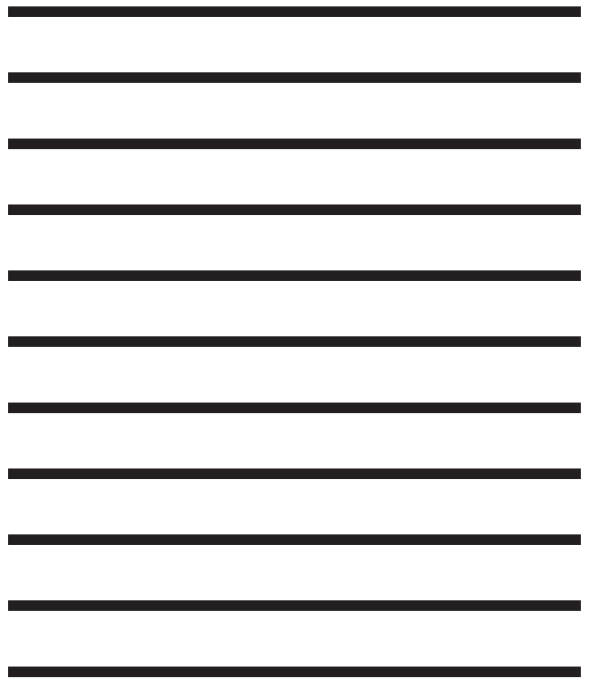


Temple College

FACT BOOK

2006



established 1926

Note on sources

The Temple College 2006 Fact Book provides general statistical information about the college's mission, programs, and services. It is important for the reader to be aware that data presented in this publication may differ slightly from statistics found in other system reports. Such variances may result from differences in the source of information used, the reporting period covered (semester, annual academic year), or the student base. For these reasons, the source of the information for each table and graph is cited at the bottom of the page. Trends are tracked using consistent sources for identical time periods and students.

Explanation of abbreviations used in source identification:

ASALFS

Automated Student and Adult Learner Follow-up System

ADP

Annual Data Profile -- Texas Higher Education Coordinating Board (THECB)

CBM001

THECB student report - reported each semester

CBM004

THECB census date class report - reported each semester

CBM006

THECB end of semester class report - reported each semester

CBM008

THECB faculty report - reported each semester

CBM009

THECB Graduate Report - reported annually

CBM00C

THECB continuing education class report

IPEDS - NCES

Integrated Postsecondary Education Data System - National Center for Educational Statistics - reported annually

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About Temple College

Temple College is a comprehensive community college offering courses leading to an associate's degree, certificate, or transfer to four-year programs. Opportunities also include credit and non-credit classes that address the needs of a trained workforce, or just let you explore your options. We are proud of our reputation for excellence in the fine arts, performing arts, health sciences, liberal arts, math, science and technology, student services and athletics.

Temple College maintains an up-to-date environment for learning

- Nationally-recognized Health Sciences Center
- State-of-the-art Clinical Simulation Center
- Dental Hygiene Clinic
- Visual Arts Complex including art studio, photo lab, gallery, and ceramics studio
- Newly-renovated library
- 20 smart classrooms
- 3 open computer labs
- Learning labs for math and music
- Off-campus education centers at Cameron and Taylor, offering day/evening and continuing education classes
- A Downtown Center, offering business and community education classes
- Newly-expanded Nursing Education Center

Our Award-Winning Programs and excellent faculty are dedicated to providing the very best education available anywhere. Student activities, organizations, sports, music, art, and on-campus housing make TC your first choice for college! Whether you are seeking a college degree, technical skills, or a career in the health care industry, students know that Temple College is the place to start.

The National Center of Developmental Education, working in cooperation with the Texas Higher Education Coordinating Board, has identified Temple College as having one of the most effective developmental education programs in the State of Texas. Simply put, this means that students who have enrolled in our skill building courses in math and English go on to perform better in the college-level math and English courses that they take.

Our students succeed in academics and athletics!

- TC students have been named annually to Texas All-State Academic Team
- Music students have been named to Texas Junior College All-State Choir, All-State Concert Band, and All State Jazz Band as well as national intercollegiate ensembles
- Art students have won top awards in local and regional competitions
- Management students are consistent winners in state and national competitions at Delta Epsilon Chi (DEX) Career Development Conferences
- Dental Hygiene students have posted a 100 per cent pass rate on national, regional, and state licensure exams

- Nursing programs have been cited as Exemplary Programs by State Board of Nurse Examiners
- Temple College's seven athletic teams have won conference championships, play-off berths and national titles in Men's Basketball, Women's Basketball, Men's Tennis, Women's Tennis, Baseball, Softball, and Volleyball

Special Support Services provide the opportunity for qualified students with physical, financial, or educational needs to successfully participate in a full range of college experiences, including:

- Disabilities Services for students with documented disabilities
- Learning Assistance Center for academic needs and skills enhancement
- Tutoring for students with learning needs
- Financial Assistance and Support Services such as child care, transportation and textbook lending
- Workshops on such topics as stress management, test anxiety and goal setting
- ABE/ESL/GED preparation

The TRIO Program is a federally funded program designed to help eligible students with assistance and support to graduate and transfer from Temple College to a four-year university.

Services include:

- Counseling
- Tutoring
- Learning Lab
- Study Skills Instruction
- Workshops and Field Trips
- Additional Financial Assistance

Business & Community Education

- Business and Corporate Training
- Customized Training
- Community Education
- Non-Credit Classes including:
 - CAD/GIS
 - Medical Office Assistant
 - Certified Nurse Aide
 - Fire Academy/EMS
 - Phlebotomy
 - Spanish
 - Welding

Temple College is accredited by

*The Commission on Colleges of the
Southern Association of Colleges and Schools*

1866 Southern Lane, Decatur, Georgia 30033-4097
(404) 679-4501

Full Membership in, and Approved by
Texas Higher Education Coordinating Board
The Texas Education Agency

Department Membership, Accreditation, and/or Approved by

Commission on Accreditation of Allied Health Education Programs
National Accrediting Agency for Clinical Laboratory Sciences
Accreditation Review Committee on Education in Surgical Technology
Commission on Dental Accreditation, American Dental Association
Committee on Accreditation for Respiratory Care
Board of Vocational Nurse Examiners for the State of Texas
National League for Nursing Accreditation Commission
Texas Department of Health Bureau of Emergency Management

Member of American Association of Community Colleges

Member of the Association of Texas Colleges and Universities

Member of Southern Association of Community, Junior, and Technical Colleges

Member of Texas Association of Community Colleges

*Temple College does not discriminate on the basis of gender, disability,
race, color, age, religion, national origin, or veteran status.*

ADMINISTRATION

TEMPLE COLLEGE BOARD OF TRUSTEES

Anne P. Newton, Ph. D., Ed. D. (2006) - *Chair*

Vacant - *Vice-Chair*

Jack W. Jones, Jr. (2010) - *Secretary*

Harry Q. Cole (2006)

Walter P. Dyck, M.D. (2010)

Judy Morales (2010)

Stephen H. Niemeier (2006)

Lydia Santibanez (2008)

Michael W. Thompson (2006)

Larry J. Wilkerson (2008)

Louise Cox, Executive Secretary to the Board of Trustees

ADMINISTRATION

Dr. Marc Nigliazzo, *President*

Wayne Criswell, *Vice President of Administrative Services*

Dr. Karén Bleeker, *Vice President of Educational Services*

Gary Jackson, *Associate Vice President of Information and Technology Services*

Danette Toone, *Associate Vice President of Advancement, Business
and Community Education*

Mark Smith, *Associate Vice President of Distance Education (Spring 2006)*

PRESIDENT'S OFFICE

College Communications

Intercollegiate Athletics

EDUCATIONAL SERVICES

Institutional Effectiveness, Research, and Planning

Distance Education

Cameron Education Center

Temple College at Taylor

Advancement, Business, and Community Education

Business and Community Education

Texas Biosciences Institute

Tech Prep Consortium

Tech Prep Evaluation and Assessment

Fine Arts Division

Performing Arts Department

Visual Arts Department

Health Science Division

Dental Hygiene Department

Emergency Medical Services Professions Department

Respiratory Care Department

Surgical Technology Department

Learning Resources Division

Library Services

Media Center

Liberal Arts Division

Communications Department

Social and Behavioral Sciences Department

Mathematical, Sciences, and Physical Education Division

Biology Department

Chemistry, Physics, and Engineering Department

Health and Physical Education Department

Mathematics Department

Nursing Division

Associate Degree Nursing Department

Vocational Nursing Department

Student and Enrollment Services Division

Admissions and Records

Advising Center

Financial Aid

Testing Center

Trio Department

Technology Division

Business/General and Business Management Department

Computer Information Systems Department

Child Development Department

Education Department

Criminal Justice Department

ADMINISTRATIVE SERVICES

Accounting Services

Physical Plant

Purchasing Department

Information Services

Data Systems

Networks and Telecommunications

Web Applications & Systems

Special Projects

Training and User Support

Resources Management Division

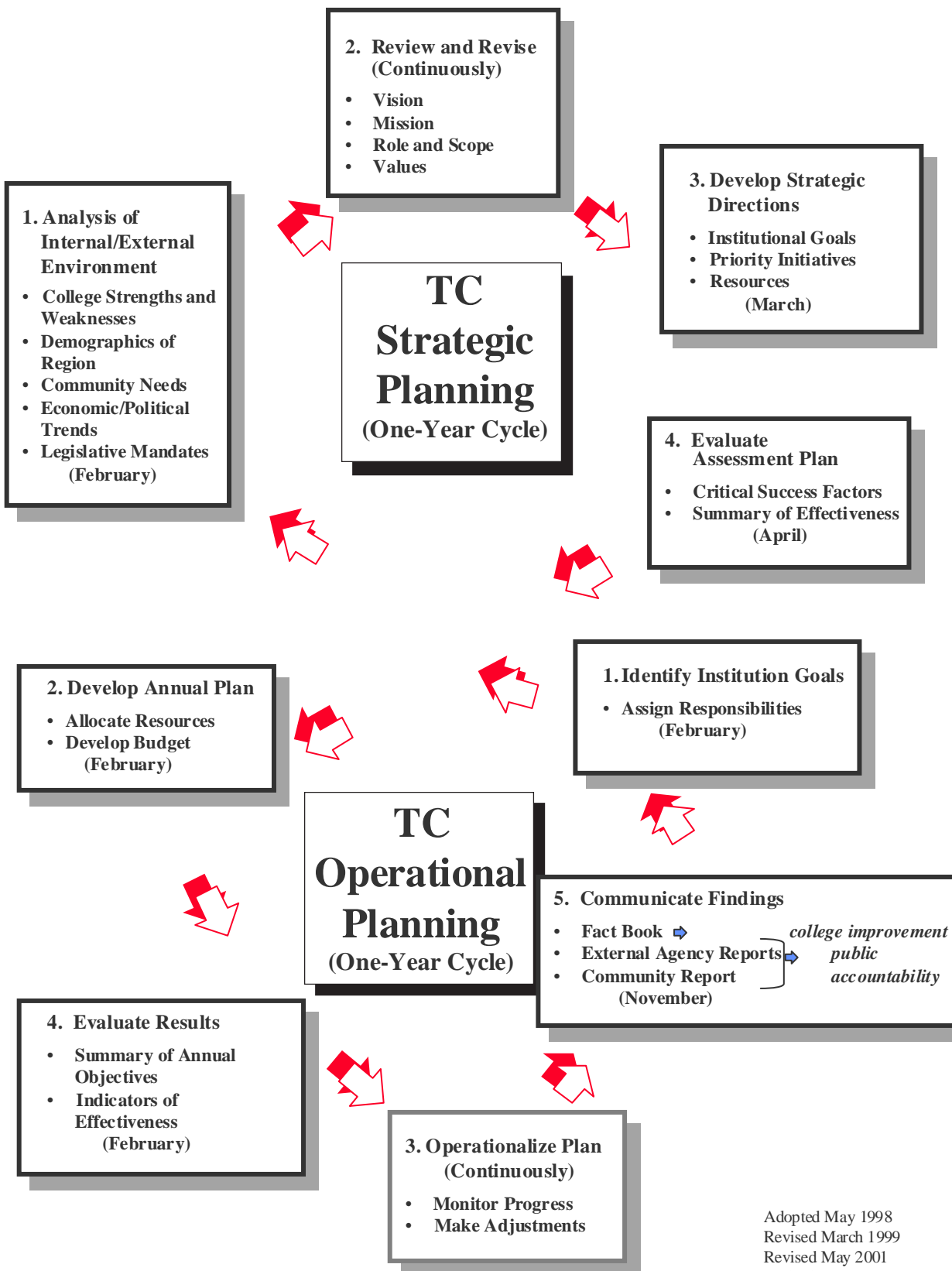
Campus Police

Human Resources

Bookstore

INSTITUTIONAL ADVANCEMENT

STRATEGIC PLANNING MODEL



Adopted May 1998
 Revised March 1999
 Revised May 2001
 Institutional Research



Temple College Strategic Operational Goals

2005-2006

Temple College Purpose Statement

Temple College is a public community college, founded in 1926 through the joint efforts of civic, business, and educational leaders. The mission of Temple College is to serve the founders' vision by meeting the needs of individual students and area communities and businesses through quality educational programs and services that prepare our diverse population to enter an ever-changing global society.

VALUE STATEMENTS

Temple College continuously assesses its programs and services and utilizes the results for ongoing excellence in education, leadership, and innovation.

Learning Environment—Temple College pledges to provide a stimulating, compassionate, supportive educational environment that encompasses the entire community. The College offers a variety of opportunities through academic transfer, technical programs, continuing education, and adult education. To achieve the desired educational goals, Temple College provides a safe, comfortable learning environment.

Goal 1: Continue implementation of college-wide assessment of student learning

- Analyze information on learning-centered indicators of quality measured by the Community College Survey of Student Engagement for diagnosing, benchmarking performance; and monitoring progress of improvement efforts
Coordinator of Effort: Institutional Effectiveness, Retention and Recruiting, Educational Services
- Provide results from CCSSE surveys to staff through a Strategic Conversation
Coordinator of Effort: Educational Services
- Provide benchmark results to appropriate standing and ad hoc committees, including but not limited to Curriculum Committee, Student Services Task Force, Assessment of Student Learning Team, and Educational Services Council
Coordinator of Effort: Institutional Effectiveness
- Provide professional development opportunities for Assessment of Student Learning Team
Coordinator of Effort: Educational Services

Quality Access—*Temple College provides access to educational opportunities to create a diverse student population regardless of race, color, gender, religion, or disability. The College informs the citizens in its service area of the educational opportunities available to them at the campus, at off-campus sites, and through distance-learning methods. Operating with an Open Door admission policy, the College takes the responsibility of providing courses for the under served and for those who lack the academic skills to succeed at the college level.*

Goal 2: Strengthen services to off-site campuses

- Develop institutional strategies for the future development of the Taylor Center
Coordinator of Effort: President's Office
- Improve enrollment management services and testing opportunities to off site centers
Coordinator of Effort: Admissions and Records
- Develop and implement a plan for promoting library resources available for use by Taylor Center students and faculty
Coordinator of Effort: Library
- Coordinate marketing plans for off-site centers through the marketing committee
Coordinator of Effort: Marketing Committee, Taylor Center, Cameron Center
- Continue to expand course offerings in Cameron and Taylor
Coordinator of Effort: Communications, Social and Behavioral Sciences, Visual Arts, e.g.

Goal 2: Expand opportunities for distance education

- Evaluate the distance education program and develop a feasibility study for expansion of the program
Coordinator of Effort: Educational Services
- Create a system for evaluation of current, ongoing distance education courses
Coordinator of Effort: Distance Education Office
- Promote and continue to add courses to distance learning schedule
Coordinator of Effort: CIS department, Communications Department, Social and Behavioral Sciences, e.g.

Student Development—*Temple College provides services to help students succeed in choosing and achieving their career and educational goals. The College also designs activities to help students develop leadership potential and pursue special interests.*

Goal 4: Evaluate organizational structure and delivery system for student services

- Appoint a Student Services Task Force study current student services and recommend directions for improvement
Coordinator of Effort: Educational Services

Goal 5: Provide more opportunities for students to investigate career options and develop employability skills

- Explore the requirements of providing a career center
Coordinator of Effort: Educational Services. Student Services Task Force, Advising

Goal 1: Strengthen Academic Integrity

- Continue the implementation of Academic Integrity Task Force recommendations
Coordinator of Effort: Educational Services. Academic Integrity Task Force. Student Activities

Economic and Workforce Development—*Temple College strives to improve the prosperity of our region through partnerships with business and industry, government, and community organizations. The College strives to supply Central Texas with a skilled, educated workforce by providing programs for individuals who wish to enrich their own lives, enhance existing knowledge and skills to meet new job demands, or enter into entrepreneurial pursuits. Temple College is a critical link for promoting life-long learning.*

Goal 7: Strengthen Partnerships with the Health and Bioscience District

- Create a new AAS Biotechnology Program in partnership with the Bioscience district
Coordinator of Effort: Health Sciences Division

Goal 8: Continue efforts to begin a “stand-alone” facility for Advanced Technology Middle College for East Bell County.

- Find and secure a facility/training space, on the Health and Bioscience Campus
Coordinator of Effort: Advancement, Business and Community Education
- Formulate the programs of study to be implemented in the ATMC
Coordinator of Effort: Advancement, Business and Community Education

Community Enrichment—*Temple College serves as a catalyst for cultural, artistic, and intellectual activities to enrich the lives of Central Texans through its humanities and fine arts programs.*

Goal 9: Forge a new relationship with Temple Civic Theatre for a fresh start for our drama program

- Develop long range course offering plan for students and faculty covering minimum of four semesters
Coordinator of Effort: Performing Arts

Technology—*Temple College endeavors to offer the latest technology to help students and instructors attain their educational goals by providing modern learning resources, tools, and technology.*

Goal 10: Improve student services through the use of technology through the expansion and improvement of the College’s web presence

- Increase use of Web Registration by the student body
Coordinator of Effort: Admissions and Records
- Implement electronic transcripts (SPEEDE) and the electronic Texas Common Application
Coordinator of Effort: Admissions and Records
- Implement on-line payment through e-cashier
Coordinator of Effort: Information and Technology Services

Stewardship—*Temple College believes the most important resource of the College is its people who are an integral component of a supportive collegial work environment which rewards excellence. The College is aware that the community has entrusted it with resources and strives to return that trust by assuring maximum benefit for the community.*

Goal 11: Complete Phase IV Campus Improvement Projects

- Implement performance contract with Johnson Controls for deferred maintenance projects
Coordinator of Effort: President’s Office, Business Services
- Construct Meeting Pavilion
Coordinator of Effort: President’s Office, Business Services
- Renovate Arnold Student Union Building
Coordinator of Effort: President’s Office, Business Services

Goal 12: Achieve Significant Contact Hour Growth at Temple College within the 2006-2007 Base Year

- Assess programmatic capability for stimulating growth
Coordinator of Effort: Executive Council
- Assess geographic and demographic potential for growth
Coordinator of Effort: Executive Council
- Assess the capability of distance learning efforts to support growth
Coordinator of Effort: Executive Council
- Assess the potential for stimulating growth through “incentives” (i.e., scholarships, reduced tuition for dual enrolled students, tech-prep enrollments, etc.)
Coordinator of Effort: Executive Council

- Coordinate marketing and recruiting efforts within the base year period to target areas of highest growth potential
Coordinator of Effort: Executive Council, Marketing Committee, Off-site Centers

Goal 13: Provide professional development opportunities supporting College initiatives

- Continue to provide “in-house” leadership training opportunities for Temple College department chairs, division directors, campus committee members, and faculty and staff for the purpose of developing current leadership and preparing new leadership for the future
Coordinator of Effort: Educational Services
- Provide specific training for department heads through nationally recognized expert
Coordinator of Effort: Educational Services, community Education
- Increase the number of faculty and staff members participating in NISOD
Coordinator of Effort: Educational Services
- Provide professional development opportunities for faculty and staff to promote targeted initiatives, e.g. Assessment, Student Services
Coordinator of Effort: Educational Services

Temple College is committed to excellence in helping students reach their full potential by developing their academic competencies, critical thinking skills, communication proficiency, civic responsibility, and global awareness. As a leader in education, the College is proud of its mission of challenging the human mind to explore new ideas and seek new opportunities.

2004 -2005 Operational Goals Summary

Temple College Strategic Operational Goals

2004-2005

Learning Environment—Temple College pledges to provide a stimulating, compassionate, supportive educational environment that encompasses the entire community. The College offers a variety of opportunities through academic transfer, technical programs, continuing education, and adult education. To achieve the desired educational goals, Temple College provides a safe, comfortable learning environment.

Goal 1: Implement college-wide assessment of student learning

- Initiate “in house” assessment training activities for faculty and department chairs introducing the following critical elements: (1) classroom assessment techniques (2) Course Assessment

Results: We conducted a Strategic Conversation (an introduction to assessment) which included faculty members, instructional leadership, and members of the administration. Also, faculty members have participated in activities sponsored by the TASL project during the 2004-05 academic year which have included classroom assessment techniques and course assessment.

- Appoint assessment committee as a standing subcommittee of the Curriculum Committee

Results: Assessment committee appointed

- Draft and adopt a comprehensive assessment plan (2004-2010) aligned with all aspects of Institutional Effectiveness including program review process and core curriculum evaluation.

Results: Assessment plan adopted as part of the core curriculum evaluation

Goal 2: Formalize core curriculum evaluation procedures and continue improvement of program review process

- Appoint a Core Curriculum standing Subcommittee of the Curriculum to developed standard documentation of curriculum evaluation

Results: Core Curriculum Subcommittee appointed and standard evaluation documents adopted October 14, 2004 by curriculum committee.

- Adopt scheduled periodic review of all programs by the Curriculum committee

Results: Five year schedule adopted October 14, 2004

Goal 3: Review and/or revise instructional organizational structure.

- Identify structural and/or budgetary issues related to the review/revision of the organizational structure, present options/alternatives, and resolve outstanding concerns.

Results: The instructional organizational structure was reviewed, and meetings with each division were held in which the possible options and alternatives were identified and selected. The outcome was the purposeful separation of the department chair position from the (original) division director position in four of the six academic divisions; specifically, Fine Arts (Sarah Nell Summers), Math (Cynthia Martinez), Liberal Arts (Susan Guzman Trevino) and Nursing (Karen Robinson).

- Review changes and communicate results.

Results: Executive Staff members approved the additional stipend allocation of new chairs and division directors communicated the results to members of the faculty through division meetings, ESC, PC, and the Board of Trustees.

Quality Access—Temple College provides access to educational opportunities to create a diverse student population regardless of race, color, gender, religion, or disability. The College informs the citizens in its service area of the educational opportunities available to them at the campus, at off-campus sites, and through distance-learning methods. Operating with an Open Door admission policy, the College takes the responsibility of providing courses for the under served and for those who lack the academic skills to succeed at the college level.

Goal 4: Strengthen services to FTIC, “at risk” and/or under-served students

- Research the feasibility of the implementation of a “Master Student” course (in alignment with CB regulations) for the fall semester of 2005.

Results: Master Student class added to schedule in fall 2005. A total of 134 students completed the class of the 147 enrolled on census day

- Revise freshman orientation program for new TC students.

Results: New freshman orientation inaugurated August 2005

- Evaluate and revise attendance and involuntary drop policies

Results: Faculty and administration drafted and passed a comprehensive attendance policy which outlines attendance expectations. The policy was published in the 2005-2006 Student Handbook and the 2005-2006 Catalog. The faculty was instructed to discuss the attendance policy at the beginning of each semester.

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- Implement CCSSE (Community College Survey of Student Engagement) to further illuminate development of assessment foundation work.

Results: The Community College Survey of Student engagement was administered to randomly selected classes during Spring 2005. Preliminary results were made available Fall 2005 with final results published Spring 2006.

- Train additional staff and faculty on the Developmental Education Plan, Degree audit and enrollment on *Colleague* in to order to improve advising system

Results: Admissions and records in association with the Information Services Division developed and conducted training programs prior to the Fall and spring enrollment periods. The training programs are ongoing.

Goal 5: Develop and implement a comprehensive college-wide marketing campaign (English and Spanish).

- Determine funds available for campaign.

Results: Marketing committee met and prioritized budget to support Fall enrollment marketing plan

- Identify target audience, re-evaluate and/or re-develop college slogan, create visual context for revised campaign, and identify appropriate marketing strategies.

Results: Temple College: We're Here for a Reason adopted as slogan and used in marketing efforts.

- Produce comprehensive marketing campaign (television, newspaper, and billboards).

Results: New slogan and new billboards and signs reflecting diversity were used as part of advertising campaign in English and Spanish.

- Incorporate revised campaign slogan into college materials (i.e., website, student handbook, catalog, and marketing materials).

Results: Slogan incorporated into website and marketing materials and catalog.

- Explore the feasibility of producing a view book and virtual tour of TC for inclusion in marketing campaign.

Results: View book was created during the 2005-2006 year. Virtual tour not accomplished.

Student Development—*Temple College provides services to help students succeed in choosing and achieving their career and educational goals. The College also designs activities to help students develop leadership potential and pursue special interests.*

Goal 6: Provide more opportunities for students to investigate career options and develop employability skills

- Explore funding necessary to add Career Center (i.e., career counseling and job placement services).

Results: The goal of creating a career center was carried forward to the

- Offer career-related presentations to technical and health career classes by the Advising Center

Results: Advising department offered the presentations but reported low attendance

- Utilize career investigation software and web resources to assist students in choosing a major/career.

Results: The Advising Center made DISCOVER, and CX Online available to students.

- Employ an advisor whose job description will include career development counseling.

Results: Not accomplished. At the time of reporting on the goal, the Director of Advising and Counseling was the only trained career counselor in the Advising Center. The current advising department does not have a trained counselor. The career center and advising issues have been taken up by the Student Services task force.

- Develop more resources to help students gain employability skills.

Results: The Advising Center has discovered used several web resources, and made job related workshops available to students. Career guidance and counseling was a component of the Student Services Task Force called to study philosophy, methodology, and logistics of advising and other student services.

Goal 7: Improve catalog development process

- Develop “working committee” of stakeholders to identify issues with catalog development, including a committee chair.

Results: Committee formed composed of the Division Director of Health Sciences, the Division Director of Enrollment Management, the Director of Institutional Effectiveness, the Office Manager of Educational Services, the Technology Division Secretary, and the Graphics Specialist.

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- Identify “trouble spots” and revised timeline for production.

Results: Timeline and procedure for catalog development was successfully revised

- Implement recommendations for revised process.

Results: The work of revising and editing the catalog was distributed throughout campus to responsible divisions and coordinated by the committee. The catalog was ready for distribution for Fall enrollment.

Economic and Workforce Development—Temple College strives to improve the prosperity of our region through partnerships with business and industry, government, and community organizations. The College strives to supply Central Texas with a skilled, educated workforce by providing programs for individuals who wish to enrich their own lives, enhance existing knowledge and skills to meet new job demands, or enter into entrepreneurial pursuits. Temple College is a critical link for promoting life-long learning.

Goal 8: Develop a labor market driven Advanced Technology Middle College for East Bell County that will serve three levels of education representing School Districts and Temple College

- Hire a project “champion” to promote and build consensus among Belton ISD, Temple ISD, Temple College, Central Texas College, and Bell County community and school districts promoting support of the ADVANCED TECHNOLOGY MIDDLE COLLEGE FOR EAST BELL COUNTY

Results: Dr. S. Chuck was selected as the Project Champion with Temple and Belton ISD’s each funding \$25,000 per year for two years for the project operations start-up.

- Establish a working Advisory Board to assist with guidance and building of consensus among Belton ISD, Temple ISD, Temple College, Central Texas College, and Bell County community and school districts to promoting support of the ADVANCED TECHNOLOGY MIDDLE COLLEGE FOR EAST BELL COUNTY.

Results: The Advisory Board consists of individuals from Temple ISD, Belton ISD, Temple College, Temple Chamber of Commerce, Temple Economic Development Corporation and Central Texas Tech Prep Consortium.

- Identify and establish a Central Texas business/industry advisory committee that will provide up-to-the-minute instructional program advice in curriculum planning and program development or revision.

Results: This has not been accomplished as of yet.

Community Enrichment—Temple College serves as a catalyst for cultural, artistic, and intellectual activities to enrich the lives of Central Texans through its humanities and fine arts programs.

Goal 9: Insure a Role for Temple College in the Development of the Temple Health and Bioscience Economic Development District

- Participate as an active member of the Advisory Committee to the Health and Bioscience District

Results: Partnership with the Health and Bioscience District led to the award of a Department of Labor grant of \$920,495 for a Biotechnology Industry Demonstration grant.

- Continue to strengthen the partnership with Scott & White Memorial Hospital, the Texas A&M University College of Medicine, and Laerdal Medical for the development of the Temple College Health Sciences Center

Results: Partnership continues with the Simulation Center being one focal point of the partnership. The success of the partnership is evidenced by the Health Science Calendar as posted on the web site at <http://www.templejc.edu/dept/HealthScience/HealthScience.htm>

- Assess the training and educational needs of the Health and Bioscience District that can be met by Temple College

Results: Goals addressed in the grant application included increasing the pipeline of displaced workers, transitioning military, high school students, and Limited English Proficiency (LEP) students entering biotechnology occupations, and increasing the skill levels of individuals through training

An evaluation of the feasibility of a stand-alone Advanced Technical Middle College for high school students wanting a technical certification or licensure will be conducted.

Career ladders and lattices will be created and curricula developed and enhanced to create a biotechnology track designed around the career ladders and lattices in the biotechnology industry for Medical Laboratory, Biotechnology/Research, and Genomic Technicians.

- Determine the need to alter existing instructional programs or to develop new programs in support of the Bioscience District (i.e., MLT and Bio-Tech)

Results: Work on new Bio-Tech Degree programs begun for development during 2005 – 06 with start date of Fall 2007.

Technology—*Temple College endeavors to offer the latest technology to help students and instructors attain their educational goals by providing modern learning resources, tools, and technology.*

Goal 10: Continue to improve student services through the use of technology through the expansion and improvement of the College's web presence.

- Complete Datatel's Web Registration module and begin implementation of the reporting module

Results: Web registration piloted in the Fall 2004 semester. Spring 2005 web registration opened to returning students who were TSI compliant.

- Incorporate Web Advisor training into New Student Orientation, and other Advising Center activities and will include Web Advisor information on the Advising Center website.

Results: Information Services gave a presentation on TConnect and Webmail at New Student Orientation. Students are given a brochure explaining how to use TConnect at registration.

- Ensure that all TC academic & technical departments have a presence on the College's website

Results: 91% of academic and technical departments at Temple College have web pages on the Temple College web site.

Stewardship—*Temple College believes the most important resource of the College is its people who are an integral component of a supportive collegial work environment which rewards excellence. The College is aware that the community has entrusted it with resources and strives to return that trust by assuring maximum benefit for the community.*

Goal 11: Continue to address Community College funding issues in terms of advocacy and alternative revenue production

- Develop and evaluate alternative revenue models including grant funding and corporate contract funding.

Results: Community partnerships were increased during this period. An agreement with Scott and White hospital and other health care facilities to use the instructional technology of the new Health Science Simulation Center provided additional revenue to the College.

- Identify possible areas for savings through evaluation of cost/revenue status of instructional and support cost centers and evaluation of in-house staffing vs. contract operations.

Results: Expense reduction was generated from the elimination of the low enrollment technical program of Automotive Technology. No additional activities were identified during this period that would result in cost saving if outsourced.

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- Work to pursue the Legislative Priorities established by the Texas Association of Community Colleges

Results: Legislative priorities established by TACC were succinct: 1) pursue the restoration of community college funding to 2001-2003 levels and 2) protect funding levels for benefits, vigorously opposing the state's decision to impose "proportionality" guidelines to community colleges. The first priority was only partially met; the second priority was successfully met.

Goal 12: Complete the Preparation of the New Campus Master Plan and Initiate Implementation of the Plan

- Assure completion of the Campus Master Plan during Summer 2004

Results: The new Campus Master Plan was completed on schedule by O'Connell Robertson & Associates, Inc. and presented to the Board of Trustees for approval on October 2004.

- Secure Approval of the Plan Document by the Board of Trustees in Fall 2004

Results: The Campus Master Plan was approved by the Board of Trustees in regular session on October 18, 2004. The final plan was published and is available on the Temple College web Site on the Administration web page.

- Initiate a process for the assessment of plan priorities, including the potential revision of projects (i.e., Arnold Student Union Building and Meeting Hall) by late Fall 2004

Results: Priorities for the Campus Master Plan were discussed in depth during a retreat held by the Board of Trustees on March 1, 2005. Preliminary discussion was held on the potential of constructing a Meeting Pavilion and renovating the Arnold Student Union Building as immediate priorities. An additional priority was to address significant deferred maintenance issues across campus, including replacement of the HVAC system within Watson Technical Center.

- Review Phase IV budget priorities; determine future sources of funding for implementation of the plan

Results: Funding for the Meeting Pavilion and the renovation of the Arnold Student Union Building was designated within Phase IV revenue bond proceeds, along with the renovation of the HVAC system in Watson Tech. The pursuit of a performance agreement with Johnson Controls was also approved to offset the cost of the Watson Tech project and to address deferred maintenance issues.

Goal 13: Continue facility replacement and renewal program for modern and efficient instructional and support space.

➤ Complete the Renovation of the Nursing Education Building

Results: The renovation of the Nursing Education Building was completed in summer 2005. The renovated facility includes a state-of-the-art nursing skills lab, as well as a large, new computer laboratory. The building has been physically reoriented and given a striking new facade and entrance, as well as complete interior renovation. The NEB is an exceptional complement to the Health Sciences and the Clinical Simulation Center.

➤ Develop funding strategy for deferred maintenance requirements and schedule of replacement periods.

Results: The deferred maintenance plan was reviewed and updated on the regular annual basis and completed items removed from the plan.

➤ Develop capital projects budget and corresponding debt schedule that provides new facilities as growth warrants and with reasonable student fee impact and taxpayer impact.

A formal capital budget has not been developed at this time, although the deferred maintenance plan does incorporate portions of a capital budget program.

FINANCIAL

Schedule of Tuition and Fees 2005-2006

Hours	In-District	Out-of-District	Out-of-State and Foreign
1	62	95	279
3	186	285	450
6	372	570	900
12	744	1140	1800
15	930	1425	2250
18	1116	1710	2700

Ad Valorem Tax

The District’s ad valorem property tax is levied each October 1 on the assessed value listed as of the prior January 1 for all real and business personal property located in the District.

At August 31:	2005	2004
Assessed Valuation of the District	\$3,293,100,988	3,018,982,038
Less: Exemptions	(689,806,065)	(663,357,759)
Less: Abatements	(128,110,284)	(94,450,966)
Net Assessed Valuation of the District	\$2,475,184,639	\$2,261,173,313

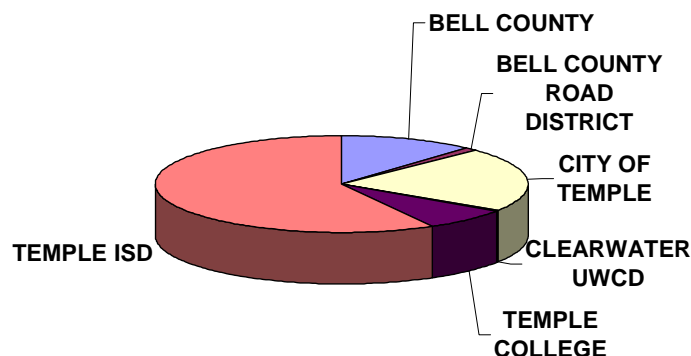
Tax Rate for 2003-2004

	Current Operations	Debt Service	Total
Tax Rate per \$100 valuation for assessed	\$.1738	\$.0416	\$.2154

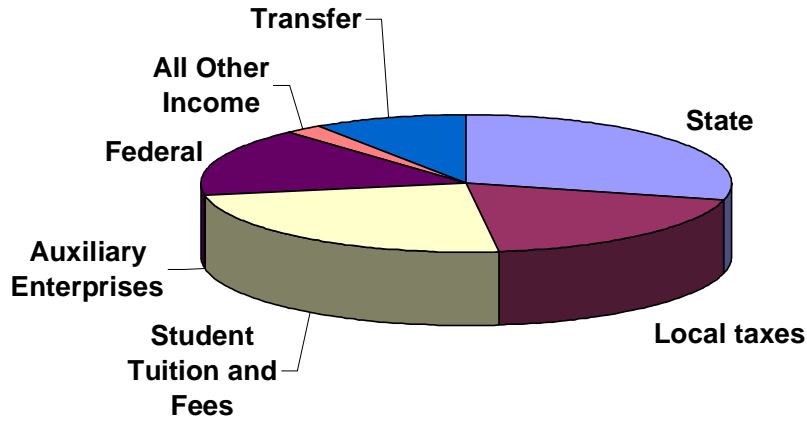
Taxes levied for the year ended August 31, 2005 amounted to \$5,331,563 up from 5,076,336.

Other Tax Rates

Ad Valorem Taxes (per \$100 Assessed Value) As of October 2004



Distribution of Revenues



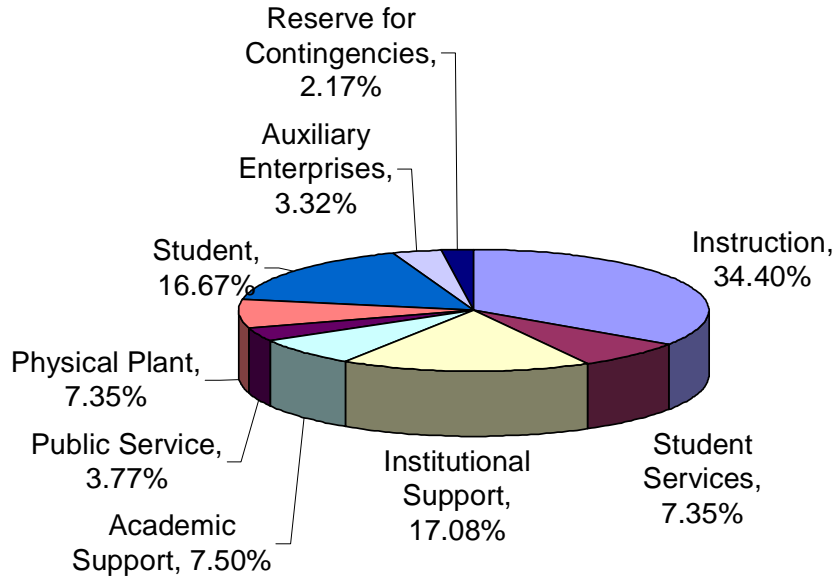
2005-2006 Operating Budget

Source	Amount	Per Cent
State	\$7,987,110	35.56%
Local Taxes	\$5,300,000	23.59%
Student Tuition & Fees	\$6,660,010	29.65%
Auxiliary Enterprises	\$ 15,500	0.07%
Federal	\$4,419,036	19.67%
All Other Income	\$ 665,952	2.96%
Transfer	-\$ 2,584,591	-11.51%
Total	\$22,463,017	100.00%

District Assessed Valuation and Tax Rate

2000-01	\$2,023,070,033	\$0.1956
2001-02	\$2,071,493,382	\$0.1956
2002-03	\$2,196,877,027	\$0.2245
2003-04	\$2,261,173,313	\$0.2245
2004-05	\$2,475,184,639	\$0.2154

Distribution of Expenses



Purpose	Amount	Per Cent
Instruction	\$7,726,121	34.40%
Student Services	\$ 1,650,241	7.35%
Institutional Support	\$ 3,837,526	17.08%
Academic Support	\$ 1,685,407	7.50%
Public Service	\$ 847,573	3.77%
Physical Plant	\$ 1,735,620	7.35%
Student Aid	\$3,745,630	16.67%
Auxiliary Enterprises	\$ 745,199	3.32%
Reserve for Contingencies	\$487,700	2.17%
Total	\$22,463,017	100.00%

P E R S O N N E L

Full and Part Time Faculty - Fall 2005

Gender

Male	104
Female	129
Total	233

Time employed

Full time	98
Part time	129
Flex Entry	6

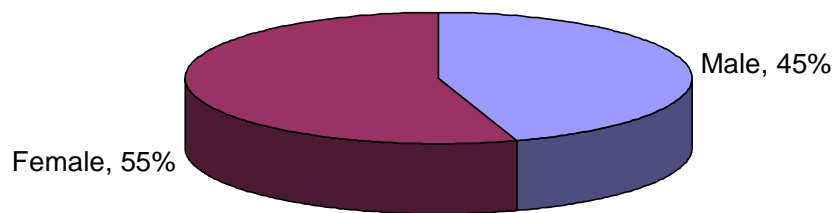
Ethnic Origin

White-Non Hispanic	208
Black-Non Hispanic	7
Hispanic	15
Asian/Pacific Islander	1
Native American	1
Non Resident Alien/International	0

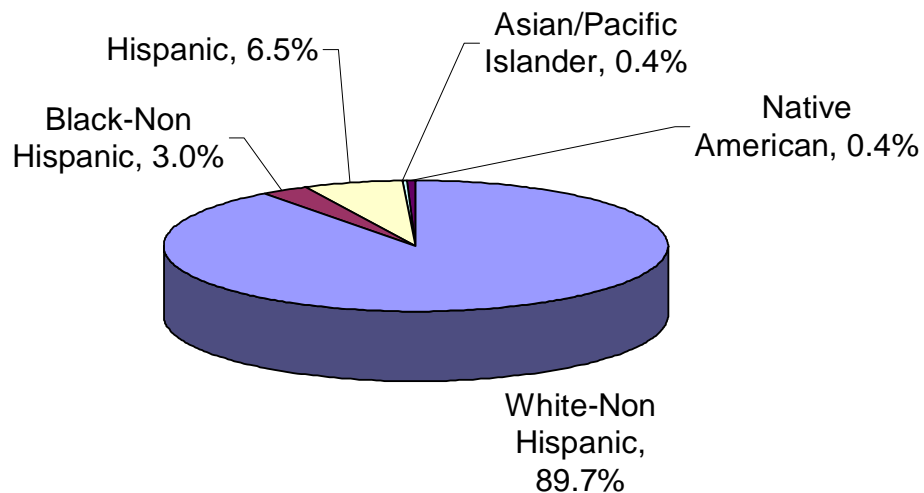
Highest Degree Earned

Doctorate	38
Masters	124
Bachelors	41
Associate	9
Certificate	1

Faculty by Gender



Faculty by Ethnicity



Professional and Support Staff - Fall 2005

Employees by Assigned Position - Full-time

Headcount of full-time employees by primary function/occupational activities
 (Faculty members serving as department heads and/or division directors are considered Executive/administrative/managerial)

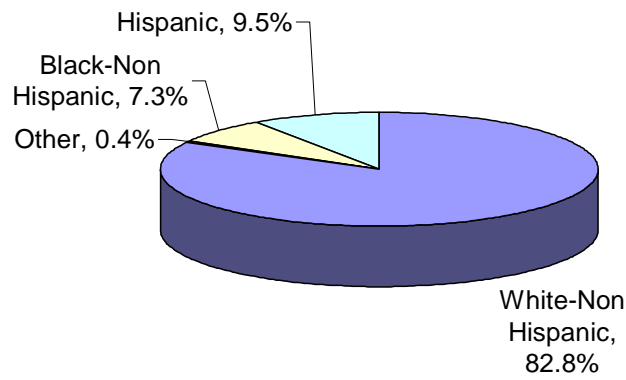
Primary function/occupational activity	Subtotal
Executive/administrative/managerial	37
Other professionals (support/service)	66
Technical and paraprofessionals	1
Clerical and secretarial	24
Service/Maintenance	20
Total full-time	147

Employees by Assigned Position - Part-time

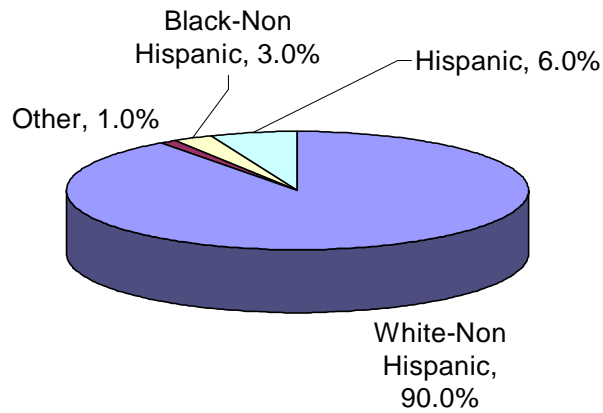
Headcount of part-time employees by
 primary function/occupational activity

Primary function/occupational activity	Subtotal
Executive/administrative/managerial	0
Other professionals (support/service)	0
Technical and paraprofessionals	0
Clerical and secretarial	15
Skilled crafts	1
Service/Maintenance	0
Total part-time	15

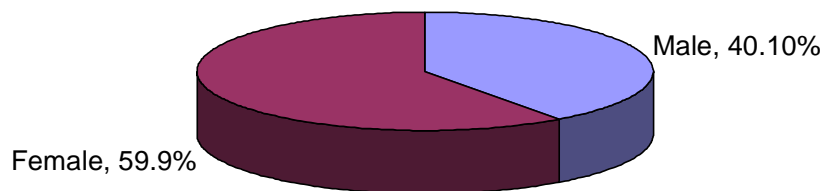
Total Full Time Employees by Ethnicity



Total Part Time Employees by Ethnicity



Total Employees by Gender



S T U D E N T S

Student Profile Fall 2005

Gender

Male	1,343
Female	2,554
Total	3,897

Classification

Freshman	2,850
Sophomore	789
Unclassified	155
Associates	81
Bachelors	22

Intent

Earn Assoc	1,924
Earn Cert	369
Transfer	1,427
Improve Skills	28
Enrichment	149

Age

Under 17	335
17	406
18	493
19-21	984
22-24	437
25-30	463
31-35	251
36-50	434
51-64	88
65 and Older	6
Average Age	24.3

Tuition Status

In District	1,285
Out of District	2,533
Non Resident	42
Tuition Exemption TX Res (5)	37

Residence

Texas Counties	3,861
Other States	28
Foreign Countries	8

Ethnic Origin

White, Non-Hispanic	2,672
Black, Non-Hispanic	534
Hispanic	580
Asian/Pacific Islander	66
American Indian/Alaskan Native	27
International	7
Unknown or Not Reported	11

First Time at Temple College

First Time in College	691
First Time Transfer	268
Total	959

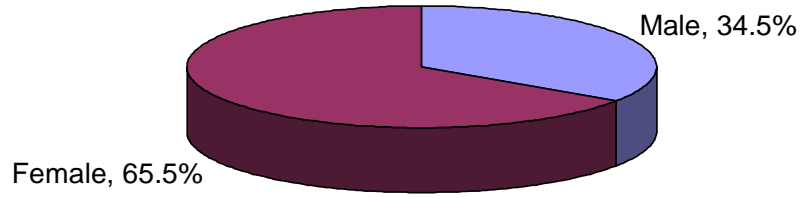
Majors

Academic Declared Majors	1,887
Academic Undeclared Major	893
Tech Declared Major	416
Tech Undeclared Major	447
Tech Prep Declared Major	254

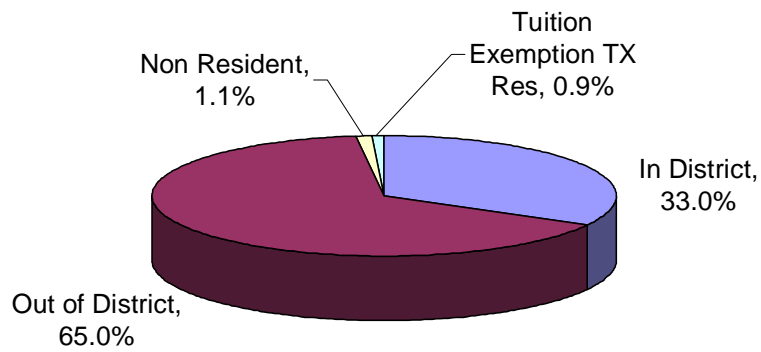
Special Populations

Academic Disadvantaged	529
Economic Disadvantaged	1,078
Individual With Disability	170
Displaced Homemaker	68
Single Parent	357

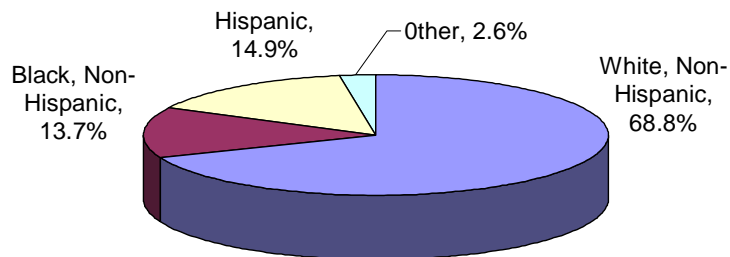
Gender



Tuition Status

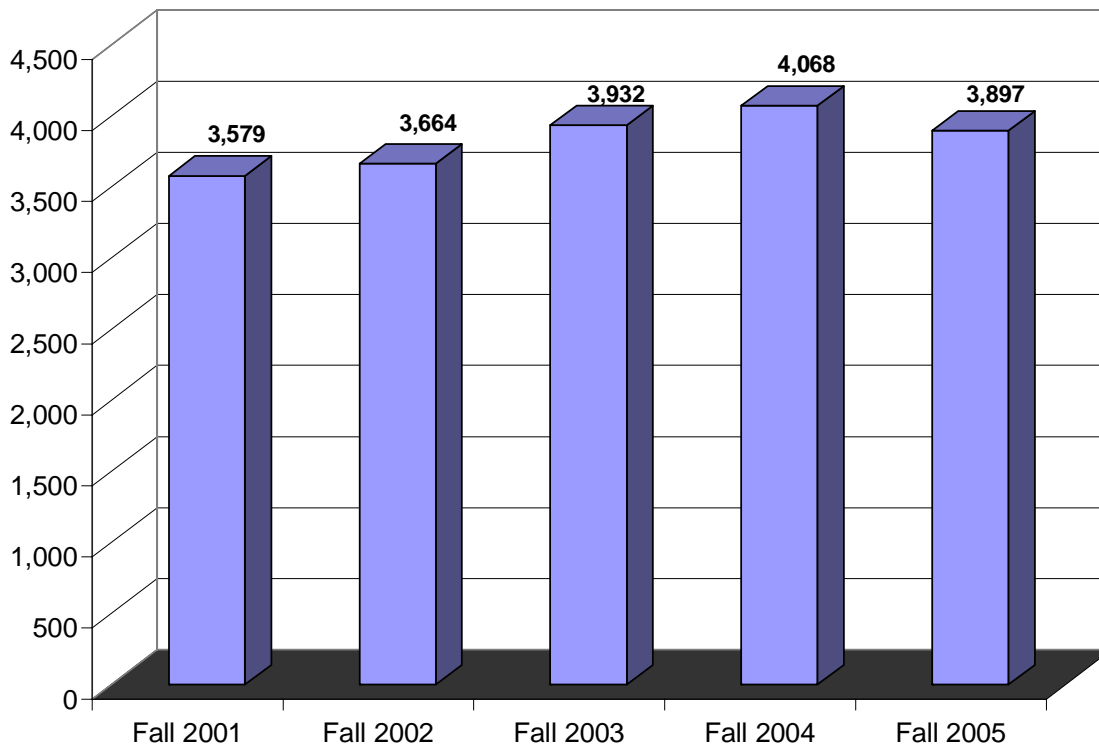


Ethnicity

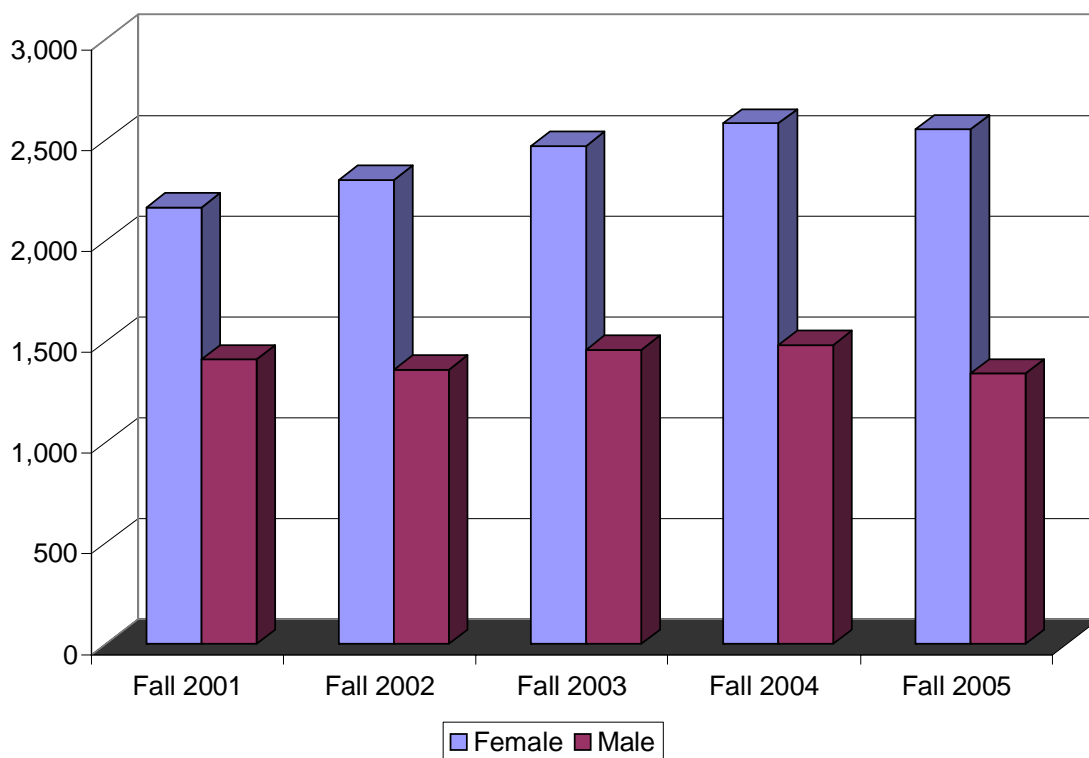


Fall Enrollment - Five Year Trends

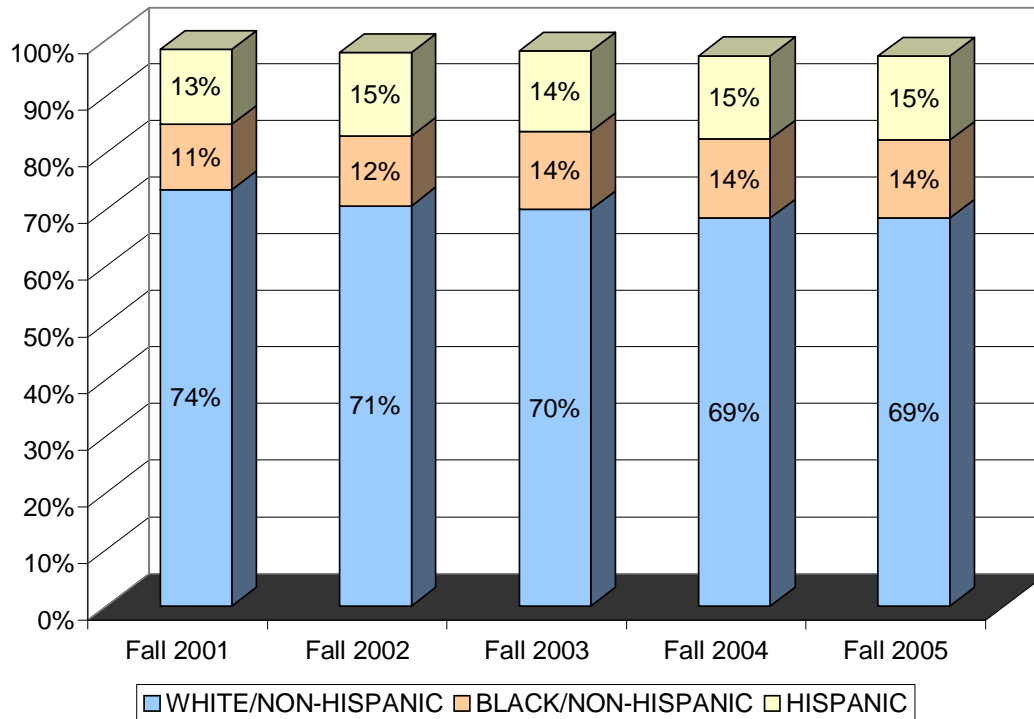
Total Headcount



Enrollment by Gender



Enrollment by Ethnicity

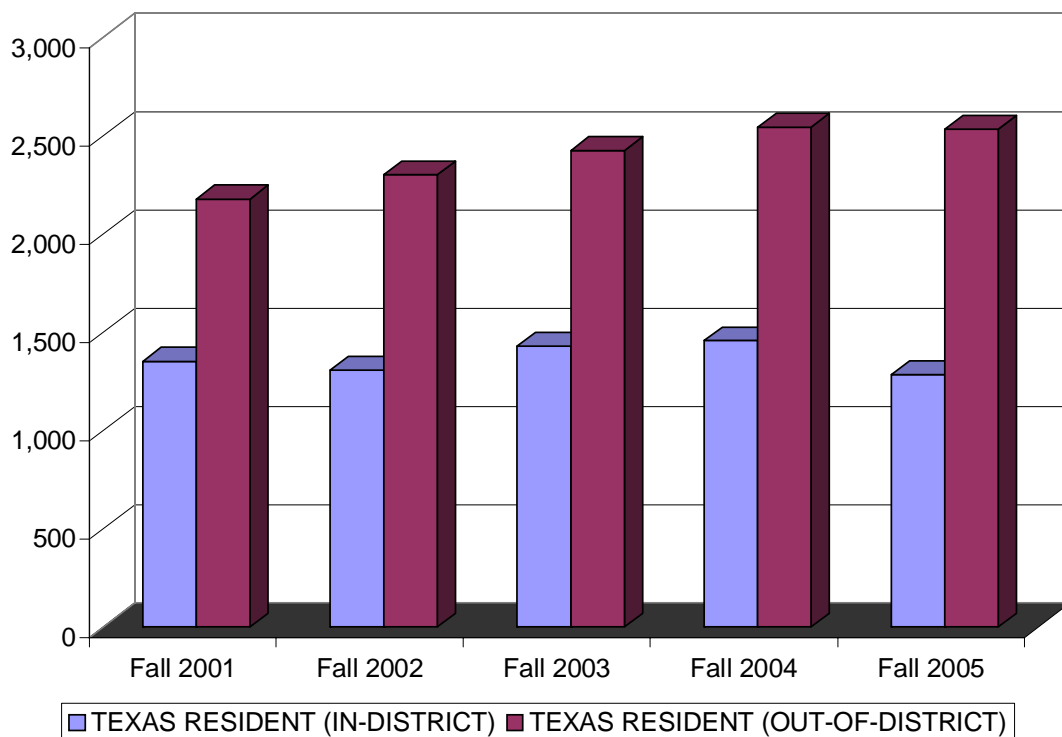


ETHNICITY	Fall 2005	Fall 2005	Fall 2003	Fall 2002	Fall 2001
WHITE/NON-HISPANIC	2,672	2,787	2,754	2,588	2,633
BLACK/NON-HISPANIC	534	569	541	454	411
HISPANIC	580	598	560	539	475
ASIAN OR PACIFIC ISLANDER	66	63	42	43	31
NATIVE AMERICAN	27	21	17	31	27
INTERNATIONAL	7	9	9	9	2
UNKNOWN	11	15	9		
TOTAL	3,897	4,068	3,932	3,664	3,579

Enrollment from top ten counties of residence

	Fall 2005	Fall 2004	Fall-2003	Fall-2002	Fall-2001
BELL	2,440	2,603	2,603	2,421	2,457
WILLIAMSON	604	580	477	461	399
MILAM	377	398	400	343	311
FALLS	73	69	65	65	51
TRAVIS	64	66	41	31	38
MCLENNAN	63	79	66	70	71
CORYELL	46	45	40	50	41
BASTROP	24	20	17	18	12
HARRIS	14	10	18	25	22
BEXAR	12	18	21	11	18
TOTAL	3,717	3,888	3,748	3,495	3,420

Enrollment by Tuition Status



	Fall-2005	Fall 2004	Fall 2003	Fall 2002	Fall 2001
TEXAS RESIDENT (IN-DISTRICT)	1,285	1,457	1,430	1,307	1,353
TEXAS RESIDENT (OUT-OF-DIST)	2,533	2,544	2,424	2,302	2,178
NON-RESIDENT TUITION	42	37	52	33	14
TUITION EXEMPTION/WAIVER	37	30	26	22	34
TOTAL	3,897	4,068	3,932	3,664	3,579

Continuing Education Students-Fall 2005

AGE

<u>UNDER 17</u>	0	<u>31-35</u>	165
<u>17</u>	0	<u>36-50</u>	194
<u>18</u>	4	<u>51-64</u>	160
<u>19-21</u>	18	<u>65 AND OVER</u>	17 2
<u>22-24</u>	26	<u>AVERAGE-AGE</u>	39.0
<u>25-30</u>	89	<u>TOTAL</u>	468

GENDER

MALE	194
FEMALE	274
TOTAL	468

TUITION STATUS

CEU BOTH CONTRACT AND NON	1
CEU CONTRACT ONLY	334
CEU NON-CONTRACT ONLY	133

INSTRUCTION

Instructional Departments

Academic

Art
Biology
Business Administration
Chemistry
Criminal Justice - Academic
Economics
Education
English
Geography
Government
Health And Physical Education
History
Mathematics
Music
Philosophy/Religion
Physics/Engineering/Physical
Science
Psychology
Reading
Sociology
Spanish
Speech/Theatre

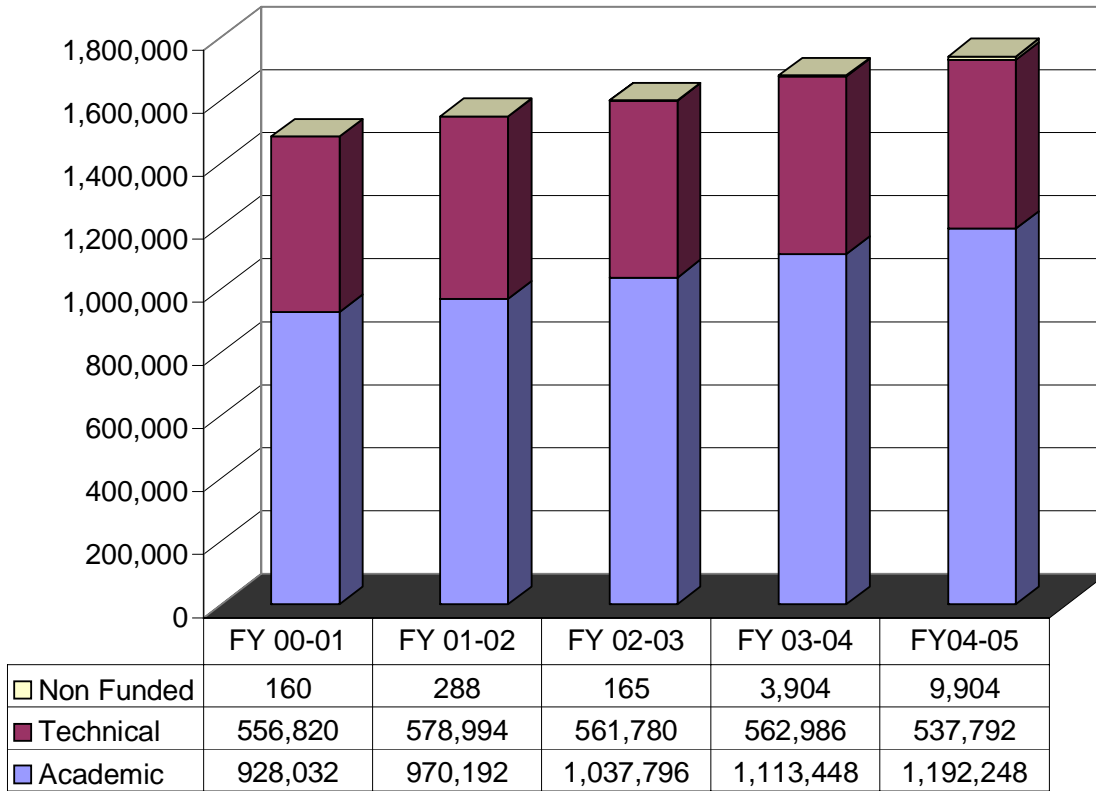
Technical

Business Management
Child Development
Computer-Aided Design
Computer Information Systems
Criminal Justice - Technical
Educational Personnel
Geographic Information Systems
Transportation (Deactivated)

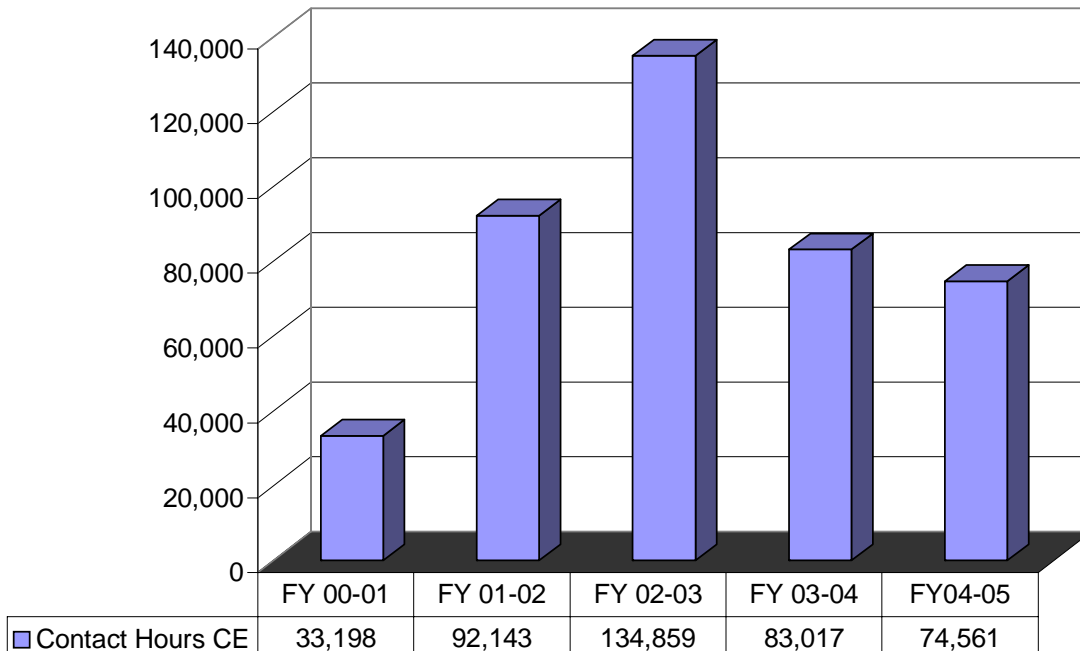
Health Sciences

Dental Hygiene
Emergency Medical Services
Medical Lab Technology
Nursing
Respiratory Care
Surgical Technology

For Credit Contact Hour Production



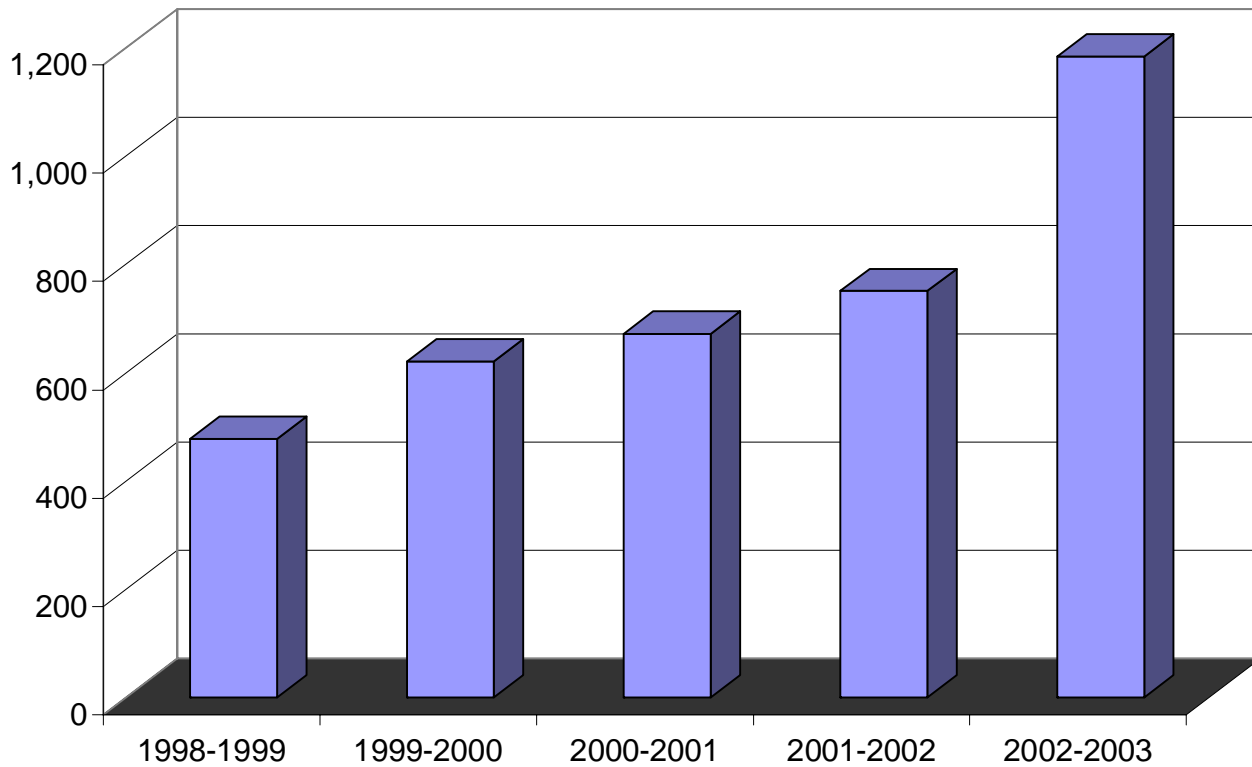
Workforce Continuing Education Contact Hour Production



Degrees and Credit Certificates by Curriculum	2005	2004	2003	2002	2001
ASSOCIATE OF ARTS	156	131	96	103	93
PRACTICAL NURSE (LPN TRAINING)	59	58	62	47	45
BUSI ADMN & MANAGEMENT (TECH)	45	49	44	40	35
NURSING (RN TRAINING)	45	42	36	27	41
COMPUTER & INFO SCIENCE (TECH)	30	64	61	56	68
CRIMINAL JUSTICE STUDIES (TECH)	13	10	16	12	3
GEOGRAPHY (GIS)	13	0	2	0	0
RESPIRATORY THERAPY TECHNICIAN	13	7	6	12	13
SURGICAL/OPERATING ROOM TCHNCN	12	20	24	25	23
DRAFTING, GENERAL	12	9	17	12	9
DENTAL HYGIENIST	11	12	11	10	9
ADMNSTRTVE ASST/SECR SCI, GNRL	8	8	5	6	3
CHLD DEVELOPMENT, CARE, & GUIDANCE	8	4	0	2	0
EMERGENCY MEDICAL TCHN/TCHNCN	8	20	15	9	35
MEDICAL LABORATORY TCHN (inactive)	7	7	5	9	6
INDUSTRIAL PRODUCTION TCHN (inactive)	3	0	4	1	2
OFFICE SUPERVISION & MGMT	6	8	6	10	6
AUTO/AUTOMOTIVE MECHANIC/TCHN (inactive)	1	26	7	12	6
TOTAL	450	475	417	393	397
ACADEMIC CORE COMPLETERS	102	72	95	70	52
CE FIREFIGHTING	9	23	44		
Awards by Level					
ASSOCIATE DEGREE	292	270	227	234	240
CREDIT CERTIFICATE	158	205	190	159	157
CORE COMPLETERS	102	72	95	70	52
CONTINUING EDUCATION CERTIFICATE	9	23	44		
Awards by Gender					
FEMALE	384	377	336	264	293
MALE	177	198	207	129	104
Awards by Ethnicity					
WHITE/NON-HISPANIC	367	362	393	284	260
BLACK/NON-HISPANIC	92	115	70	51	79
HISPANIC	84	81	68	50	50
ASIAN OR PACIFIC ISLANDER	8	7	6	4	5
AMERICAN INDIAN OR ALASKAN NATIVE	8	7	6	4	1
NON-RESIDENT ALIENS OR FOREIGN NATL	0	3	0	0	2

Student Follow-up (2002-2003 graduates)

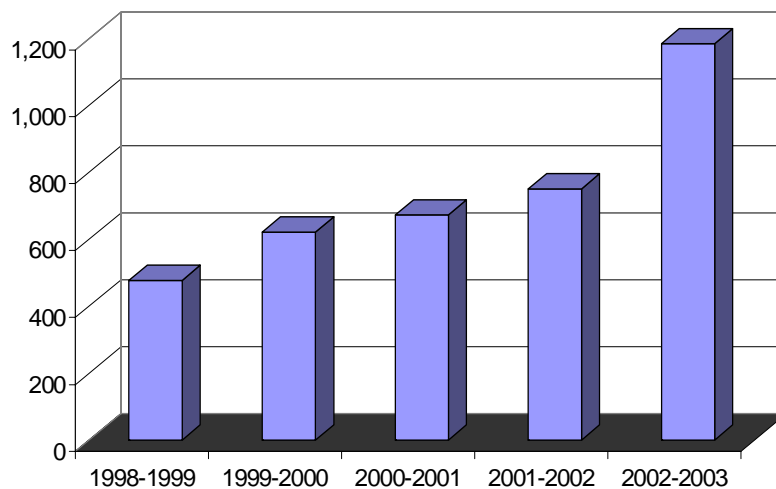
Academic Students Pursuing Additional Higher Education



Top six receiving public universities for Temple College transfer students and graduates

1. Texas A & M
2. Tarleton State University
3. Texas State University
4. University of Texas at Austin
5. Sam Houston State
6. Texas Tech University

Academic Students Pursuing Additional Higher Education



**Temple College Institutional Effectiveness Report:
Measures and Standards 2005-2006**

Access to College and Services: Access and Equity of Women and Minorities

Standard: Proportion of women and minorities in all workforce education enrollment is comparable (within 5%) to overall college enrollment or shows improvement compared to overall college enrollment.

Results for Temple College showed 9 of 10 subgroups were within one percentage point of overall college enrollment during 2003-2004 and the remaining subgroup was within 2% points.

Persistence, Remediation, and Graduation: Completion Rates for Full-time Students not Receiving Remediation

Standard: 33.87% of full-time, first-time in college students not receiving remediation receive a degree or certificate or transfer with in 3 years.

57% of full-time FTIC Temple College students not receiving remediation graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution

Persistence, Remediation, and Graduation: Completion Rates for Full-time Students Receiving Remediation

Standard: 35.87% of full-time, first-time in college students receiving remediation receive a degree or certificate or transfer with in 4 years.

43% of full-time FTIC Temple College students receiving remediation graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution

Persistence, Remediation, and Graduation: Completion Rates for Part-time Students not Receiving Remediation

Standard: 17.94% of part-time, first-time in college students not receiving remediation receive a degree or certificate or transfer with in 5 years.

58% of part-time FTIC Temple College students not receiving remediation graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution

Persistence, Remediation, and Graduation: Completion Rates for Full-time Students Receiving Remediation

Standard: 17.94% of part-time, first-time in college students receiving remediation receive a degree or certificate or transfer with in 7 years.

33% of part-time FTIC Temple College students receiving remediation graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution

Persistence, Remediation, and Graduation: Retention Rates from Fall to Spring of Full-time, First-time-in-college Students

Standard: Retention from Fall to Spring of full-time students who did and did not receive remediation is not more than five percentage points below the state average or meets Perkins Standard of 70%

<input checked="" type="checkbox"/> <i>FT FTIC (total)</i>	<i>Temple College</i>	<i>81%</i>	<i>State Average</i>	<i>79%</i>
<i>FT FTIC (remediation)</i>	<i>Temple College</i>	<i>79%</i>	<i>State Average</i>	<i>78%</i>
<i>FT FTIC (no remediation)</i>	<i>Temple College</i>	<i>83%</i>	<i>State Average</i>	<i>79%</i>
	<i>Perkins Standard</i>	<i>70%</i>		

Persistence, Remediation, and Graduation: Retention Rates from Fall to Spring of Part-time, First-time-in-college Students

Standard: Retention from Fall to Spring of part-time students who did and did not receive remediation is not more than five percentage points below the state average or meets Perkins Standard of 50%

<input checked="" type="checkbox"/> <i>PT FTIC (total)</i>	<i>Temple College</i>	<i>63%</i>	<i>State Average</i>	<i>66%</i>
<i>PT FTIC (remediation)</i>	<i>Temple College</i>	<i>61%</i>	<i>State Average</i>	<i>64%</i>
<i>PT FTIC (no remediation)</i>	<i>Temple College</i>	<i>65%</i>	<i>State Average</i>	<i>68%</i>
	<i>Perkins Standard</i>	<i>50%</i>		

Student Outcomes: Course Completion

Standard: Percentage of contact hours completed is not more than five percentage points below the state average (Fall 2003)

<input checked="" type="checkbox"/>	<u><i>Temple College</i></u>	<u><i>State Average</i></u>
<i>Academic</i>	<i>90%</i>	<i>82%</i>
<i>Technical</i>	<i>93%</i>	<i>90%</i>
<i>Workforce CE</i>	<i>97%</i>	<i>98%</i>

Quality of Programs Part A: 15 Graduates Over 3 Year Period

Standard: 100% compliance (except new programs)

<input checked="" type="checkbox"/> <i>Computer and Information Sciences, General</i>	85
<input checked="" type="checkbox"/> <i>Computer Programming</i>	26
<input checked="" type="checkbox"/> <i>Data Entry/Microcomputer Applications</i>	23
<input checked="" type="checkbox"/> <i>Computer Information Administration and Management</i>	47
• Teacher Assistant/Aide	0 (NA)
• Industrial Productions Technologies	4 (Deactivated)
<input checked="" type="checkbox"/> Individual and Family Development Studies (Child Development)	6
<input checked="" type="checkbox"/> Criminal Justice	38
<input checked="" type="checkbox"/> Fire Protection (non-credit)	67
• Geography (GIS)	2 (NA)
• Automotive	45 (Deactivated)
<input checked="" type="checkbox"/> Drafting	38
<input checked="" type="checkbox"/> Dental Services	33
<input checked="" type="checkbox"/> Emergency Medical Technologies	44
<input checked="" type="checkbox"/> Respiratory Therapy Technician	25
<input checked="" type="checkbox"/> Surgical/Operating Room Technician	69
<input checked="" type="checkbox"/> Health and Medical Laboratory Technologies	21
<input checked="" type="checkbox"/> Nursing (RN)	105
<input checked="" type="checkbox"/> Practical Nurse (LPN)	167
<input checked="" type="checkbox"/> Business Administration and Management	157
<input checked="" type="checkbox"/> Administrative and Secretarial	19

Quality of Programs Part B: Placement of Program Graduates Over 3 Year Period

Standard: 90% of program graduates are placed within 1 year of graduation (3 year average)

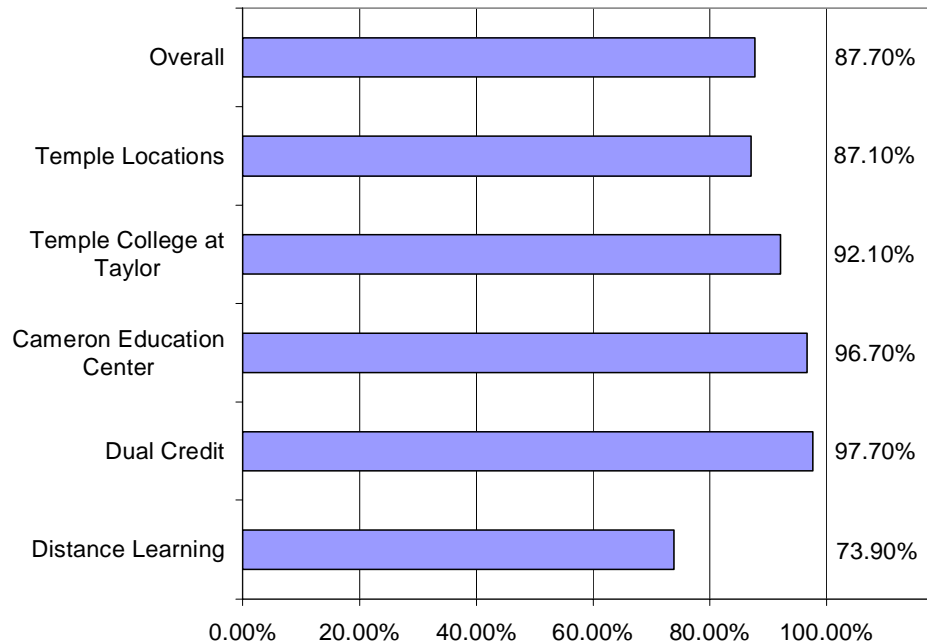
<input checked="" type="checkbox"/> <i>Computer and Information Sciences, General</i>	90.11%
<input checked="" type="checkbox"/> Computer Programming	86.36%
<input checked="" type="checkbox"/> Computer Information Administration and Management	92.87%
<input checked="" type="checkbox"/> Data Entry/Microcomputer Application	100%
• Teacher Assistant/Aide	0 (NA)
<input checked="" type="checkbox"/> Individual and Family Development Studies (Child Development)	100%
<input checked="" type="checkbox"/> Criminal Justice	96.55%
<input checked="" type="checkbox"/> Fire Science/Fire Fighting	90.91%
<input checked="" type="checkbox"/> Geography (GIS)	100%
<input checked="" type="checkbox"/> Drafting	93.33%
<input checked="" type="checkbox"/> Dental Services	100%
<input checked="" type="checkbox"/> Emergency Medical Technologies	100%
<input checked="" type="checkbox"/> Respiratory Therapy Technician	96.77%
<input checked="" type="checkbox"/> Surgical/Operating Room Technician	95.77%
<input checked="" type="checkbox"/> Health and Medical Laboratory Technologies	90.00%
<input checked="" type="checkbox"/> Nursing (RN)	96.15%
<input checked="" type="checkbox"/> Practical Nurse (LPN)	98.05%
<input checked="" type="checkbox"/> Business Administration and Management	93.64%
<input checked="" type="checkbox"/> Administrative and Secretarial	84.62%

Fall 03 to Spring 04 Retention

	% Returned			
	Fall	Spring	Temple College	Statewide
Total	784	576	73%	71%
Academic	592	449	76%	73%
Technical	144	93	65%	66%
Tech-Prep	48	34	71%	70%
Male	344	242	70%	69%
Female	440	334	76%	73%
White	540	396	73%	71%
Black	111	87	78%	66%
Hispanic	114	77	68%	73%
Asian	9	6	67%	72%
Native American	0	0	N/A	66%
International	8	8	100%	71%
Unknown	2	2	100%	65%

Source:ADP 2005

Course Retention Fall 05

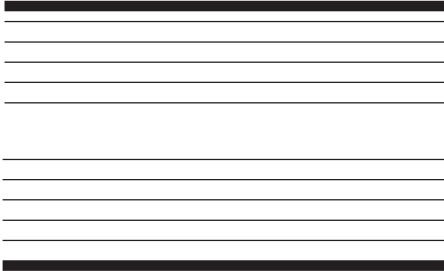


Source: CBM 001 and CBM 006

Graduation and Persistence Fall 2000 First Time in College Cohort

	Fall 2000	Still enrolled	Transfers	Graduates	Unduplicated Persisting Graduating	Statewide
Total	709	112	245	84	55%	53%
By Gender						
Male	306	39	122	29	55%	50%
Female	403	73	123	55	55%	55%
By Ethnicity						
White	473	68	182	48	57%	58%
Black	101	9	27	16	46%	44%
Hispanic	120	32	29	16	54%	48%
Asian	9	1	6	2	78%	62%
Native American	4	1	1	2	50%	46%
International	2	1	0	0	50%	28%
By Special Populations						
Economically Disadvantaged	222	46	60	41	58%	59%
Individuals with Disabilities	97	47	21	25	61%	60%
Single Parents	60	10	13	12	52%	52%
Academically Disadvantaged	292	60	99	28	57%	50%

Source: Temple College ADP



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