



*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

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

George W. Brindley, M.D. (2008) - *Vice Chair*

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

Harry Q. Cole (2006)

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

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**

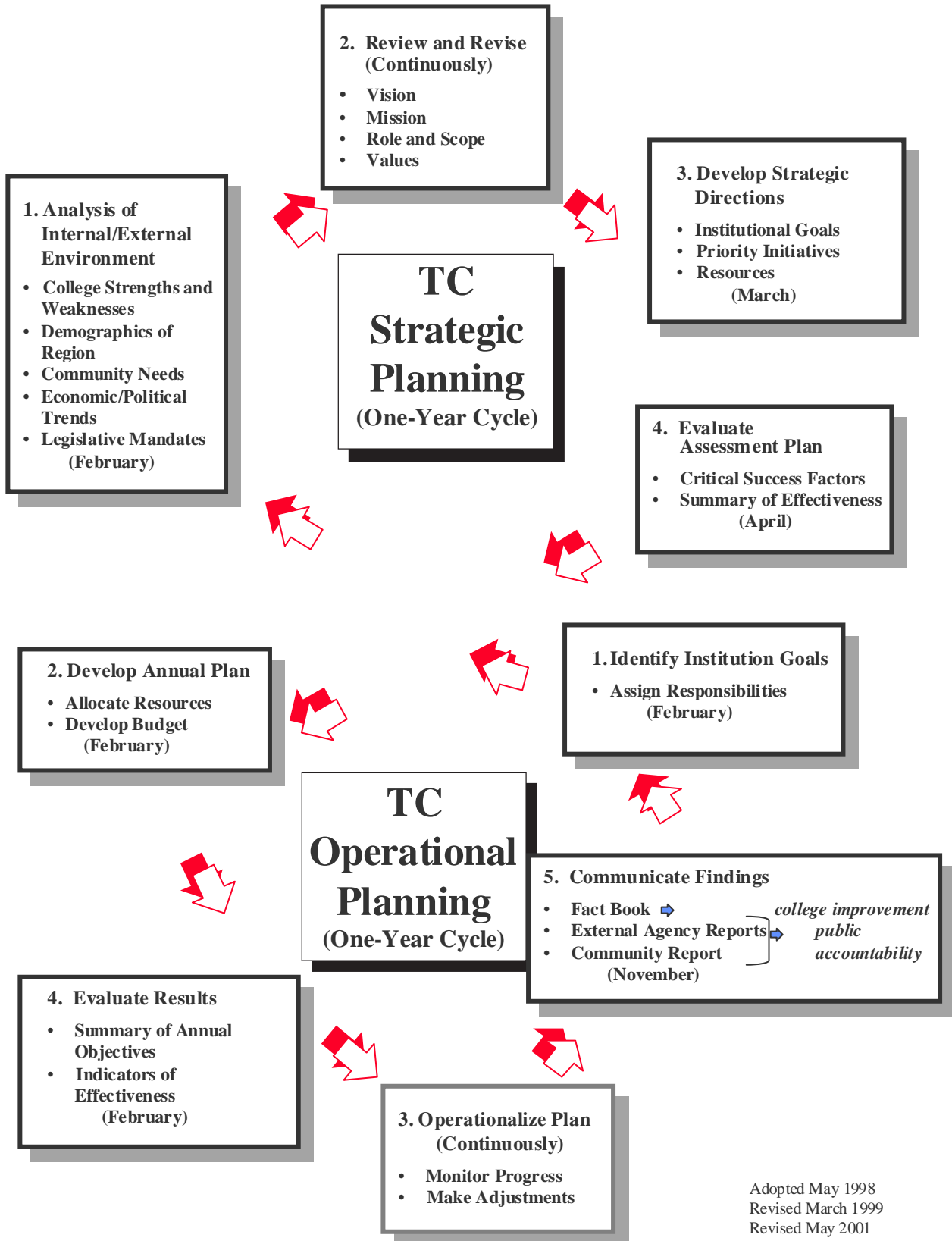
**DIVISION OF MATHEMATICS, SCIENCES, AND PHYSICAL EDUCATION**

**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 BISSD 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

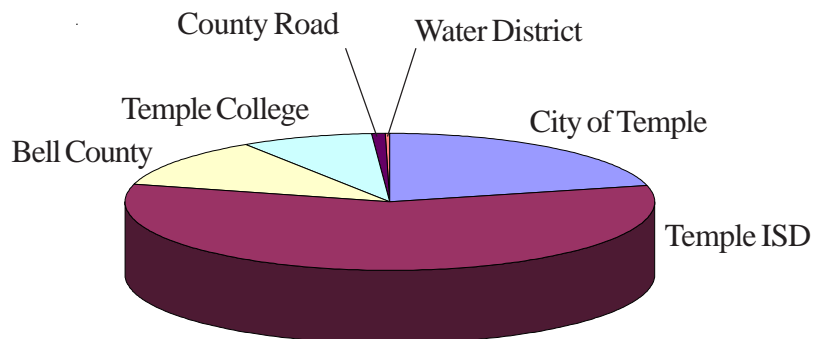
#### Tax Rate for 2003-2004

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

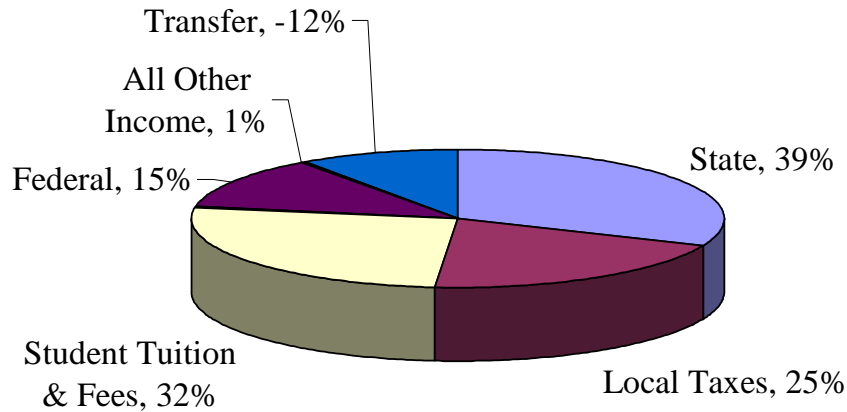
Taxes levied for the year ended August 31, 2004 amounted to \$5,076,336.

### Other Tax Rates

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



**Distribution of Revenues**



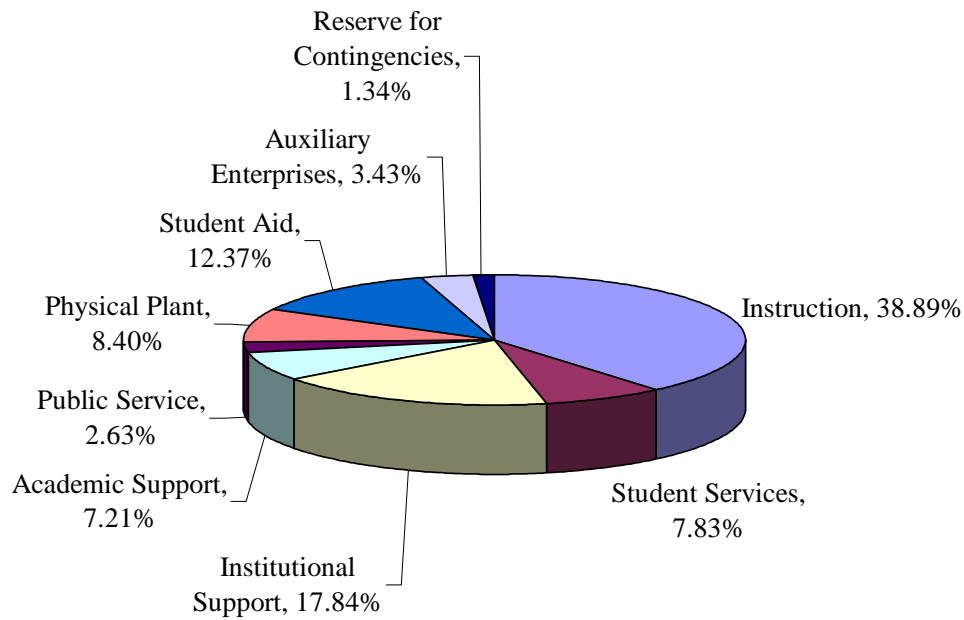
**2004-2005 Operating Budget**

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

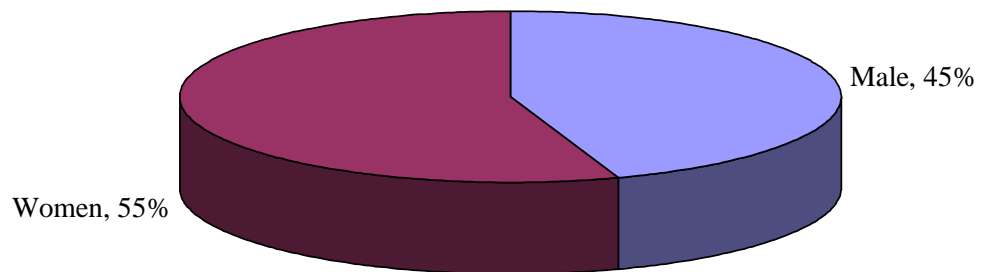
### Ethnic Origin

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

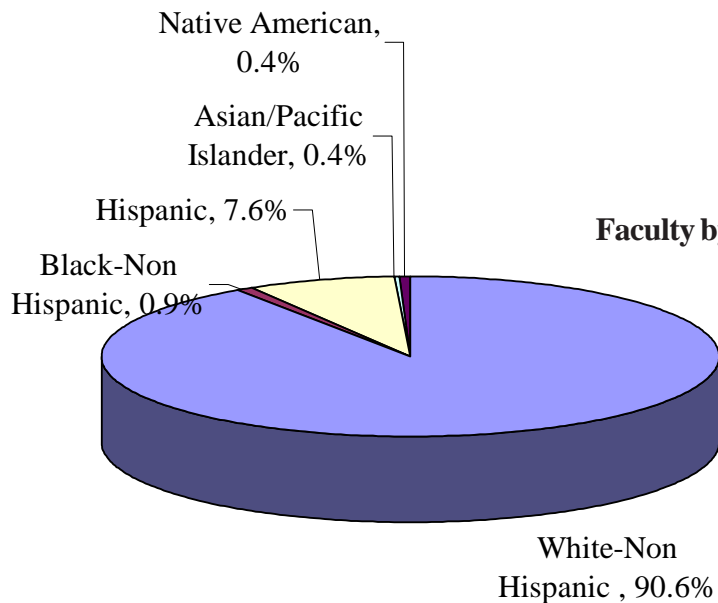
### Highest Degree Earned

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)

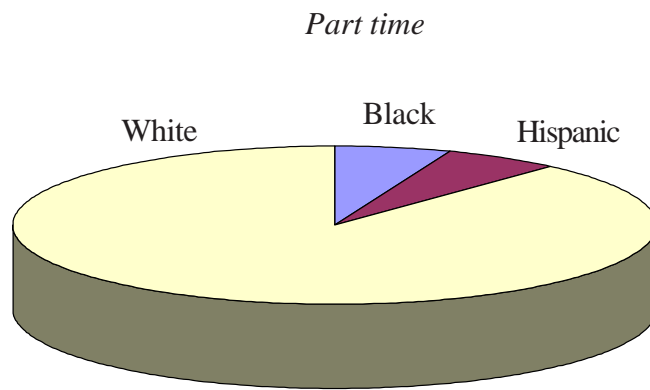
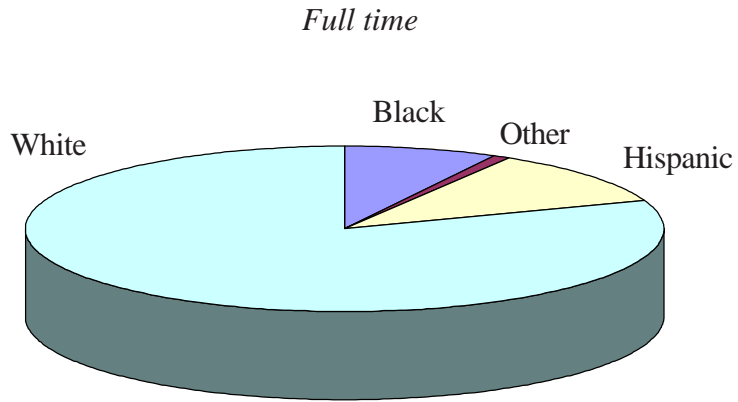
<b>Primary function/occupational activity .....</b>	<b>Subtotal</b>
Executive/administrative/managerial .....	30
Other professionals (support/service) .....	43
Technical and paraprofessionals .....	1
Clerical and secretarial .....	42
Service/Maintenance .....	26
<b>Total full-time .....</b>	<b>142</b>

### Employees by Assigned Position - Part-time

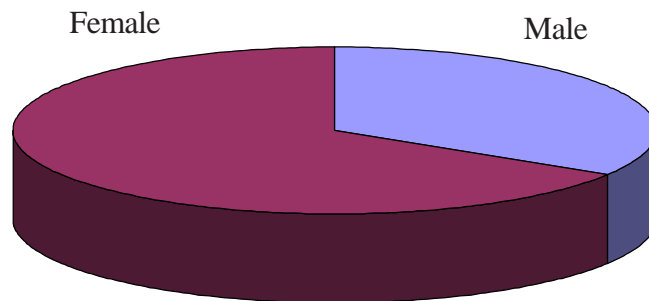
Headcount of part-time employees by  
 primary function/occupational activity

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

### 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

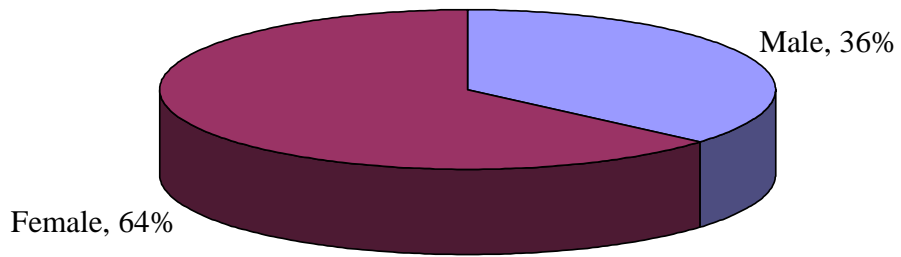
Academic Declared Majors ..... 2,137  
 Academic Undeclared majors ..... 810  
 Tech Declared Majors ..... 458  
 Tech Undeclared ..... 334  
 Tech Prep Declared Majors ..... 329

### Special Populations

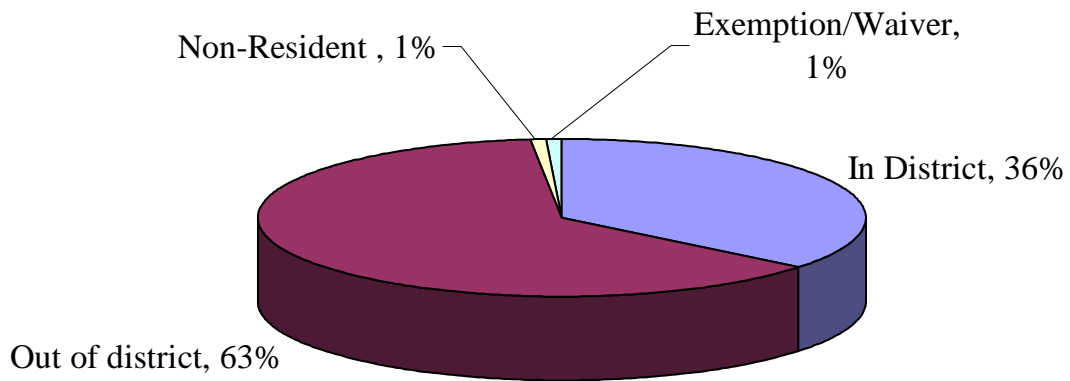
Academically Disadvantaged ..... 664  
 Economic Disadvantaged ..... 1,087  
 Individual w/Disability ..... 187  
 Limited English Proficiency ..... 0  
 Displaced Homemaker ..... 83  
 Single Parent ..... 419

**TOTAL HEADCOUNT ..... 4,068**

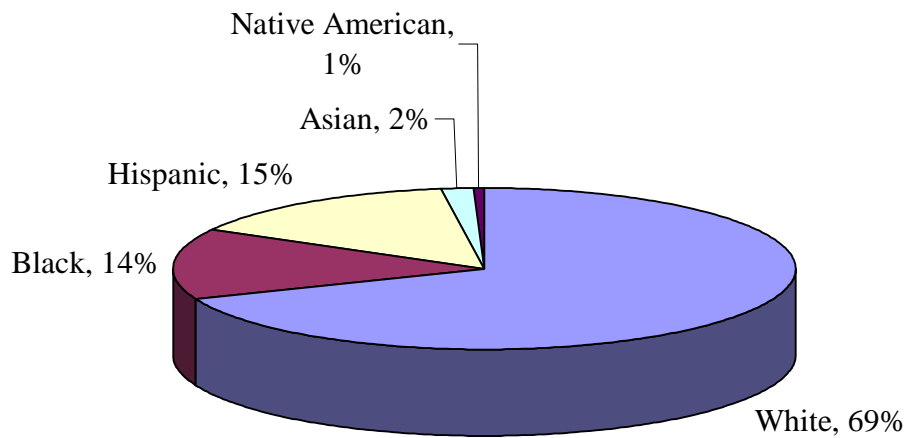
### Gender



### Tuition Status

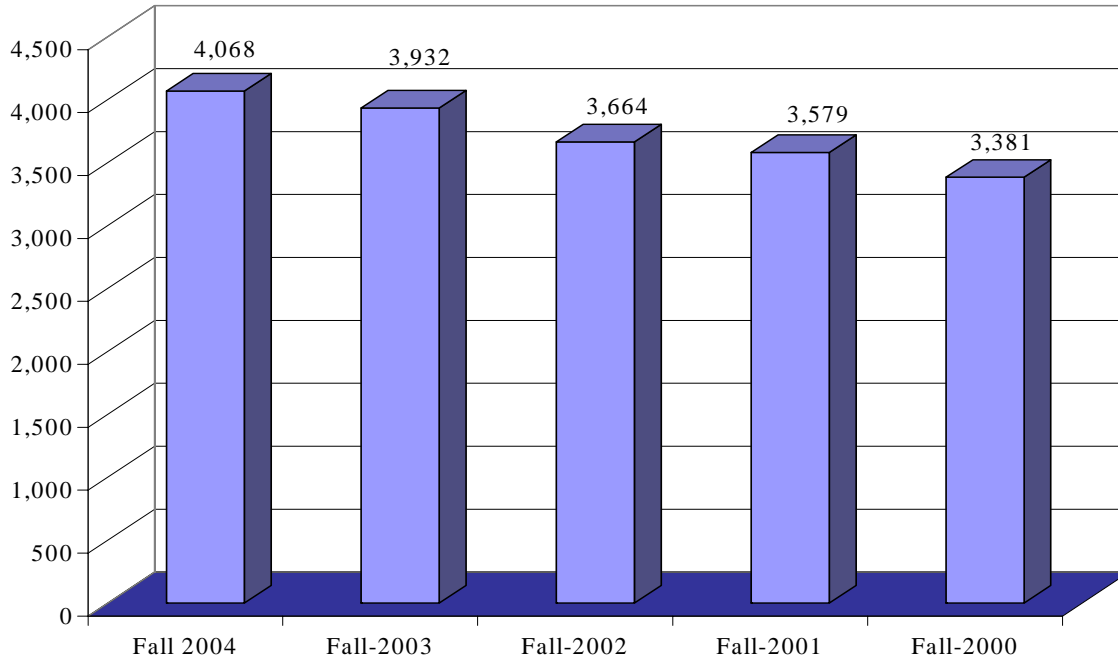


### Ethnicity

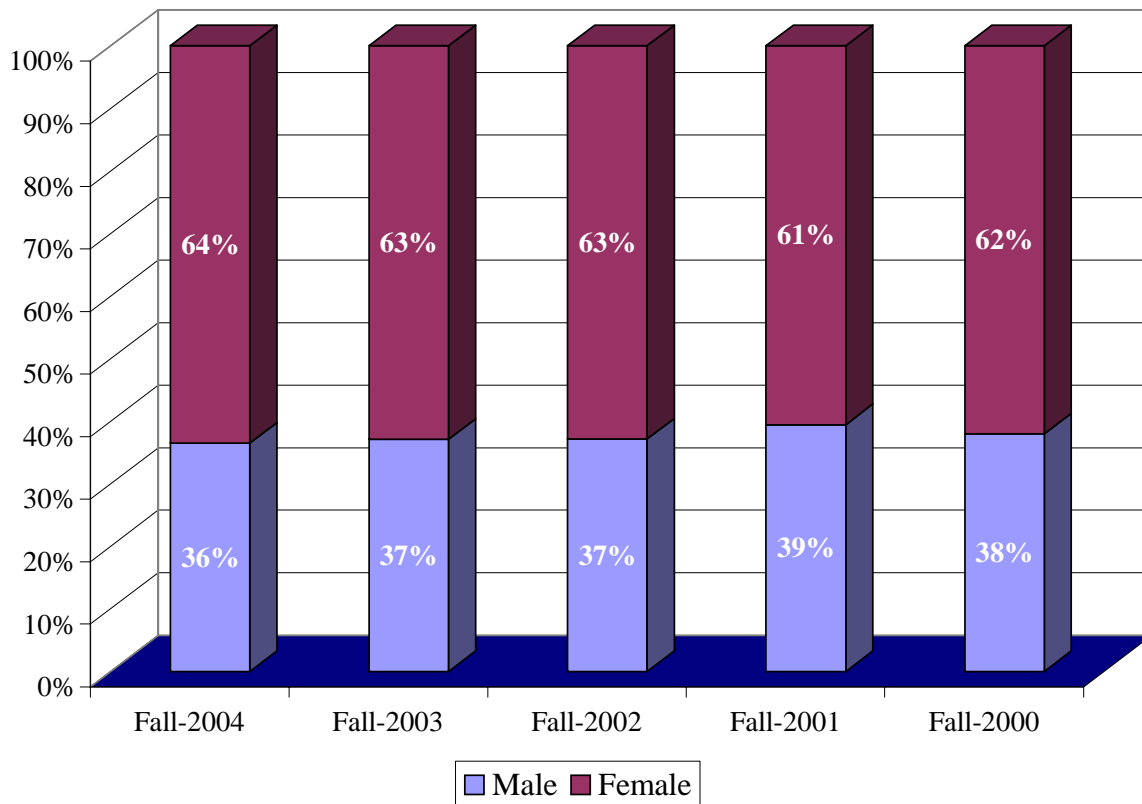


## Fall Enrollment - Five Year Trends

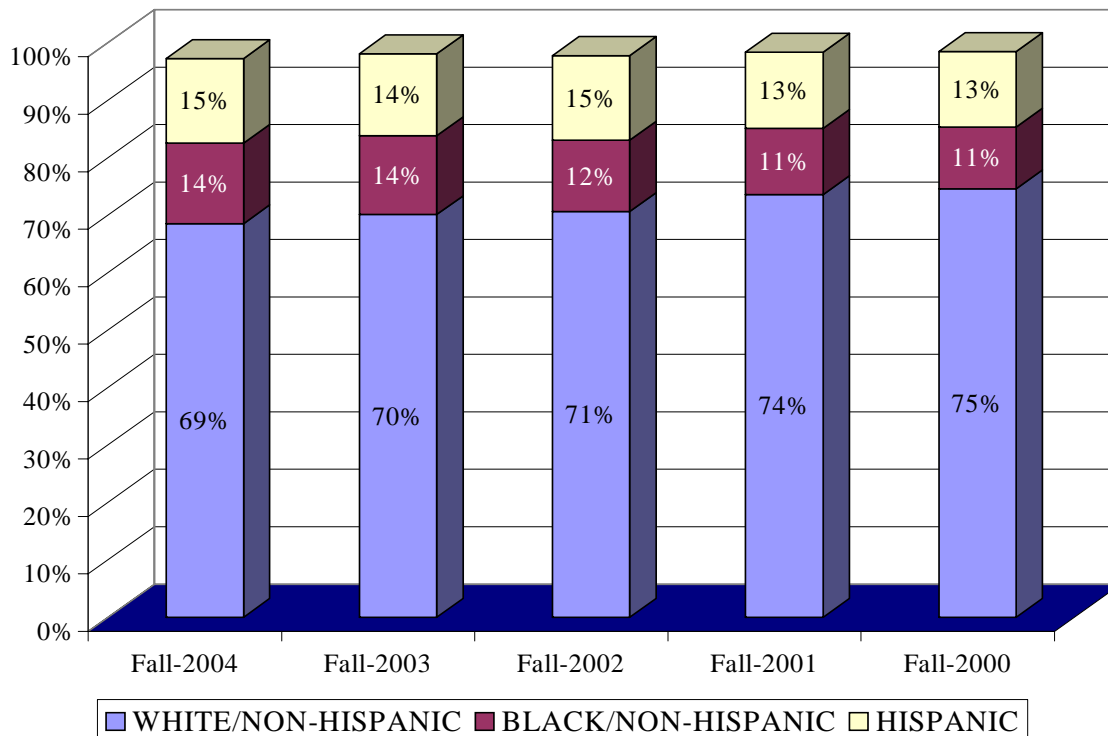
### Total Headcount



### Enrollment by gender



### Enrollment by Ethnicity

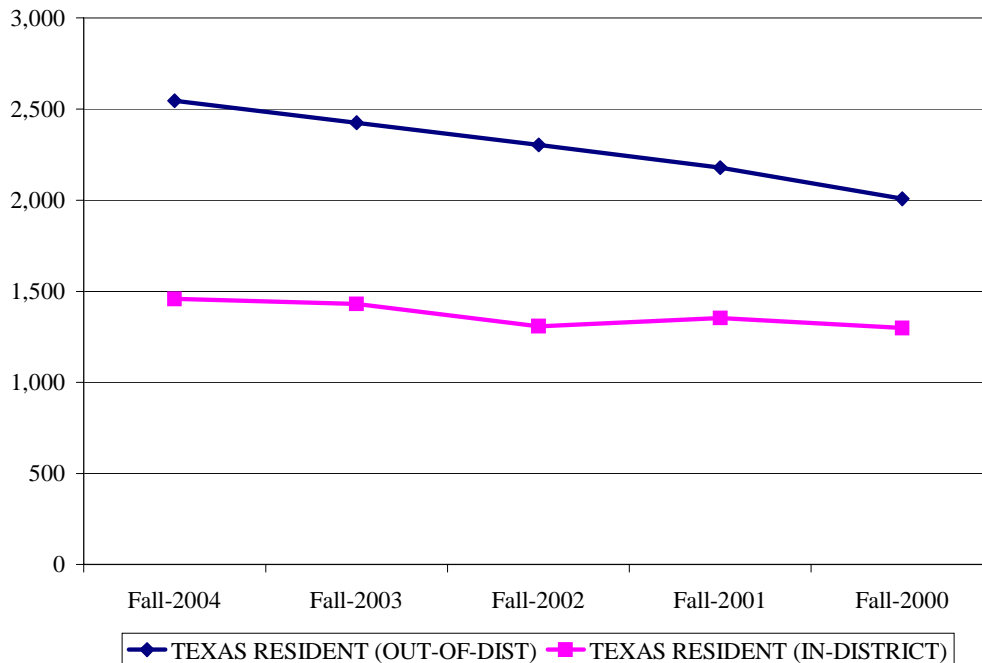


ETHNICITY	Fall 2005	Fall 2003	Fall 2002	Fall 2001	Fall 2000
WHITE/NON-HISPANIC	2,787	2,754	2,588	2,633	2,521
BLACK/NON-HISPANIC	569	541	454	411	363
HISPANIC	598	560	539	475	444
ASIAN OR PACIFIC ISLANDER	63	42	43	31	29
NATIVE AMERICAN	21	17	31	27	21
INTERNATIONAL	9	9	9	2	3
UNKNOWN	15	9			
TOTAL	4,068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

### 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
<b>TOTAL</b>	<b>1,087</b>

**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

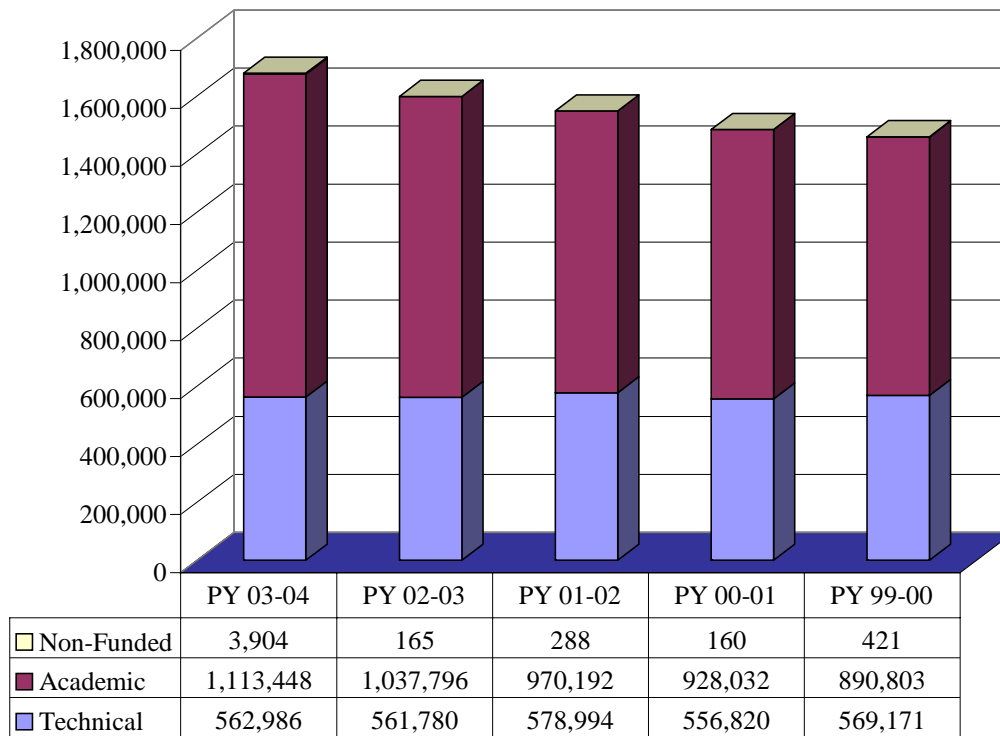
Business Management  
Child Development  
Computer-Aided Design  
Computer Information Systems  
Criminal Justice - Technical  
Educational Personnel  
Geographic Information Systems  
Transportation (Deactivated)

### Health Sciences

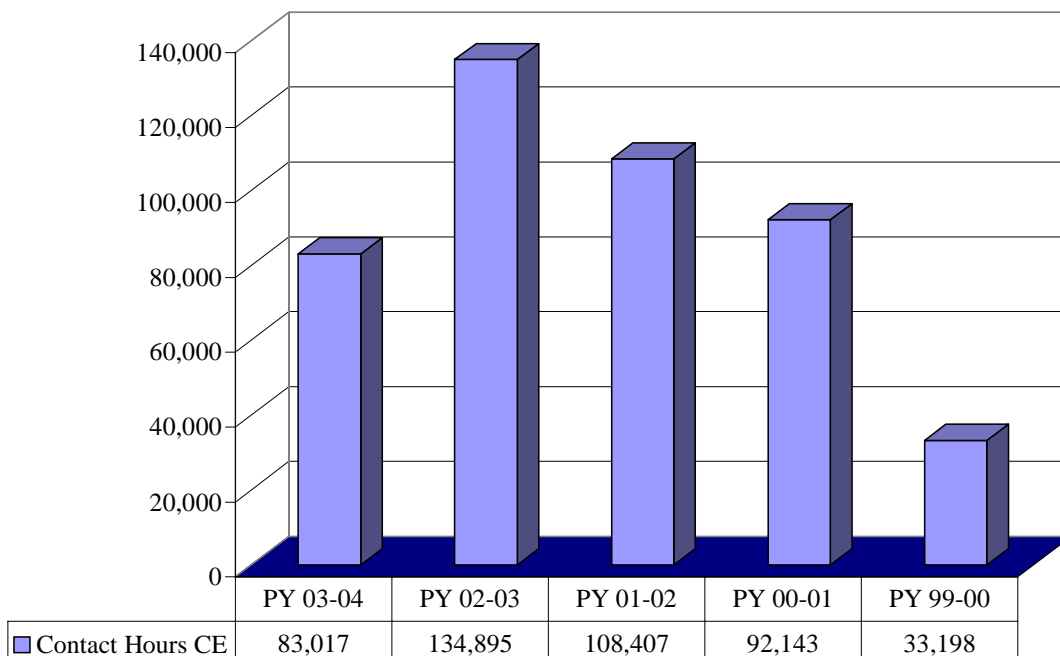
Dental Hygiene  
Emergency Medical Services  
Medical Lab Technology  
Nursing  
Respiratory Care  
Surgical Technology



### For Credit Contact Hour Production



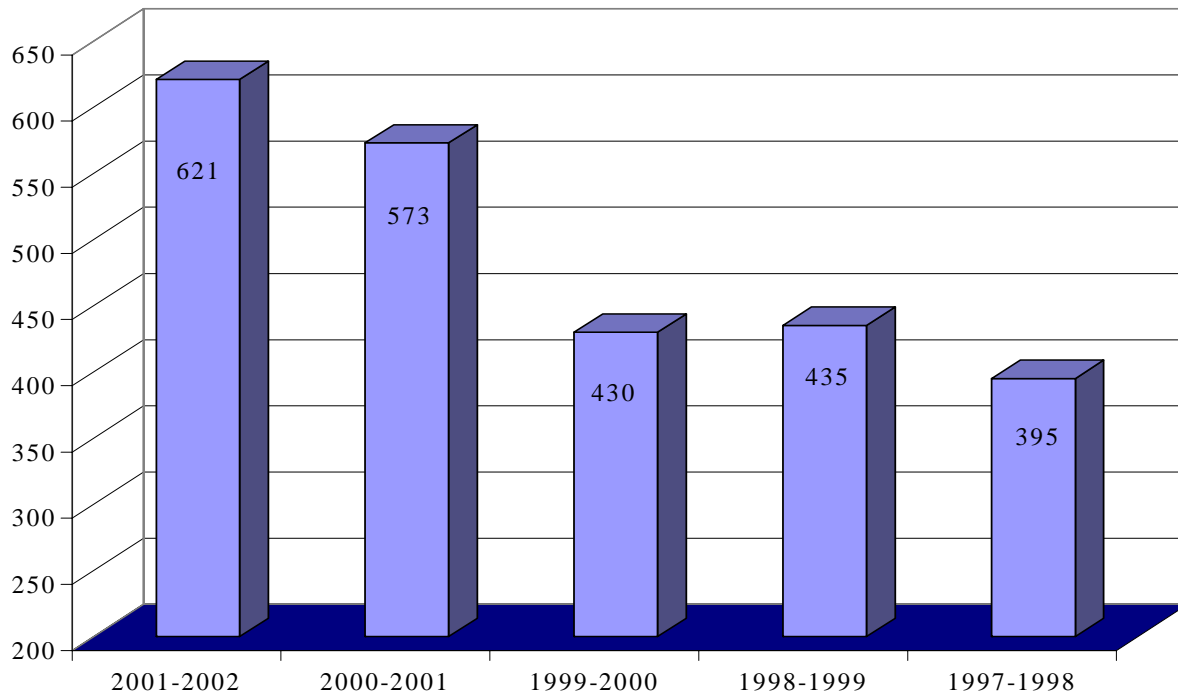
### Workforce Continuing Education Contact Hour Production



<b>Degrees and Credit Certificates by Curriculum</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>	<b>2001</b>	<b>2000</b>
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
<b>TOTAL</b>	<b>475</b>	<b>417</b>	<b>393</b>	<b>397</b>	<b>364</b>
ACADEMIC CORE COMPLETERS	72	95	70	52	
CE FIREFIGHTING	23	44			
<b>Awards by Level</b>					
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			
<b>Awards by Gender</b>					
MALE	198	207	129	104	96
FEMALE	377	336	264	293	268
<b>Awards by Ethnicity</b>					
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
<b>Graduates</b>	110 (31.0%)	220 (62.0%)	93.0%
Students not found	25 (7.0%)		
<b>Completers</b>	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"/> <b><i>Computer Programming</i></b>	<b>91.18%</b>
<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
<b>Total</b>	1,110	132	478	109	58%	53%
<b>By Gender</b>						
Male	461	40	219	29	58%	51%
Female	649	92	259	80	57%	55%
<b>By Ethnicity</b>						
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%
<b>By Special Populations</b>						
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



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