediate		100	100	100
Emergency Medical Technician - Basic	67	73	84	83
Paramedic	100	78	100	100
Nurse, Registered	89	86	96	100
Nurse, LVN	92	95	100	
Nurse Aide	100	99	100	NA

Excellence - Contextual Measures

	FY 2004	FY 2005	FY 2006	% Change FY 2004 to FY 2006
Certification and Licensure: Licensure and certification rate on state or national exams.	89.0%	85.5%	%	N/A

Significant Recognitions - 2005:

Number of members in Phi Theta Kappa	
Number of students in service learning programs	
Exemplary programs or citations/Other national recognitions: LVN Temple College received a commendation from the Board of Nurse Examiners for the 2004 pass rate.	

Significant Recognitions - 2006:

Number of members in Phi Theta Kappa	35
Number of students in service learning programs	
Exemplary programs or citations/Other national recognitions: Three Nursing programs, LVN Taylor College at Taylor, LVN Temple College main Campus, and ADN Temple College recieved a commendation for the Board of Nurse Examiners for the 2005 pass rate. An LVN certificate completer won the United States Achievement Academy Award in nursing and psychology. Temple College Clinical Simulation Center has received national recognition for innovational clinical health care education as one of the 10 finalists for the prestigious Bellwether Award.	

Institutional Efficiency and Effectiveness - Key Measures

Administrative Cost Ratio

Administrative cost as a percentage of total expenditures.				
	FY 2000	FY 2005	FY 2006	Point Change FY 2000 to FY 2006
Administrative costs as a percent of total expenditures	12.2%	12.5%	%	N/A

Tuition and Fees

Revenues from all tuition and fees charged a student taking 15 semester credit hours (SCH).				
	FY 2000	FY 2005	FY 2006	Percent Change FY 2000 to FY 2006
Tuition and fees for 15 SCH	\$1,125	\$1,740	\$1,890	68.0%

Institutional Efficiency and Effectiveness - Contextual Measures

	Fall 2000	Fall 2005	Fall 2006	Percent Change Fall 2000 to Fall 2004
Full-Time Faculty: Number and percent of full-time faculty by gender and ethnicity				
Total	90	108	119	32.2%
Ethnicity				
White	78 (86.7%)	97 (89.8%)	107 (89.9%)	37.2%
African-American	4 (4.4%)	3 (2.8%)	4 (3.4%)	0.0%
Hispanic	8 (8.9%)	8 (7.4%)	7 (5.9%)	- 12.5%
Asian	0 (0.0%)	0 (0.0%)	1 (0.8%)	N/A
Native-American	0 (0.0%)	0 (0.0%)	0 (0.0%)	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%)	47 (43.5%)	50 (42.0%)	25.0%
Female	50 (55.6%)	61 (56.5%)	69 (58.0%)	38.0%
Part-Time Faculty: Number and percent of part-time faculty by gender and ethnicity				
Total	117	125	110	- 6.0%
Ethnicity				
White	111 (94.9%)	111 (88.8%)	100 (90.9%)	- 9.9%
African-American	1 (0.9%)	4 (3.2%)	1 (0.9%)	0.0%
Hispanic	3 (2.6%)	7 (5.6%)	8 (7.3%)	166.7%
Asian	1 (0.9%)	1 (0.8%)	1 (0.9%)	0.0%
Native-American	1 (0.9%)	1 (0.8%)	0 (0.0%)	-100.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	1 (0.8%)	0 (0.0%)	N/A
Gender				
Male	67 (57.3%)	57 (45.6%)	50 (45.5%)	- 25.4%
Female	50 (42.7%)	68 (54.4%)	60 (54.5%)	20.0%

	Fall 2000	Fall 2005	Fall 2006	Percent/Point Change Fall 2000 to Fall 2006
FTE Student/FTE Faculty Ratio	16:1	17:1	18:1	11.6%
Total Contact Hours	585,182	670,584	764,880	30.7%
Contact Hours taught by full-time faculty	73.7%	73.7%	78.6%	4.9
Contact Hours taught by part-time faculty	26.3%	26.3%	21.4%	- 4.9