



Temple College

FACT BOOK
2005



established 1928

Note on sources

The Temple College 2005 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:

CBM001

Texas Higher Education Coordinating Board (THECB) student report - reported each semester

CBM004

THECB 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

THECB/TWCASALFS

Automated Student and Adult Learner Follow-up System, project of The Texas Higher Education Coordinating Board in partnership with the Texas Workforce Commission

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About Temple College

Located on South First Street at Loop 363 in south Temple, Temple College is proud of its attractive 105 acre campus and of its modern and historic buildings. The Downtown Center is located in the historic post office/library building in the heart of downtown Temple. The Taylor Center opened in 1997 and serves the Williamson County area. The Cameron Education Center opened in 2000 to serve the Milam County area.

Temple College has an enrollment of more than 4,000 students, with approximately 150 full-time faculty and professional staff members. With an annual budget of \$20 million, the college serves portions of Bell, Williamson and Milam Counties. TC is large enough to offer a flexible and varied program and small enough to provide individual attention to student needs.

In the Classroom

The award-winning faculty brings quality instruction to every classroom. Faculty members are professional teachers, not teaching assistants. All faculty meet the standards of the Southern Association of Schools and Colleges for training and experience. Academic faculty have master's degrees with specific training in their field and many have doctorates. Faculty members have been selected for numerous teaching awards including the Claudia and W. T. Barnhart Teacher of the Year Award given by the Temple College Foundation and the prestigious Piper Professor Award for teaching excellence given by the Minnie Stevens Piper Foundation.

Outside the Classroom

Student activities range from clubs for virtually every interest to leadership development organizations and honor societies. Students also have an opportunity to participate in a variety of musical ensembles, theatrical productions, art activities, recreational sports and wellness programs, and social events. TC students are consistent winners at state and national competitions in band, choir, art, academics, and management.

Health Sciences Center

Because of its strategic location in an area known for health care, Temple College has a reputation as a first class health science education provider. The new Health Sciences Center is the home to the TC Dental Hygiene, Emergency Medical Services Professions, Respiratory Care and Surgical Technology programs. The state of the art facility includes a realistic simulation of a hospital from the ambulance bay through the emergency department to a surgical suite and intensive care unit. The facility is designed to be a campus-wide and regional resource where realistic clinical experiences can be simulated for a broad range of health care professionals. The center has received national recognition for innovational clinical health care education as one of the 10 finalists for the prestigious Bellwether Award. The Health Science Center complements the adjacent Nursing Education building has recently undergone renovations in 2005.

State of the Arts

Temple College contributes to the quality of life of Central Texas through not only its excellent art education programs, but also through community offerings such as drama productions, musical performances, and art exhibits.

The visual arts classes are located in the new visual arts complex located at 2101 S. 5th Street, only four hundred yards from the main campus. This 17,000 square foot facility houses a new art gallery, computer lab, photography lab, audio/visual lecture room, drawing/printmaking studio, ceramic/sculpture studio, painting studio, and outdoor kiln/foundry work area. Studio space and hours are flexible, which enable the student to work in the facility outside of class.

The Art Department hosts the annual **Central Texas Art Competition and Exhibition** which provides more than \$1200 annually in cash prizes to outstanding high school and college art students.

The Music Department produces an annual **Jazz Festival** with nationally-known guest artists. It is now one of the largest collegiate jazz festivals in the state and the largest community college festival in Texas.

TC is home of the **Temple Symphony Orchestra**.

Band and choir students are named each year to the **Texas Junior College All-State Band** and **All-State Choir**, and TC musicians have been invited to participate in the National Honor Band and National All-Star Jazz Ensemble.

Athletics

Temple College not only has a reputation for academic excellence, but it also has a long tradition of outstanding programs in intercollegiate athletics for men and women which include men's and women's basketball, men's and women's tennis, golf, baseball, softball and volleyball. Known as the Leopards and Lady Leopards, TC teams have won conference championships, play-off berths, and national titles in several sports. TC is a member of the Northern Texas Junior College Athletic Conference.

Living On Campus

On-campus student housing is now available in the beautiful new University Courtyard Apartments. Each fully furnished apartment has four bedrooms, two baths, living area and kitchen. Other amenities include game room, computer lab, volleyball courts and swimming pool. The Temple College apartments provide affordable on-campus housing for low income student families through a partnership with the Temple Housing Authority. Residents must meet THA requirements.

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

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Harry Q. Cole (2006)

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Judy Morales (2010)

Lydia Santibanez (2008)

Jim Tranum (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*

PRESIDENT'S OFFICE

Intercollegiate Athletics

College Communications

ADMINISTRATIVE SERVICES

DIVISION OF ADMINISTRATIVE SERVICES

Accounting Services

Student and Revenue Accounting

Purchasing

Physical Plant

DIVISION OF INFORMATION SERVICES

Data Systems

Networks and Telecommunications

Web Applications and Systems

DIVISION OF RESOURCE MANAGEMENT

Human Resources

Payroll

Campus Police

EDUCATIONAL SERVICES

DIVISION OF EDUCATIONAL SERVICES

Marketing, Recruitment and Retention

Institutional Effectiveness, Research, and Planning

Distance Education

Cameron Center

Taylor Center

DIVISION OF ADVANCEMENT, BUSINESS, AND COMMUNITY EDUCATION

- Community Services and Business Training*
- Workforce Development*
- Evaluation and Assessment/Tech Prep*
- Tech-Prep Consortium*

DIVISION OF ENROLLMENT MANAGEMENT

- Admissions and Records*
- Advising and Counseling*
- Financial Aid*
- Student Life*
- Testing*

DIVISION OF LEARNING RESOURCES

- Library*
- Media Center*

DIVISION OF SPECIAL SUPPORT SERVICES

- Transitional Services*
- Adult Basic Education*

DIVISION OF FINE ARTS

DIVISION OF HEALTH SCIENCES

DIVISION OF LIBERAL ARTS

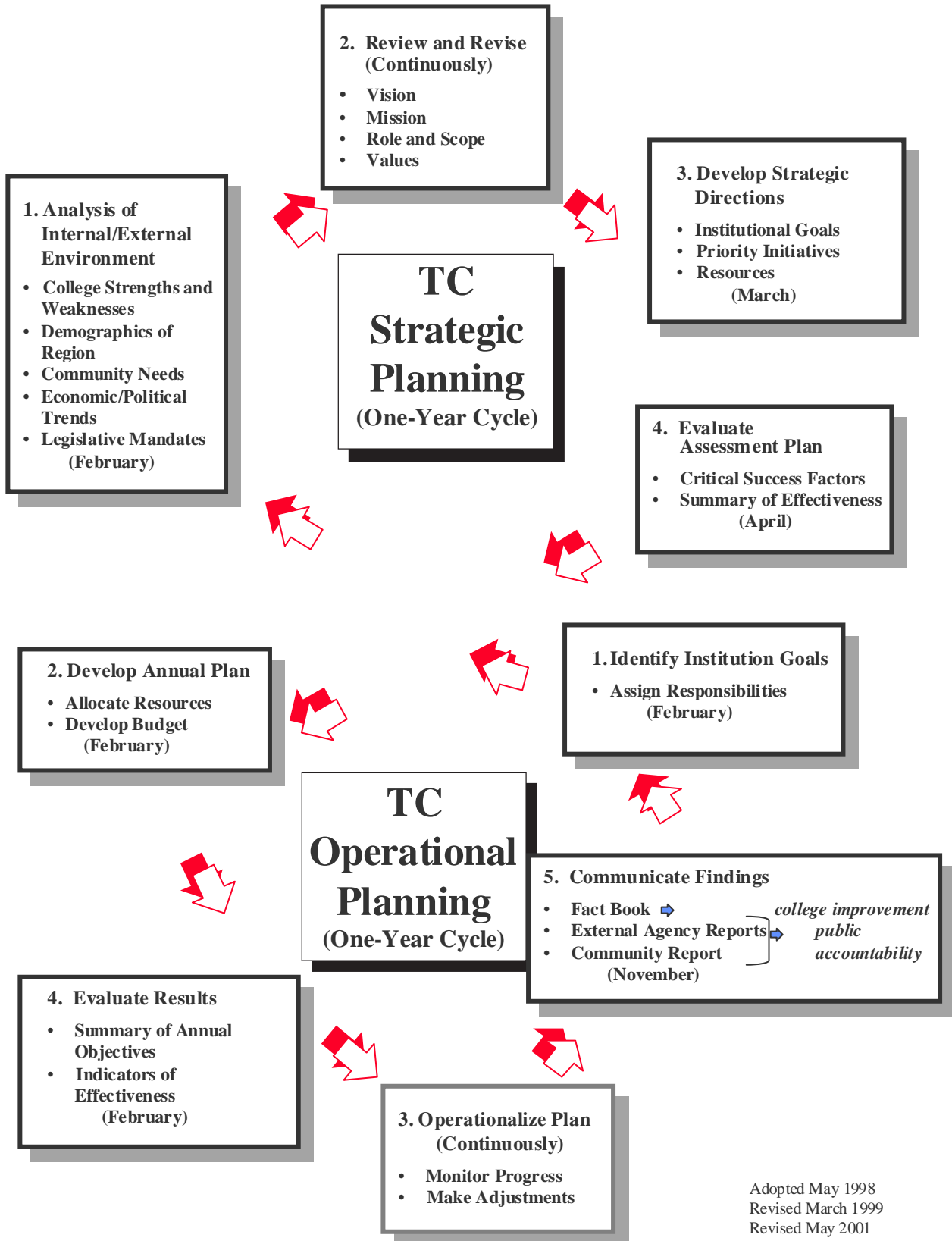
DIVISION OF MATHEMATICS, SCIENCES, AND PHYSICAL EDUCATION

DIVISION OF NURSING

DIVISION OF TECHNOLOGY

DIVISION OF TRIO

STRATEGIC PLANNING MODEL



Adopted May 1998
 Revised March 1999
 Revised May 2001
 Institutional Research

Temple College Strategic Operational Goals 2004-2005

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: 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
- Appoint assessment committee as a standing subcommittee of the Curriculum Committee
- Draft and adopt a comprehensive assessment plan (2004-2010) aligned with all aspects of Institutional Effectiveness including program review process and 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
- Adopt scheduled periodic review of all programs by the Curriculum committee

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
- Review changes and communicate results

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 first-time-in-college, “at risk” and/or underserved students

- Research the feasibility of the implementation of a “Master Student” course (in alignment with CB regulations) for the fall semester of 2005
- Revise freshman orientation program for new TC students
- Evaluate and revise attendance and involuntary drop policies
- Implement CCSSE (Community College Survey of Student Engagement) to further illuminate development of assessment foundation work
- Train additional staff and faculty on the Developmental Education Plan, Degree audit and enrollment on *Colleague* in to order to improve advising system

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

- Determine funds available for campaign
- Identify target audience, re-evaluate and/or re-develop college slogan, create visual context for revised campaign, and identify appropriate marketing strategies
- Produce comprehensive marketing campaign (television, newspaper, and billboards)
- Incorporate revised campaign slogan into college materials (i.e., website, student handbook, catalog, and marketing materials)
- Explore the feasibility of producing a view book and virtual tour of TC for inclusion in marketing campaign

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 a career center (i.e., career counseling and job placement services)
- Offer career-related presentations to technical and health career classes by the Advising Center
- Utilize career investigation software and web resources to assist students in choosing a major/career
- Employ an advisor whose job description will include career development counseling
- Develop more resources to help students gain employability skills

Goal 7: Improve catalog development process

- Develop “working committee” of stakeholders to identify issues with catalog development, including a committee chair
- Identify “trouble spots” and revised time line for production
- Implement recommendations for revised process

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

- 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.
- 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.

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

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
- Incorporate Web Advisor training into New Student Orientation, and other Advising Center activities and will include Web Advisor information on the Advising Center website
- Ensure that all TC academic & technical departments have a presence on the college’s website

***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
- 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
- Work to pursue the legislative priorities established by the Texas Association of Community Colleges

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
- Secure approval of the plan document by the Board of Trustees in fall 2004
- 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
- Review Phase IV budget priorities; determine future sources of funding for implementation of the plan

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

- Complete the renovation of the Nursing Education Building
- Develop funding strategy for deferred maintenance requirements and schedule of replacement periods
- Develop capital projects budget and corresponding debt schedule that provides new facilities as growth warrants and with reasonable student fee impact and taxpayer impact

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.

Temple College Institutional Goals

2003-2004

Administrative Goals

Goal 1: Provide training to appropriate personnel in new campus-wide policies and procedures

- Continue training of faculty and staff in order to expand and increase knowledge and proficiency with the Colleague software package. Focus will be on Release 17 and Web Advisor

The Director of Admissions and Records has attended several training sessions regarding state reporting. Several members of the office also attended the state users group meeting at McLennan Community College this past June. In addition, the Director of Admissions & Records has conducted several training sessions campus-wide regarding registration, degree audit, and developmental education plans.

- Develop procedures for administration of the new Records Management Plan and train appropriate office in the implementation (Admissions and Records Office personnel to conduct training sessions)

Procedures manual has been compiled for current areas of the computer software. Revisions have been made as needed. This goal will be an on-going process.

- Continue training to college personnel in strategic planning techniques and terminology (Institutional Research Office personnel to conduct training sessions)

Electronic template for development of operational goals used by 90% of Departments. Planning terminology is embedded in document. All departments received template for 2006 goals. Director of IERP provided assistance on request.

Goal 2: Prepare a new Campus Master Plan for Temple College

- Initiate preliminary discussion of the need for a new Campus Master Plan with the board building committee and the Board of Trustees during summer 2003

Following discussions during summer 2003, the Board of Trustees decided to move forward with a new master planning process to be completed by fall 2004.

- Select an architectural firm to prepare the new master plan in early fall 2003

A review process was implemented, and an architectural firm was selected to prepare the new master plan.

- Focus the discussion of the November 2003 board retreat upon the review of the master plan
Master plan strategy was discussed and refined during the November 2003 board retreat.
- Complete the master plan and present it for board approval in spring 2004
The master planning process began early in spring 2004, and was concluded during summer 2004. The formal presentation of the Campus Master Plan will occur at the October 2004 meeting of the Board of Trustees.

Goal 3: Complete construction of the new Health Sciences Building

- Monitor the progress of construction through the board building committee
The board building committee received regular reports on the progress of construction and subsequently relayed those reports to the Board of Trustees.
- Assure proper planning in selection, purchase, and donation of equipment for the new facility
A joint committee of faculty and staff from Temple College, Scott & White Memorial Hospital, and the Texas A&M University College of Medicine prepared detailed lists of equipment needed for the new facility. The lists were used by both the College and the Temple College Foundation to assure state-of-the-art capability in the Health Sciences Center.
- Assure proper planning for the use of the facility with staff from Scott & White Hospital and the Texas A&M Medical School
See above.
- Complete construction of the facility in December 2003, with use beginning during the spring semester 2004
Construction was completed on time; facility use began with the opening of the spring semester 2004.

Goal 4: Successfully implement the first capital campaign for the college

- Actively participate in the development and implementation of the campaign through the Temple College Foundation
The “Temple College: A Center of Excellence” campaign was successfully implemented and continues to progress toward a number of established goals. During the course of the campaign, the President has met regularly with the Executive Director of the Temple College Foundation, as well as with the Foundation Board, to develop and implement strategy for the campaign.

- Assure that campaign objectives are in keeping with the college mission and long range plans
The progress of the campaign is routinely reviewed at each meeting of the Board of Trustees; it is monitored on campus through the President's Executive Committee and through weekly meetings between the President and the Executive Director of the Foundation.

Goal 5: Successfully respond to the reduction in state appropriations approved by the Texas Legislature

- Develop appropriate strategies to address the reduction in state appropriations taken from the 2002-2003 allocation (7%), as well as the reduced allocation for the 2003-05 biennium (approximately 5%)
The President's Executive Committee took the lead in developing the strategies to address the dramatic reduction in state appropriations. Every conceivable scenario for the reduction of expenditures was reviewed and then prioritized.
- Assure appropriate participation in planning for the reductions by the Board of Trustees, and communication of actions taken to the campus community and the community at large
During the planning process, meetings were held regularly with the Board of Trustees (especially the Board Finance Committee), as well as targeted meetings with campus groups such as the Faculty Consultation Committee to finalize priorities.
- Incorporate the strategies identified to address the reduction in appropriations into the process for the development of the 2003-2004 Budget
The prioritized strategies were fully incorporated in the budget process producing a balanced budget with a small compensation increase for employees to offset the increased cost of health benefits. Significant cuts were made in travel and operating expenses; hiring freezes were imposed; targeted reductions were made in Athletics and Fine Arts; tuition and fees were raised. A \$300,000 reserve was created as a hedge against future cuts, or as a resource for compensation increases in 2004-2005 should additional cuts not occur.

Instructional Goals

Goal 6: Expand number of Smart Classrooms

- Continue to train faculty in the use of educational and instructional delivery technology associated with the expanded "Smart Classrooms"
141 individuals trained

- Identify additional strategic locations for Smart Classrooms

21 smart classrooms in service – ADM (1), BBH (1), HSC (3), ISC (2), MSB (2), NSB (1), NEB (2), PAC (1), OOC (2), VAC (1), WTC (2), CAM (1), TAY (1)

Goal 7: Implement program review process

- Curriculum Committee to schedule periodic review of all programs

Program review process fully implemented on five year review cycle. Programs reviewed by process were Respiratory Care, Medical Laboratory Technology, Surgical Technology, Emergency Medical Professions, and Dental Hygiene.

- Apply quality program matrix to identify exemplary programs based on THECB criteria

The Higher Education Coordinating Board's publication of Exemplary program Status Evaluation Criteria for the Desk Review to form basis of tracking Workforce education programs. THECB document forwarded to Technology Division heads. Additional activity calls for the document to be converted to spreadsheet for easier monitoring of all workforce programs.

Goal 8: Monitor successful outcomes through campus developed publications and in-house communication procedure

- Institutional research will distribute information on successful outcomes to appropriate departments via print and electronic media. Outcomes to include graduation numbers, transfer reports, FTIC retention, and successful placement from workforce programs with a view toward continuous improvement

The office of Institutional Effectiveness, Research, and Planning has distributed information through the following:

- Fact Sheet – Internet
 - Fact Book - publication
 - Institutional Effectiveness Report – President's Council and Fact Book
 - Workforce outcomes – Program reviews, FYI emails, and through follow-up process to department heads
 - Retention Reports – Retention and Recruitment committee, Administration
- Participate in high school to college to university programs

Temple College participates in Tech Prep and Dual Credit programs. Inventory of college to university articulations forwarded to THECB. TC offers Field of Study curricula. Temple College received a Go Center grant from THECB and identified Temple and Belton ISDs as partners. TC, TISD, and BISD are partnering in the formation of an Advanced Technology Center.

- Provide outcomes data to college committees for incorporating into focused activities (i.e., Curriculum committee, Marketing Committee, Uniform Recruitment and Retention Committee)

Office of IERP serves as a member and resource for the above mentioned committees. Information provided has included program outcomes, demographic trends, and retention reports. An evaluation matrix was developed for the annual Uniform Rrecruitment and Retention report.

- Monitor progress toward targets identified in the Statewide “Closing the Gaps Initiative”

Tracking of the closing the gaps targets are monitored annually in the office of IERP. Targets are revised as needed and reported to the THECB.

Student Services Goals

Goal 9: Enhance recruitment strategies of targeted populations who are not traditionally considered college bound

- Present information and orientation sessions to help students and parents understand the benefits of a college education

Temple College has gone into the community with information sessions at Temple Workforce Center, Temple Housing Authority Center, H.E.L.P. Center in Temple, area Family Literacy and Focus Educational Center and the alternative High School program called PREP program for teenage pregnant students. A liaison position in the Project ACCESS lab center was established to assist students with on-line application of financial aid funds.

- Maintain and develop relationships with community-based organizations to target underserved populations

TC maintains WIA approval on eligible occupational programs. Retention and Recruitment serves on and participates in Chamber of Commerce activities which promote local educational opportunities.

- Refer first-time college students to TC’s TRIO Program

Trio has a web page in the on TC website which links from the A&R prospective students’ page and the student information page. TRIO information is included in the orientation program.

- Involve community minority leaders in recruiting activities

The Temple College partners with the Hispanic Leadership Council on education information projects and HLC is a sponsor of the activity book. The Retention and Recruitment department formed the TC Church Outreach program.

Goal 10: Continue and expand P-16 outreach programs

- Adjust outreach programs in light of budget constraints
The three locally developed programs, Temple College Activity and Coloring Book, I'm Going to College, and Interacting with Your Future continue to be delivered. The national program, If I Had a Hammer, is currently on hold due to funding issues.
- Investigate putting promotional materials, e.g., College Catalog, on CDs for distribution to counselors and students
The marketing committee has appointed a subcommittee to explore the possibility of putting the catalog and promotional materials on CDs.
- Distribute TC Activity and Coloring Book to P-3 in Temple, Taylor, Belton, and Cameron (Available in English and Spanish)
An addition to this educational effort for the 2003-2004 academic year was the inclusion of community sponsors. Each sponsor's logo was included on the inside front cover of the books. During the fall 2003 semester, Temple College distributed 7612 books (6957 English and 655 Spanish). Distribution occurred in both private and public schools in Temple, Belton, Cameron, and Taylor. Included in the distribution of the books, are Temple College pencils and paw stickers.

Community Goals

Goal 11: Monitor and evaluate campus-based community activities

- Develop procedures to promote and record campus-based community activities using the Intranet
A total of 215 news releases were sent out to the Temple Daily Telegram. Many of the news releases also were sent to 23 area newspapers, as appropriate. In addition, the Temple Telegram published a total of 402 news articles and 133 sports stories during the calendar year 2003. All news and sports coverage is free. If purchased at the college contact advertising rate, the value of this amount of space is more than \$171,099.

Additionally the College Communication department served on the planning committee and coordinated media coverage for with Encore for the Arts Gala, dedication of Donna Calvert Writing Lab, opening of Health Sciences Center, Red Cross Disaster Institute, Golf Classic, grand opening of The Spot and the Gold Room, dedication of TC as a Texas Wildscapes Schoolyard Habitat Demonstration Site.

Also provided publicity and coordinated media coverage of other special events including the Temple Jazz Festival, Job Fair, Health Fair, Doug Hales Book Signing, Career Expo, Caregiver Conference, and Air Force Band concert, and coordinated the annual visits of Leadership Temple and Leadership Belton. A procedure document was not developed for the intranet.

- Encourage departments to create indicators of quality for campus outreach activities

Departments are encouraged to submit information to College Communications for inclusion in the staff bulletin for the events calendar and etc. section. The back issues are available on the intranet for reference. However, a quality indicators document has not been developed.

Goal 12: Increase and maintain partnerships with business/industry and educational institutions

- Promote the state-wide initiative “Closing the Gaps” through a partnership with Central Texas College, Tarleton –Central Texas, and area ISD’s — Partners in Education, Central Texas 2-Step, promoting seamless educational opportunities in Central Texas that lead to a baccalaureate degree

Temple College participates in the Partners in Education Central Texas 2-Step with Tarleton-Central Texas, Central Texas College and area high schools to promote seamless educational opportunities in Central Texas that lead to a baccalaureate degree. (on-going)

Temple College continues to participate in the state’s College for Texans Campaign through local efforts. In February 2004, Temple College was a recipient of one of the GO Center grants. With this grant, Temple College will work with local high schools in developing GO Centers and establishing a college G-Force organization.

- Expand cooperative partnerships through the Business and Community Education Division to promote college growth and community service

Developed partnerships with the American Red Cross to provide facility for state-wide Disaster Institute.

Developed partnerships with Texas A&M College of Medicine, Scott and White Memorial Hospital for using the Health Science Center simulation labs for medical student and resident training.

Developed Self Sufficiency Grant from Texas Workforce Commission to offer training for one hundred students.

Enhanced partnership with City of Temple for training on their newly installed software.

Strengthened relationship with Temple Chamber of Commerce to jointly offer training (such as Women in Leadership Workshops).

Established committee with Temple Independent School District FOCUS and Temple Parks and Leisure for planning efficient community training and avoiding overlapping efforts.

During the 2003-2004 academic year, Temple College partnered with the Temple Chamber of Commerce Workforce Development Committee to help promote the recommended high school plan to eighth grade students. Class presentations promoting education were conducted in each of the Temple public middle schools in January 2004.

In January 2004, Temple College participated in the first Job Shadowing program sponsored by the Temple Chamber of Commerce Workforce Development Committee. This high school program gives the students the opportunity to participate in exploring areas of interest while learning various aspects of the jobs and the education required for those jobs. Fifty-five students registered.



F I N A N C I A L



Schedule of Tuition and Fees 2004-2005

HOURS	In-District	Out-of-District	Out-of-State and Foreign
1	58	88	279
3	174	264	450
6	348	528	900
12	696	1056	1800
15	870	1320	2250
18	1044	1584	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, 2004

Assessed Valuation of the District	\$3,018,982,038
Less: Exemptions	(663,357,759)
Less: Abatements	(94,450,966)
Net Assessed Valuation of the District	\$2,261,173,313

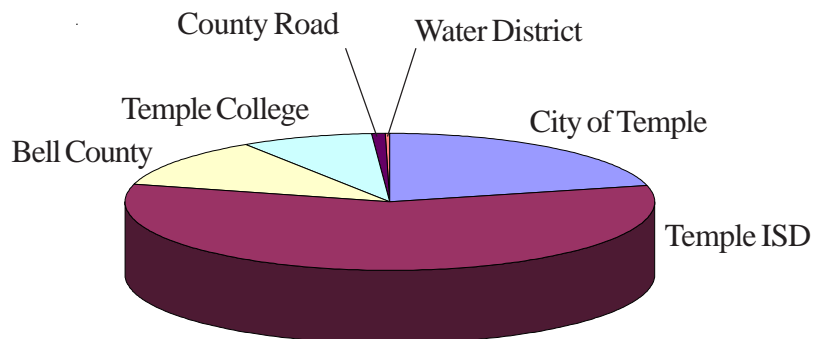
Tax Rate for 2003-2004

	Current Operations	Debt Service	Total
Tax Rate per \$100 valuation for assessed	\$.1789	\$.0469	\$.2245

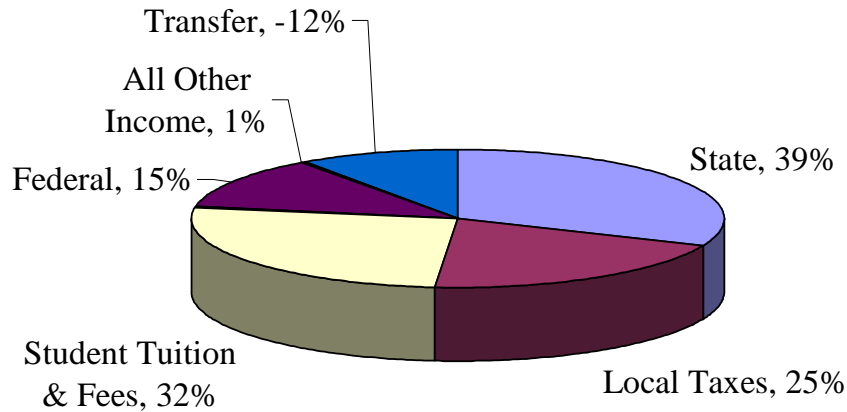
Taxes levied for the year ended August 31, 2004 amounted to \$5,076,336.

Other Tax Rates

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



Distribution of Revenues



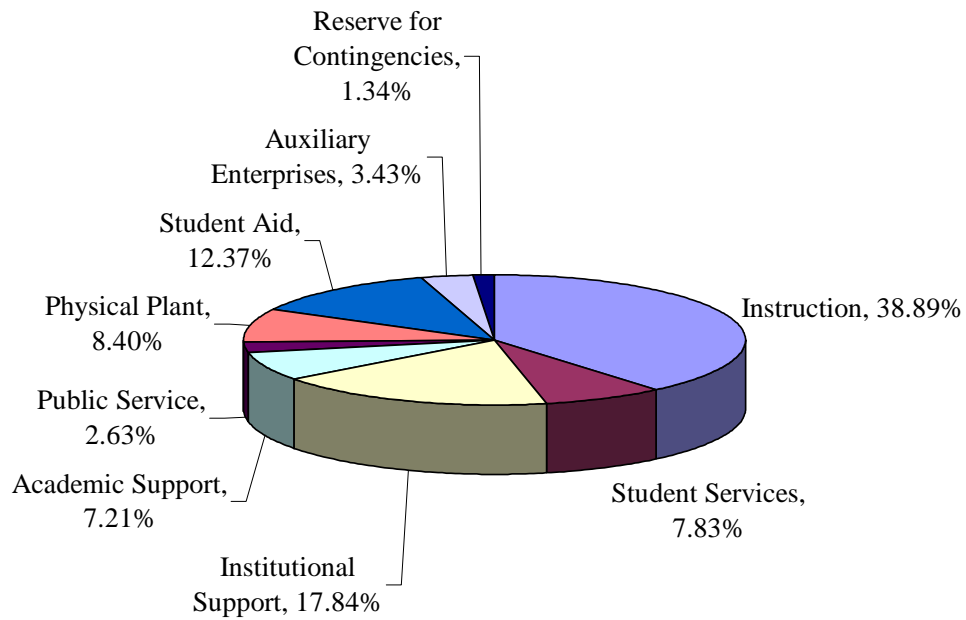
2004-2005 Operating Budget

Source	Amount	Per Cent
State	\$7,813,147	38.78%
Local Taxes	\$5,000,000	24.82%
Student Tuition & Fees	\$6,544,284	32.48%
Auxiliary Enterprises	\$ 22,500	0.11%
Federal	\$3,050,051	15.14%
All Other Income	\$ 124,843	0.62%
Transfer	-\$ 2,405,790	-11.94%
Total	\$20,149,035	100.00%

District Assessed Valuation and Tax Rate

1999-00	\$1,973,323,044	\$0.1934
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

Distribution of Expenses



Purpose	Amount	Per Cent
Instruction	\$7,836,799	38.89%
Student Services	\$ 1,578,400	7.83%
Institutional Support	\$ 3,593,644	17.84%
Academic Support	\$ 1,453,123	7.21%
Public Service	\$ 529,279	2.63%
Physical Plant	\$ 1,705,346	8.40%
Student Aid	\$2,492,060	12.37%
Auxiliary Enterprises	\$ 690,684	3.43%
Reserve for Contingencies	\$269,700	1.34%
Total	\$20,149,035	100.00%



P E R S O N N E L



Full and Part Time Faculty - Fall 2004

Gender

Male	100
Women	124
Total	224

Time employed

Full time	96
Part time	119

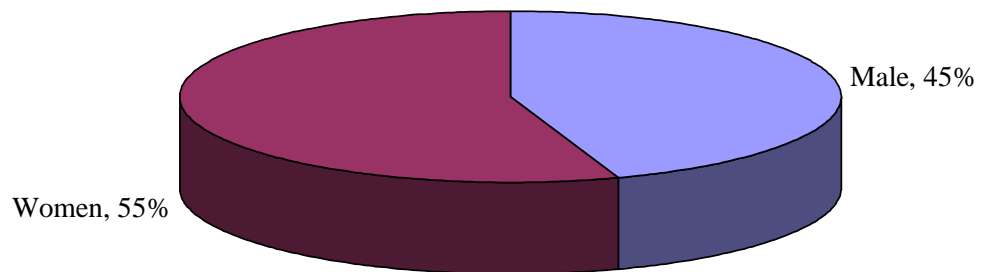
Ethnic Origin

White-Non Hispanic	203
Black-Non Hispanic	2
Hispanic	17
Asian/Pacific Islander	1
Native American	1
Non Resident Alien/International	0

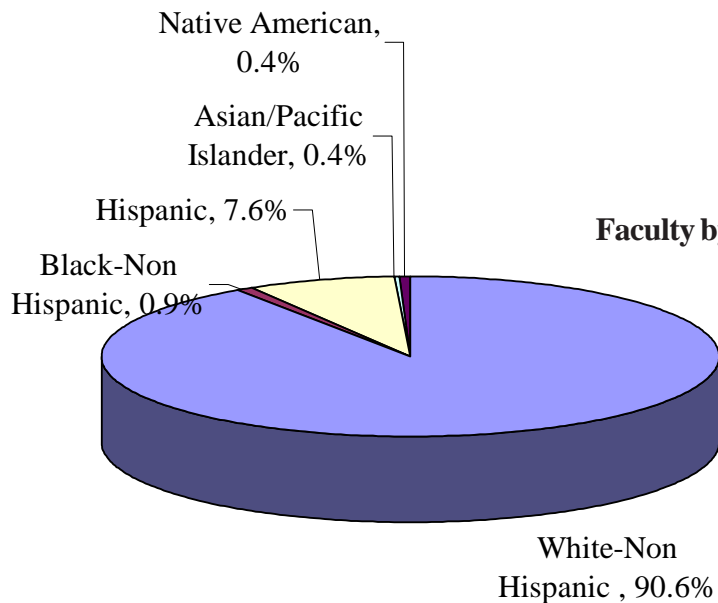
Highest Degree Earned

Doctorate	37
Masters	140
Bachelors	40
Associate	3
Certificate	3
No Degree	1

Faculty by Gender



Faculty by Ethnicity



Professional and Support Staff - Fall 2004

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)

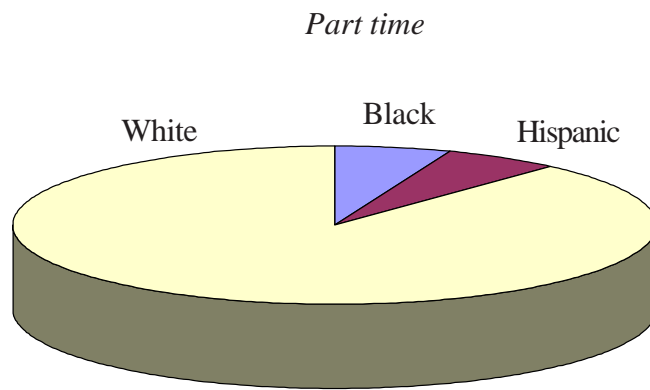
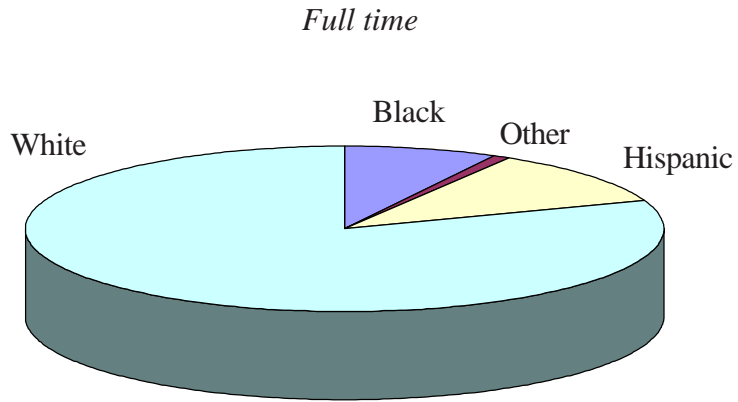
Primary function/occupational activity	Subtotal
Executive/administrative/managerial	30
Other professionals (support/service)	43
Technical and paraprofessionals	1
Clerical and secretarial	42
Service/Maintenance	26
Total full-time	142

Employees by Assigned Position - Part-time

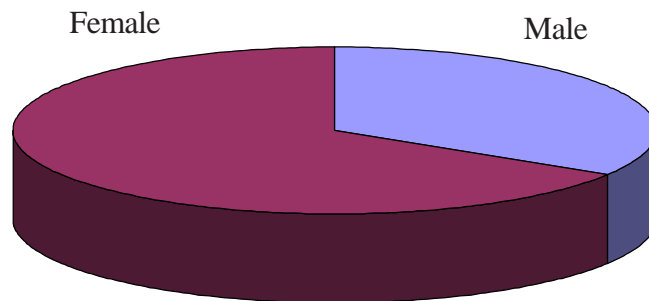
Headcount of part-time employees by
 primary function/occupational activity

Primary function/occupational activity	Subtotal
Executive/administrative/managerial	0
Other professionals (support/service)	0
Technical and paraprofessionals	0
Clerical and secretarial	14
Skilled crafts	1
Service/Maintenance	0
Total part-time	15

Professional and Support Staff by Ethnicity



Professional and Support Staff by Gender





S T U D E N T S



Student Profile Fall 2004

Gender

Total 4,068

Classification

Freshman 3,000
 Sophomore 802
 Unclassified 151
 Associates 87
 Bachelors 28

Intent

Earn Associates 2,048
 Earn Certificate 372
 Transfer 1,486
 Improve Skills 25
 Enrichment 137

Age

Under 17 349
 17 418
 18 545
 19-21 1,033
 22-24 450
 25-30 448
 31-35 285
 36-50 460
 51-64 73
 65 and over 7
 Average-age 24.2

Tuition Status

In District 1,457
 Out of district 2,544
 Non-Resident 37
 Exemption/Waiver 30

Residence

Texas counties 4,031
 Other States 26
 Foreign Countries 11

Ethnic Origin

White 2,787
 Black 569
 Hispanic 598
 Asian 63
 Native American 27
 International 9
 Unknown 15

First Time Students

First time in college 753
 First time transfer 295
 Total 1,048

Majors

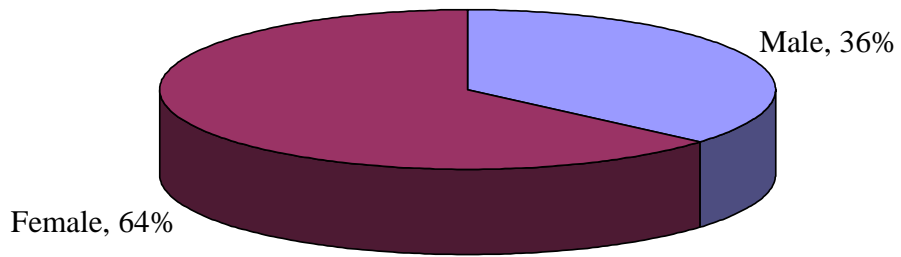
Academic Declared Majors 2,137
 Academic Undeclared majors 810
 Tech Declared Majors 458
 Tech Undeclared 334
 Tech Prep Declared Majors 329

Special Populations

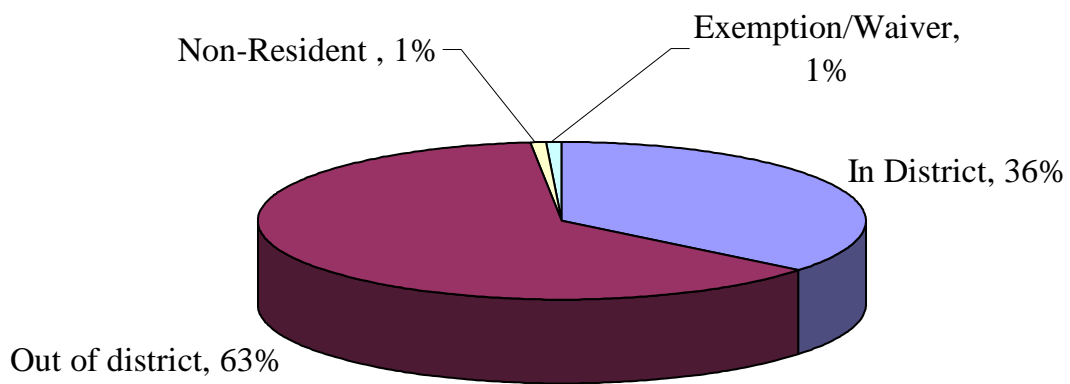
Academically Disadvantaged 664
 Economic Disadvantaged 1,087
 Individual w/Disability 187
 Limited English Proficiency 0
 Displaced Homemaker 83
 Single Parent 419

TOTAL HEADCOUNT 4,068

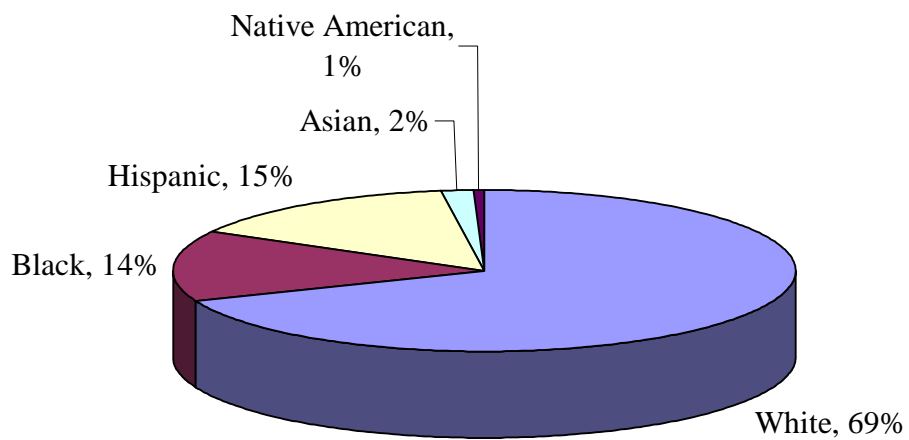
Gender



Tuition Status

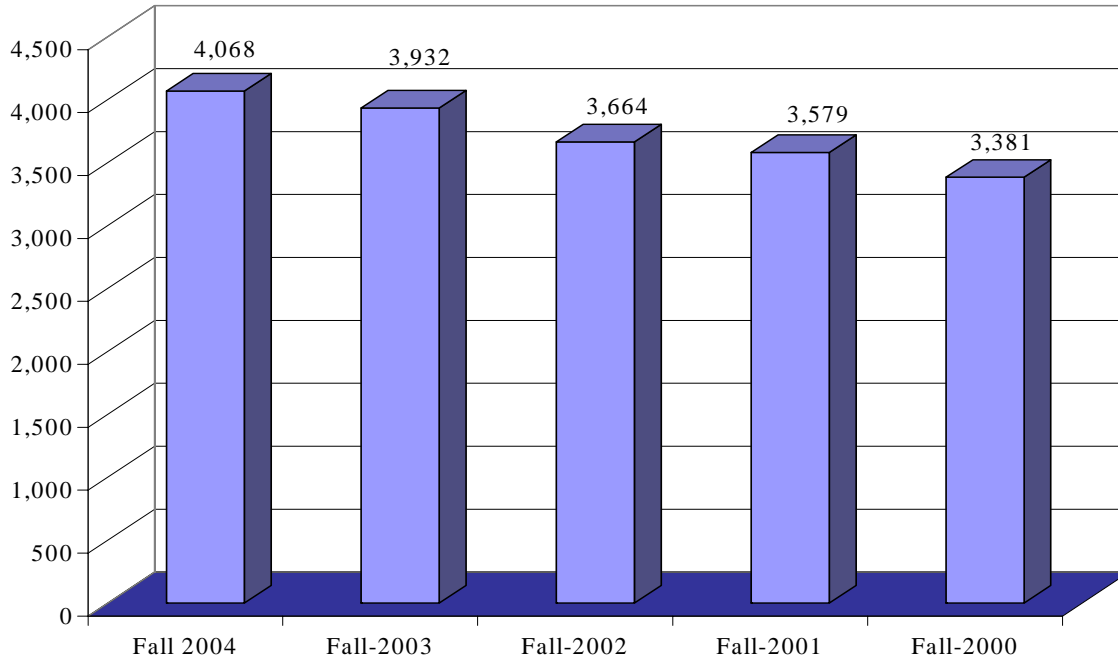


Ethnicity

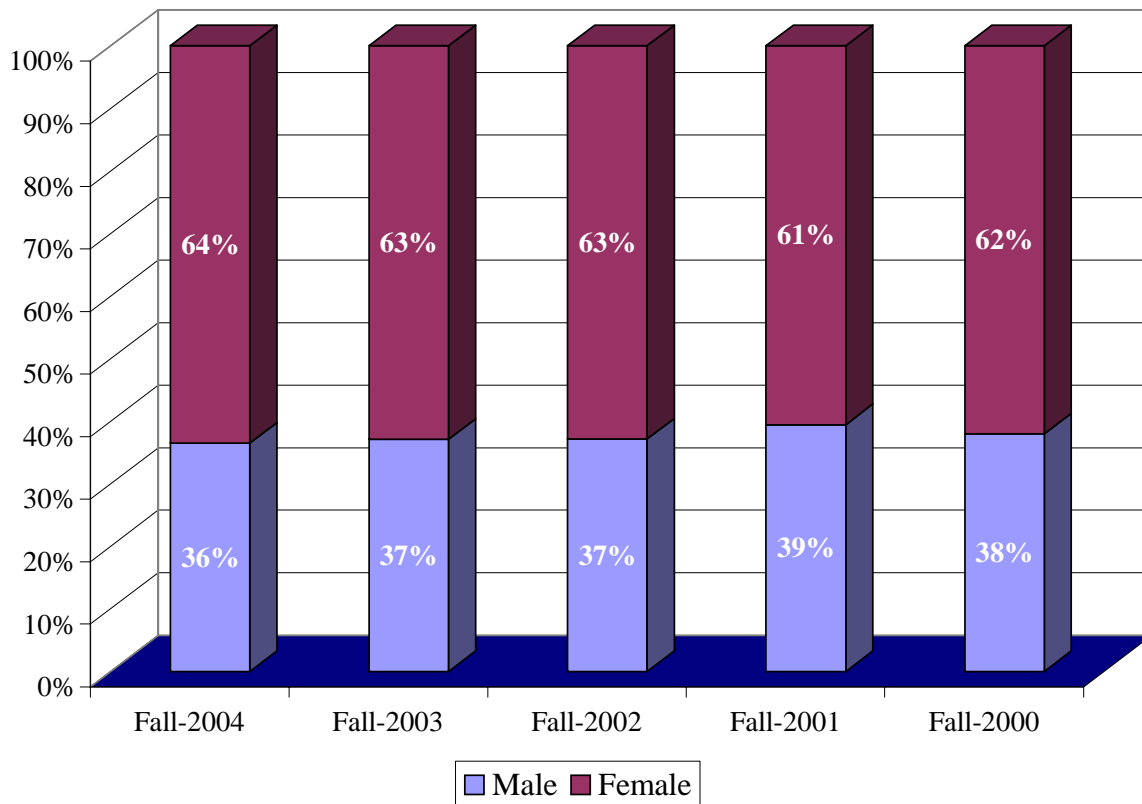


Fall Enrollment - Five Year Trends

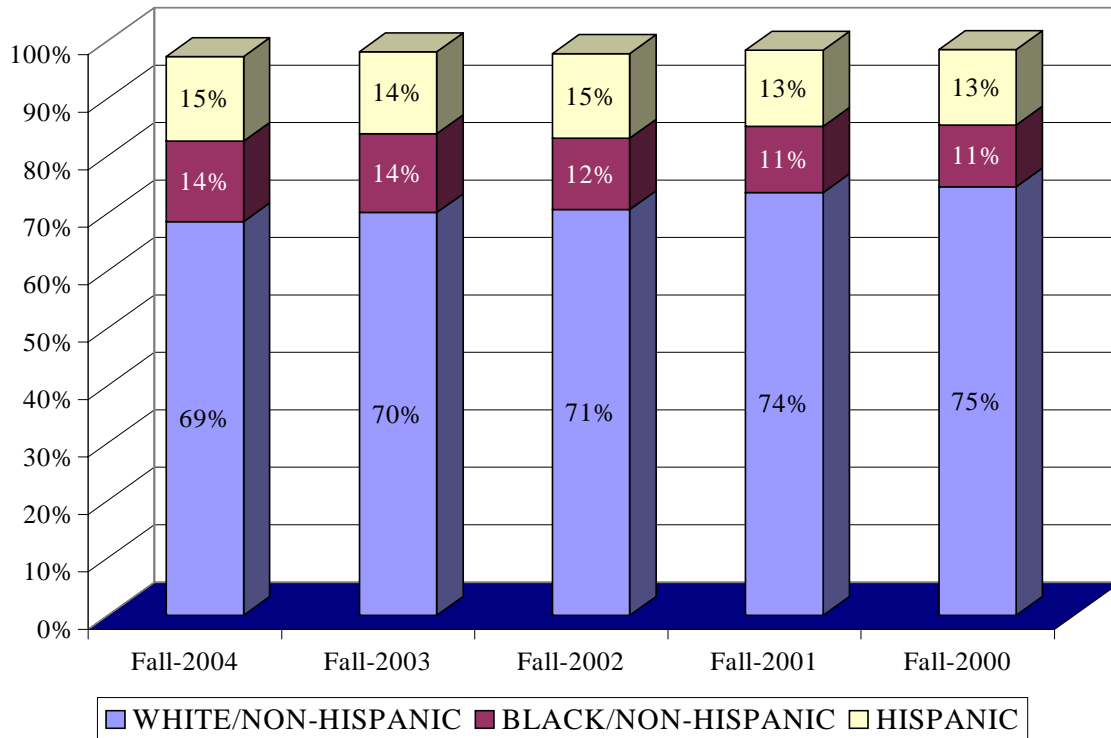
Total Headcount



Enrollment by gender



Enrollment by Ethnicity

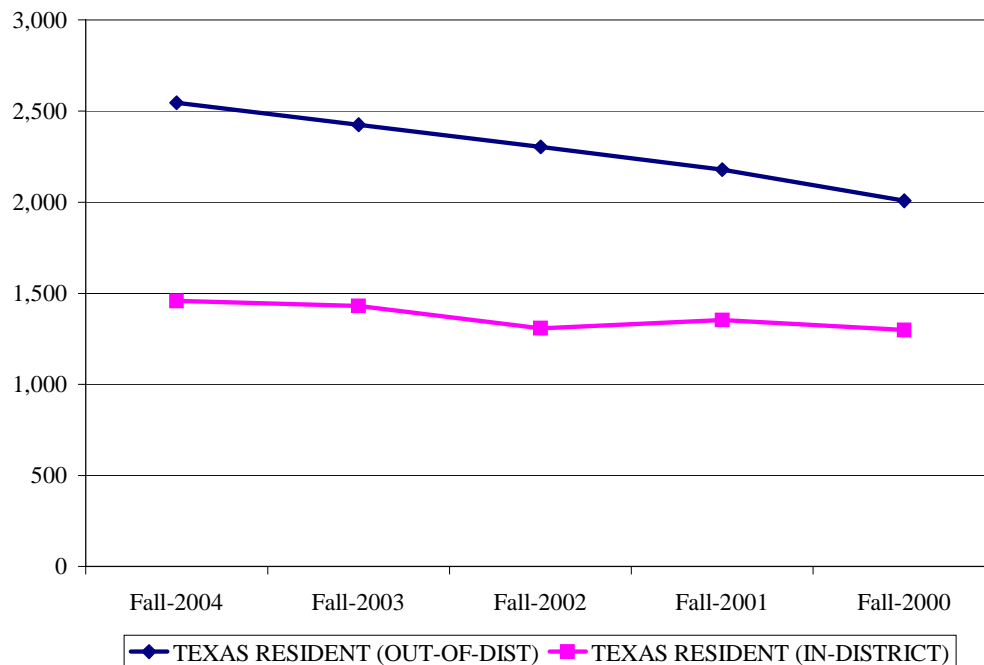


ETHNICITY	Fall 2005	Fall 2003	Fall 2002	Fall 2001	Fall 2000
WHITE/NON-HISPANIC	2,787	2,754	2,588	2,633	2,521
BLACK/NON-HISPANIC	569	541	454	411	363
HISPANIC	598	560	539	475	444
ASIAN OR PACIFIC ISLANDER	63	42	43	31	29
NATIVE AMERICAN	21	17	31	27	21
INTERNATIONAL	9	9	9	2	3
UNKNOWN	15	9			
TOTAL	4,068	3,932	3,664	3,579	3,381

Enrollment from top ten counties of residence

	Fall 2004	Fall-2003	Fall-2002	Fall-2001	Fall-2000
BELL	2,603	2,603	2,421	2,457	2,324
WILLIAMSON	580	477	461	399	377
MILAM	398	400	343	311	268
MCLENNAN	79	66	70	71	65
FALLS	69	65	65	51	49
TRAVIS	66	41	31	38	38
CORYELL	45	40	50	41	32
BASTROP	20	17	18	12	11
BEXAR	18	21	11	18	21
HARRIS	10	18	25	22	20
TOTAL	3,888	3,748	3,495	3,420	3,205

Enrollment by Tuition Status



	Fall-2004	Fall-2003	Fall-2002	Fall-2001	Fall-2000
TEXAS RESIDENT (IN-DISTRICT)	1,457	1,430	1,307	1,353	1,298
TEXAS RESIDENT (OUT-OF-DIST)	2,544	2,424	2,302	2,178	2,007
NON-RESIDENT TUITION	37	52	33	14	25
TUITION EXEMPTION/WAIVER	30	26	22	34	51
TOTAL	4,068	3,932	3,664	3,579	3,381

Continuing Education Students-Fall 2004

AGE

<u>UNDER 17</u>	4	<u>31-35</u>	130
<u>17</u>	5	<u>36-50</u>	330
<u>18</u>	37	<u>51-64</u>	117
<u>19-21</u>	94	<u>65 AND OVER</u>	17
<u>22-24</u>	112	<u>AVERAGE-AGE</u>	34.7
<u>25-30</u>	241	<u>TOTAL</u>	1,087

GENDER

MALE	524
FEMALE	563
TOTAL	1,087

TUITION STATUS

CEU BOTH CONTRACT AND NON	6
CEU CONTRACT ONLY	875
CEU NON-CONTRACT ONLY	206



I N S T R U C T I O N



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

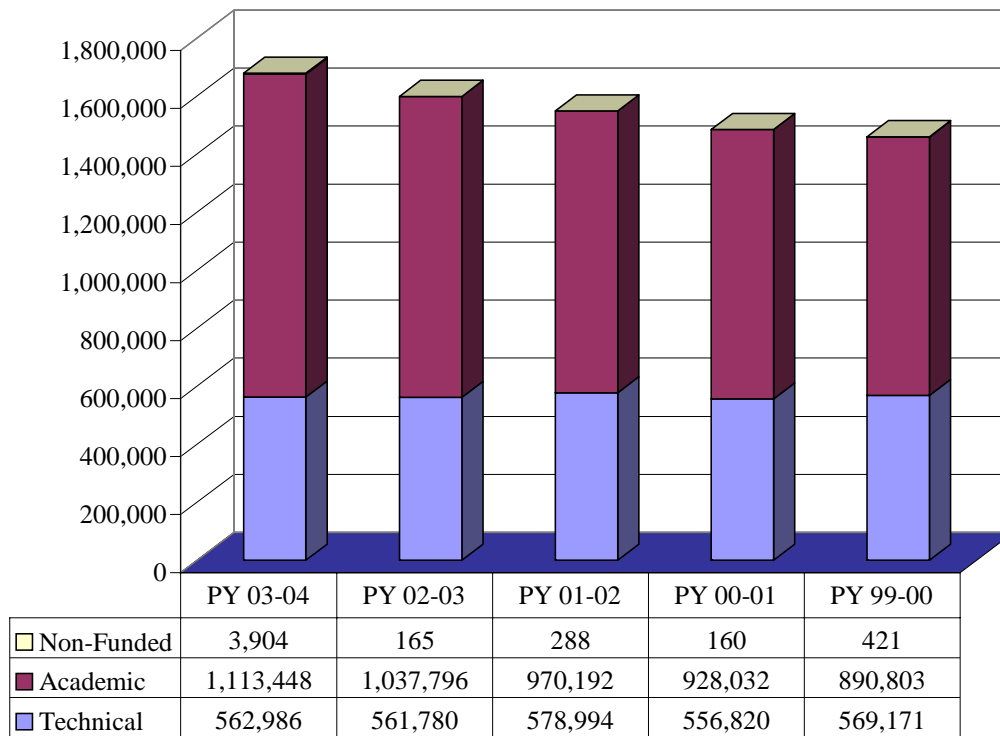
Technical

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

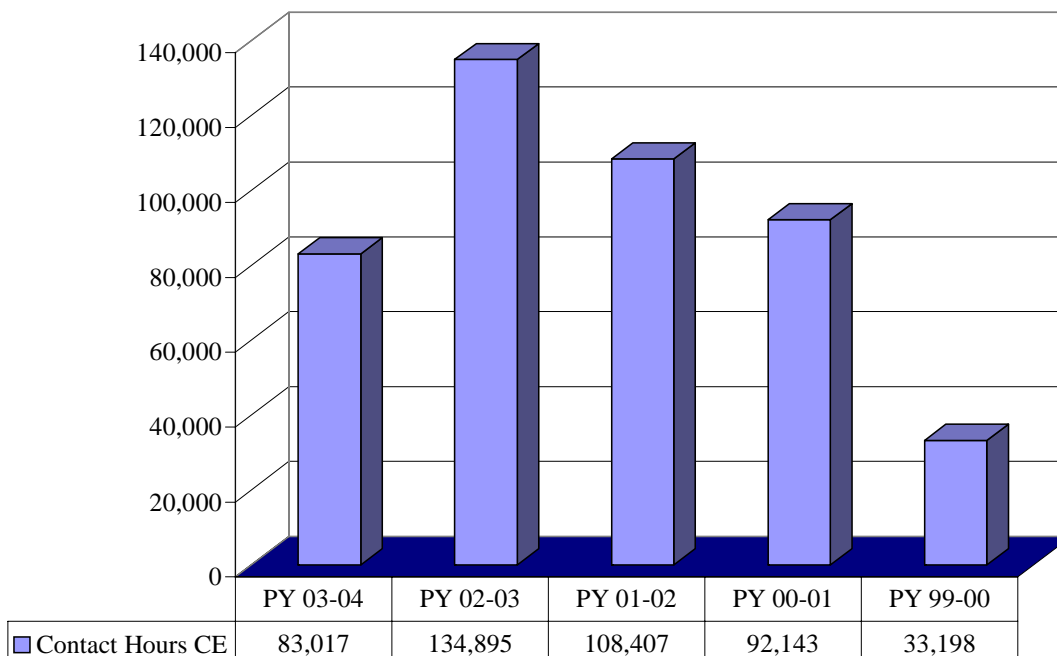
Health Sciences

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

For Credit Contact Hour Production



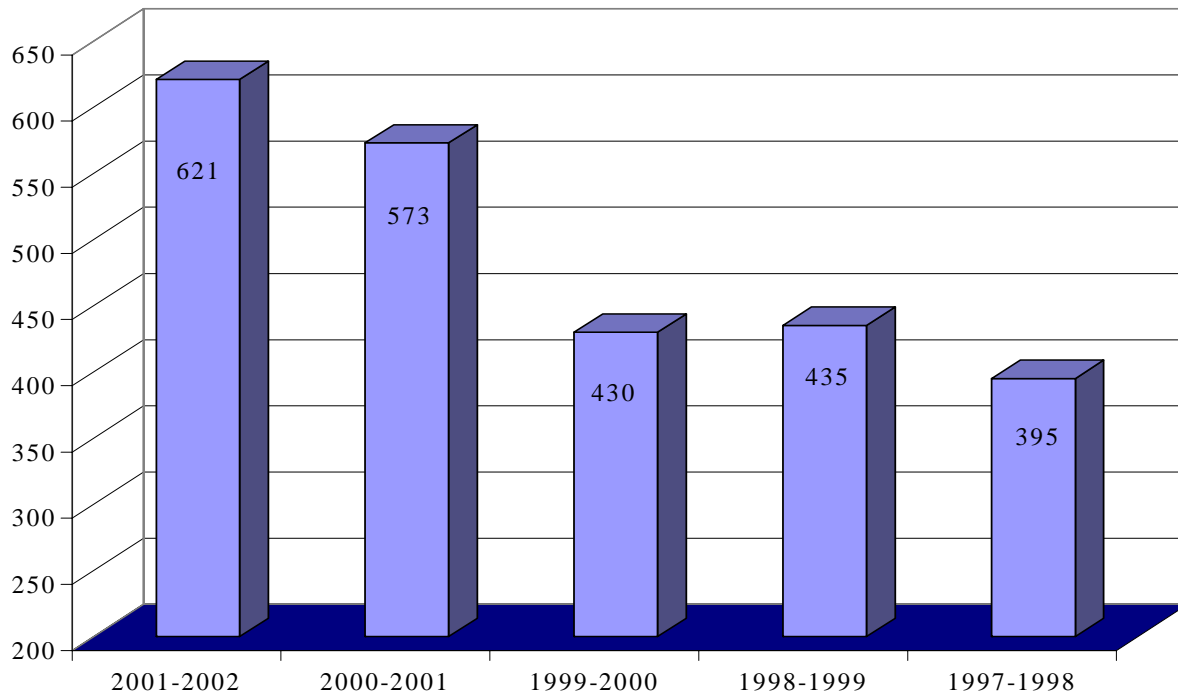
Workforce Continuing Education Contact Hour Production



Degrees and Credit Certificates by Curriculum	2004	2003	2002	2001	2000
ASSOCIATE OF ARTS	131	96	103	93	74
PRACTICAL NURSE (LPN TRAINING)	58	62	47	45	55
COMPUTER & INFO SCIS, GENERAL	64	61	56	68	62
BUSI ADMN & MANAGEMENT, GNRL	49	44	40	35	24
NURSING (RN TRAINING)	42	36	27	41	29
SURGICAL/OPERATING ROOM TCHNCN	20	24	25	23	19
DRAFTING, GENERAL	9	17	12	9	16
CRIMINAL JUSTICE STUDIES	10	16	12	3	7
EMERGENCY MEDICAL TCHN/TCHNCN	20	15	9	35	19
DENTAL HYGIENIST	12	11	10	9	10
AUTO/AUTOMOTIVE MECHANIC/TCHN	26	7	12	6	15
RESPIRATORY THERAPY TECHNICIAN	7	6	12	13	14
OFFICE SUPERVISION & MGMT	8	6	10	6	7
MEDICAL LABORATORY TECHNICIAN	7	5	9	6	3
ADMNSTRTVE ASST/SECR SCI, GNRL	8	5	6	3	5
INDU/MANUFACTURING TCH/TCHN	NA	4	1	2	5
GEOGRAPHY (GIS)	0	2	0	0	0
CHLD DEVELOPMENT, CARE, & GUID	4	0	2	0	0
TOTAL	475	417	393	397	364
ACADEMIC CORE COMPLETERS	72	95	70	52	
CE FIREFIGHTING	23	44			
Awards by Level					
ASSOCIATE DEGREE	270	227	234	240	205
CREDIT CERTIFICATE	205	190	159	157	159
CORE COMPLETERS	72	95	70	52	
CONTINUING EDUCATION CERTIFICATE	23	44			
Awards by Gender					
MALE	198	207	129	104	96
FEMALE	377	336	264	293	268
Awards by Ethnicity					
WHITE/NON-HISPANIC	362	393	284	260	260
BLACK/NON-HISPANIC	115	70	51	79	54
HISPANIC	81	68	50	50	44
ASIAN OR PACIFIC ISLANDER	7	6	4	5	4
AMERICAN INDIAN OR ALASKAN NATIVE	7	6	4	1	2
NON-RESIDENT ALIENS OR FOREIGN NATL	3	0	0	2	0

Transfers

Students pursuing additional education at Texas public universities and health science institutions



Top six receiving public universities for Temple College transfer students and graduates (2001 rank)

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

Top five receiving public community colleges for Temple College transfer students and graduates

- | | |
|----------------------------------|-------------------------------|
| 1. Central Texas College | 2. Austin Community College |
| 3. Blinn College | 4. McLennan Community College |
| 5. Texas State Technical College | |

16% of Temple College completers returned to Temple College

Student Follow-up

2001-2002 Graduates and non returners employed and/or pursuing additional public higher education

	Pursuing additional higher education	Employed	Percent employed and/or pursuing additional education
Graduates	110 (31.0%)	220 (62.0%)	93.0%
Students not found	25 (7.0%)		
Completers	25 (86.2)	3 (10.3%)	96.6%
Students not found	1 (3.4%)		

Temple College Institutional Effectiveness Report: Measures and Standards 2004-2005

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 all subgroups were within one percentage point of overall college enrollment during 2002-2003*

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.

- 58% 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.

- 49% 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.

- 63% 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.

- 37% 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>83%</i>	<i>State Average 79%</i>
	<i>FT FTIC (remediation)</i>	<i>Temple College</i>	<i>84%</i>	<i>State Average 78%</i>
	<i>FT FTIC (no remediation)</i>	<i>Temple College</i>	<i>82%</i>	<i>State Average 79%</i>
		Perkins Standard	70%	

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>74%</i>	<i>State Average 67%</i>
	<i>PT FTIC (remediation)</i>	<i>Temple College</i>	<i>68%</i>	<i>State Average 65%</i>
	<i>PT FTIC (no remediation)</i>	<i>Temple College</i>	<i>75%</i>	<i>State Average 68%</i>
		Perkins Standard	50%	

Student Outcomes: Course Completion

Standard: Percentage of contact hours completed is not more than five percentage points below the state average (Fall 2002).

<input checked="" type="checkbox"/>		<i>Temple College</i>	<i>State Average</i>
	<i>Academic</i>	<i>89%</i>	<i>82%</i>
	<i>Technical</i>	<i>93%</i>	<i>89%</i>
	<i>Workforce CE</i>	<i>100%</i>	<i>98%</i>

Student Outcomes: 15 Graduates Over 3 Year Period

Standard: 90% of all active workforce education programs produce 15 graduates over 3 years (except new programs which received CB approval or were first offered within last 3 years).

93%

Student Outcomes: 90% Placement of Workforce Education Program Graduates within One Year of Graduation

Standard: 90% compliance for all workforce education programs producing graduates (3 year average), except new programs.

88%

Student Outcomes: Technical (SCH) Non-completers/Non-returners Employed or Pursuing Additional Education

Standard: Percent of non-completers/non-returners who are employed or pursuing additional education is not more than five percentage points below the state average.

<input checked="" type="checkbox"/>	<i>Temple College</i>	87%
	<i>Statewide</i>	85%

Quality of Workforce Development/Continuing Education Courses: Business and Industry Relationships: Workforce Development Activities

Standard: College efforts to support the needs of the local industry are evidenced by;

<input checked="" type="checkbox"/>	<i>Enrollment in funded Continuing Education/Workforce Development Courses (most recent annual report)</i>	4,779
-------------------------------------	--	-------

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>	113
<input checked="" type="checkbox"/>	<i>Computer Programming</i>	33
	<i>Data Entry/Microcomputer Applications</i>	8 (NA new CIP))
<input checked="" type="checkbox"/>	<i>Computer Information Administration and Management</i>	25
	<i>Teacher Assistant/Aide</i>	0 (NA)
	<i>Industrial Productions Technologies</i>	7 (Deactivated)
	<i>Individual and Family Development Studies (Child Development)</i>	1 (NA)
<input checked="" type="checkbox"/>	<i>Criminal Justice</i>	31
<input checked="" type="checkbox"/>	<i>Fire Protection (non-credit)</i>	44
	<i>Geography (GIS)</i>	2 (NA)
	<i>Automotive</i>	25 (Deactivated)
<input checked="" type="checkbox"/>	<i>Drafting</i>	30
<input checked="" type="checkbox"/>	<i>Dental Services</i>	30
<input checked="" type="checkbox"/>	<i>Emergency Medical Technologies</i>	59
<input checked="" type="checkbox"/>	<i>Respiratory Therapy Technician</i>	31
<input checked="" type="checkbox"/>	<i>Surgical/Operating Room Technician</i>	27

<input checked="" type="checkbox"/> <i>Health and Medical Laboratory Technologies</i>	20
<input checked="" type="checkbox"/> <i>Nursing (RN)</i>	104
<input checked="" type="checkbox"/> <i>Practical Nurse (LPN)</i>	154
<input checked="" type="checkbox"/> <i>Business Administration and Management</i>	141
<input checked="" type="checkbox"/> <i>Administrative and Secretarial</i>	14

Quality of Programs Part A: 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>	93.00%
<input checked="" type="checkbox"/> <i>Computer Programming</i>	91.18%
<input checked="" type="checkbox"/> <i>Data Processing Technology (Deactivated)</i>	100%
<i>Data Entry/Microcomputer Application</i>	0 (NA) (New CIP)
<i>Teacher Assistant/Aide</i>	0 (NA)
<input checked="" type="checkbox"/> <i>Industrial Productions Technologies (Deactivated)</i>	100%
<i>Consumer and Homemaking (Child Development)</i>	100%
<input checked="" type="checkbox"/> <i>Criminal Justice</i>	100%
<i>Geography (GIS)</i>	0 (NA)
<input checked="" type="checkbox"/> <i>Automotive (Deactivated)</i>	91.67%
<input checked="" type="checkbox"/> <i>Drafting</i>	93.33%
<input checked="" type="checkbox"/> <i>Dental Services</i>	100%
<input checked="" type="checkbox"/> <i>Emergency Medical Technologies</i>	100%
<input checked="" type="checkbox"/> <i>Respiratory Therapy Technician</i>	97.44%
<input checked="" type="checkbox"/> <i>Surgical/Operating Room Technician</i>	92.42%
<input checked="" type="checkbox"/> <i>Health and Medical Laboratory Technologies</i>	88.89%
<input checked="" type="checkbox"/> <i>Nursing (RN)</i>	100%
<input checked="" type="checkbox"/> <i>Practical Nurse (LPN)</i>	97.99%
<input checked="" type="checkbox"/> <i>Business Administration and Management</i>	93.55%
<input checked="" type="checkbox"/> <i>Administrative and Secretarial</i>	85.71%

Graduation and Persistence Fall 2000 First Time in College Cohort

	Fall 2000	Still enrolled	Transfers	Graduates	Persisting or Graduating	Statewide
Total	1,110	132	478	109	58%	53%
By Gender						
Male	461	40	219	29	58%	51%
Female	649	92	259	80	57%	55%
By Ethnicity						
White	843	96	399	67	60%	57%
Black	101	13	38	22	59%	45%
Hispanic	151	21	37	18	44%	49%
Asian	9	0	1	4	44%	61%
Native American	6	2	1	2	67%	51%
By Special Populations						
Economically Disadvantaged	259	45	83	57	61%	60%
Individuals with Disabilities	75	38	16	21	76%	59%
Single Parents	47	14	16	17	81%	52%
Academically Disadvantaged	3361	68	128	46	57%	51%

Source: Temple College Annual Data Profile published by the Texas Higher Education Coordinating Board

 Temple College 
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