

# TEMPLE COLLEGE

# FACT BOOK



**2007**

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Established 1926

### **Note on sources**

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

Explanation of abbreviations used in source identification:

ASALFS

Automated Student and Adult Learner Follow-up System

ADP

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

CB116 student follow-up report – reported annually

CBM 001

THECB student report – reported each semester

CBM 002 Development Education Report – reported each semester

CBM 004

THECB census date class report – reported each semester

CBM 006

THECB end of semester class report – reported each semester

CBM 008

THECB faculty report – reported fall and spring semester

CBM 009

THECB Graduate Report – reported annually

CBM00A

THECB continuing education student report – reported quarterly

CBM 00C

THECB continuing education class report – reported quarterly

IPEDS - NCES

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

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## About Temple College

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

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

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

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

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

*Our students* succeed in academics and athletics!

- TC students have been named annually to Texas All-State Academic Team
- Music students have been named to Texas Junior College All-State Choir, All-State Concert Band, and All State Jazz Band as well as national intercollegiate ensembles
- Art students have won top awards in local and regional competitions

- Management students are consistent winners in state and national competitions at Delta Epsilon Chi (DEX) Career Development Conferences
- Dental Hygiene students have posted a 100 per cent pass rate on national, regional, and state licensure exams
- Nursing programs have been cited as Exemplary Programs by State Board of Nurse Examiners
- Temple College's seven athletic teams have won conference championships, play-off berths and national titles in Men's Basketball, Women's Basketball, Men's Tennis, Women's Tennis, Baseball, Softball, and Volleyball

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

- Disabilities Services for students with documented disabilities
- Learning Assistance Center for academic needs and skills enhancement
- Tutoring for students with learning needs
- Financial Assistance and Support Services such as transportation and textbook lending
- ABE/ESL/GED preparation

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

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

**Business & Community Education**

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

## **Temple College is accredited by:**

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

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

#### ***Full Membership in, and Approved by***

Texas Higher Education Coordinating Board

The Texas Education Agency

#### ***Department Membership, Accreditation, and/or Approved by***

Commission on Accreditation of Allied Health Education Programs

National Accrediting Agency for Clinical Laboratory Sciences

Accreditation Review Committee on Education in Surgical Technology

Commission on Dental Accreditation, American Dental Association

Committee on Accreditation for Respiratory Care

Board of Vocational Nurse Examiners for the State of Texas

National League for Nursing Accreditation Commission

Texas Department of Health Bureau of Emergency Management

#### ***Member of American Association of Community Colleges***

#### ***Member of the Association of Texas Colleges and Universities***

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

#### ***Member of Texas Association of Community Colleges***

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

## **Governance**

### ***Temple College Board of Trustees***

Jack W. Jones, Jr. (2010) – Chair

Walter P. Dyck, M.D. (2010) - Vice-Chair

Judy Morales (2010) - Secretary

Paxton Howard, Jr., M.D. (2012)

Anne P. Newton, Ph. D., Ed. D. (2006)

Stephen H. Niemeier (2006)

Lydia Santibanez (2008)

Michael W. Thompson (2006)

Larry J. Wilkerson (2008)

### ***Administration***

Dr. Marc Nigliazzo, *President*

Wayne Criswell, *Vice President of Administrative Services*

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

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

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

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

## **Organization**

### **President's Office**

*College Communications*

*Intercollegiate Athletics*

### **Educational Services**

*Institutional Effectiveness, Research, and Planning*

#### **Distance Education**

*Cameron Education Center*

*Temple College at Taylor*

#### **Advancement, Business, and Community Education**

*Business and Community Education*

*Texas Biosciences Institute*

*Tech Prep Consortium*

*Tech Prep Evaluation and Assessment*

#### **Fine Arts Division**

*Performing Arts Department*

*Visual Arts Department*

#### **Health Science Division**

*Dental Hygiene Department*

*Emergency Medical Services Professions Department*

*Respiratory Care Department*

*Surgical Technology Department*

#### **Learning Resources Division**

*Library Services*

*Media Center*

#### **Liberal Arts Division**

*Communications Department*

*Social and Behavioral Sciences Department*

#### **Mathematical, Sciences, and Physical Education Division**

*Biology Department*

*Chemistry, Physics, and Engineering Department*

*Health and Physical Education Department*

*Mathematics Department*



**Nursing Division**

*Associate Degree Nursing Department*

*Vocational Nursing Department*

**Student and Enrollment Services Division**

*Admissions and Records*

*Advising Center*

*Financial Aid*

*Special Support Services*

*Student Life*

*Testing Center*

*Trio Department*

**Technology Division**

*Business/General and Business Management Department*

*Computer Information Systems Department*

*Child Development Department*

*Education Department*

*Criminal Justice Department*

**Administrative Services**

*Accounting Services*

*Physical Plant*

*Purchasing Department*

**Information Services**

*Data Systems*

*Networks and Telecommunications*

*Web Applications & Systems*

*Special Projects*

*Training and User Support*

**Resources Management Division**

*Campus Police*

*Human Resources*

*Bookstore*

**Institutional Advancement**

## Financial

### Schedule of Tuition and Fees 2006-2007

| Hours | In-District | Out-of-District | Out-of-State and Foreign |
|-------|-------------|-----------------|--------------------------|
| 1     | \$ 67       | \$ 103          | \$ 294                   |
| 3     | \$ 201      | \$ 309          | \$ 495                   |
| 6     | \$ 402      | \$ 618          | \$ 990                   |
| 12    | \$ 804      | \$ 1,236        | \$ 1,980                 |
| 15    | \$ 1,005    | \$ 1,545        | \$ 2,475                 |
| 18    | \$ 1,206    | \$ 1,854        | \$ 2,970                 |

### 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.

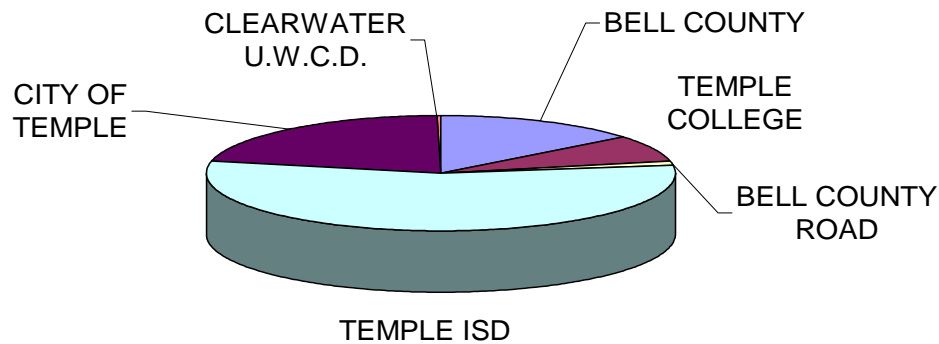
| On August 31                           | 2006            | 2005            |
|--|-----------------|-----------------|
| Assessed Valuation of the District     | \$3,481,986,541 | \$3,293,100,988 |
| Less: Exemptions                       | (718,172,045)   | (689,806,065)   |
| Less: Abatements                       | (117,808,701)   | (128,110,284)   |
| Net Assessed Valuation of the District | \$2,646,005,795 | \$2,475,184,639 |

### Tax Rate for 2005-2006

|   | Current Operations | Debt Service | Total    |
|---|--------------------|--------------|----------|
| Tax rate per \$100 valuation for assessed | \$0.1667           | \$0.0387     | \$0.2054 |

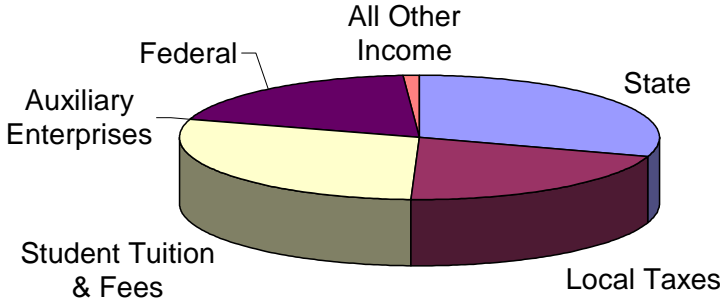
### Other Tax Rates

Ad valorem taxes (per \$100 assessed value) as of October 2005



Source: Annual Financial and Compliance Report, True Automation/Bell CAD

**Distribution of Revenues**



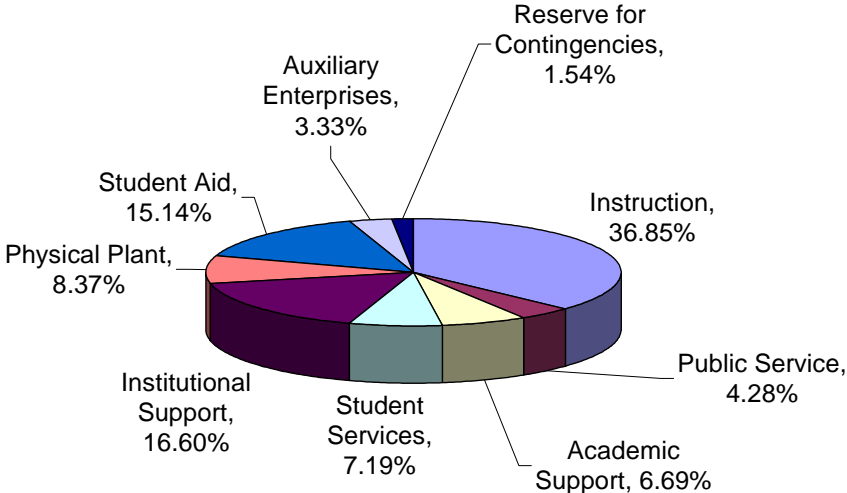
**2006-2007 Operating Budget**

| Source                 | Amount        | Per Cent |
|------------------------|---------------|----------|
| State                  | \$8,022,977   | 33%      |
| Local Taxes            | \$5,471,816   | 23%      |
| Student Tuition & Fees | \$7,774,540   | 32%      |
| Auxiliary Enterprises  | \$ 23,500     | 0%       |
| Federal                | \$5,102,275   | 21%      |
| Transfer               | (\$2,688,455) | -11%     |
| All Other Income       | \$292,735     | 1%       |
| Total                  | \$23,999,388  | 100%     |

**District Assesd Valuation and Tax Rate**

|         |                  |          |
|---------|------------------|----------|
| 2001-02 | \$2,071,493,382  | \$0.1956 |
| 2002-03 | \$2,196,877,027  | \$0.2245 |
| 2003-04 | \$2,261,173,313  | \$0.2245 |
| 2004-05 | \$2,475,184,639  | \$0.2154 |
| 2005-06 | \$ 2,646,005,795 | \$0.2054 |

**Distribution of Expenses**



| <b>Purpose.....</b>             | <b>Amount.....</b> | <b>PerCent</b> |
|---------------------------------|--------------------|----------------|
| Instruction .....               | \$8,844,192.....   | 36.85%         |
| Public Service .....            | \$1,026,250.....   | 4.28%          |
| Academic Support.....           | \$1,605,971.....   | 6.69%          |
| Student Services.....           | \$1,725,963.....   | 7.19%          |
| Institutional Support.....      | \$3,983,884.....   | 16.60%         |
| Physical Plant.....             | \$2,008,790.....   | 8.37%          |
| Student Aid .....               | \$3,633,984.....   | 15.14%         |
| Auxiliary Enterprises .....     | \$800,354.....     | 3.33%          |
| Reserve for Contingencies ..... | \$370,000.....     | 1.54%          |
| Total .....                     | \$23,999,388.....  | 100.00%        |

## Personnel

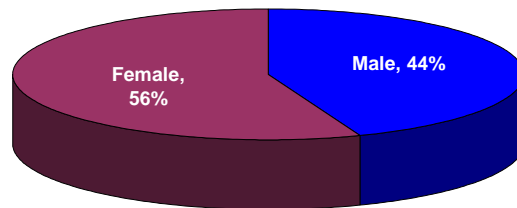
### Full and Part Time Faculty–Fall 2006

| Gender |     | Time Employed |     |
|--------|-----|---------------|-----|
| Male   | 100 | Full Time     | 93  |
| Female | 127 | Part Time     | 133 |
| Total  | 227 | Flex Entry    | 1   |

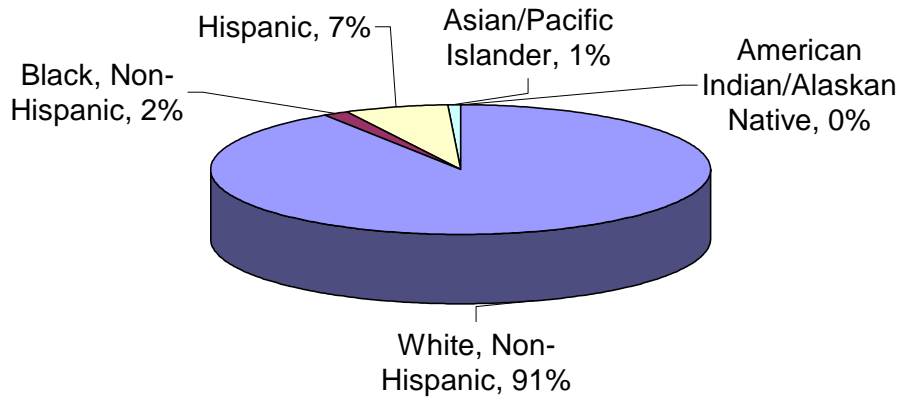
  

| Ethnic Origin          |     | Highest Degree Earned |     |
|------------------------|-----|-----------------------|-----|
| White, Non-Hispanic    | 206 | Doctorate             | 34  |
| Black, Non-Hispanic    | 4   | Masters               | 138 |
| Hispanic               | 15  | Bachelors             | 41  |
| Asian/Pacific Islander | 2   | Associate             | 8   |
| Total                  | 227 | Certificate           | 0   |

**Faculty by Gender**



**Faculty by Ethnicity**



Source: Fall 2006 CBM 008

## Professional and Support Staff – Fall 2006

### 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)

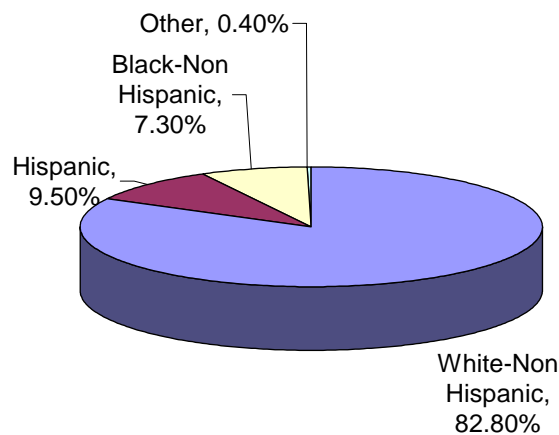
| Primary function/occupational activity | Subtotal   |
|--|------------|
| Executive/administrative/managerial    | 39         |
| Other professionals (support/service)  | 50         |
| Clerical and secretarial               | 38         |
| Service/Maintenance                    | 17         |
| <b>Total full-time</b>                 | <b>144</b> |

### Employees by Assigned Position - Part-time

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

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

### Total Full Time Employees by Ethnicity – Fall 2005 (Data reported Bi-annually)



Source: Spring 06 IPEDS – NCES

## Students

### Credit Students

#### Student Profile - Fall 2006

##### Gender

|              |              |       |
|--------------|--------------|-------|
| Male         | 1,480        | 34.6% |
| Female       | 2,799        | 65.4% |
| <b>Total</b> | <b>4,279</b> |       |

##### Classification

|               |       |       |
|---------------|-------|-------|
| Freshman      | 3,245 | 75.8% |
| Sophomore     | 827   | 19.3% |
| Un-classified | 112   | 2.6%  |
| Associates    | 80    | 1.9%  |
| Bachelors     | 15    | 0.4%  |

##### Intent

|                |       |       |
|----------------|-------|-------|
| Earn Assoc     | 2,198 | 51.4% |
| Earn Cert      | 377   | 8.8%  |
| Transfer       | 1,455 | 34.0% |
| Improve Skills | 132   | 3.1%  |
| Enrichment     | 117   | 2.7%  |

##### Age

|              |       |       |
|--------------|-------|-------|
| Under 17     | 323   | 7.5%  |
| 17           | 447   | 10.4% |
| 18           | 501   | 11.7% |
| 19-21        | 1,085 | 25.4% |
| 22-24        | 492   | 11.5% |
| 25-30        | 563   | 13.2% |
| 31-35        | 304   | 7.1%  |
| 36-50        | 454   | 10.6% |
| 51-64        | 101   | 2.4%  |
| 65 and Older | 9     | 0.2%  |
| Average Age  | 24.5  |       |

##### Tuition Status

|                           |       |       |
|---------------------------|-------|-------|
| In District               | 1,406 | 32.9% |
| Out of District           | 2,768 | 64.7% |
| Non Resident              | 52    | 1.2%  |
| Tuition Exemption TX Res. | 53    | 1.2%  |

##### Residence

|                   |       |       |
|-------------------|-------|-------|
| Texas Counties    | 4,205 | 98.3% |
| Other States      | 66    | 1.5%  |
| Foreign Countries | 8     | 0.2%  |

##### Ethnic Origin

|                         |       |       |
|-------------------------|-------|-------|
| White, Non-Hispanic     | 2,780 | 65.0% |
| Black, Non-Hispanic     | 675   | 15.8% |
| Hispanic                | 699   | 16.3% |
| Asian/Pacific Islander  | 62    | 1.4%  |
| Native American         | 34    | 0.8%  |
| International           | 10    | 0.2%  |
| Unknown or Not Reported | 19    | 0.4%  |

##### First Time in College

|                       |       |       |
|-----------------------|-------|-------|
| First Time in College | 801   | 18.7% |
| First Time Transfer   | 390   | 9.1%  |
| Total                 | 1,191 |       |

##### Majors

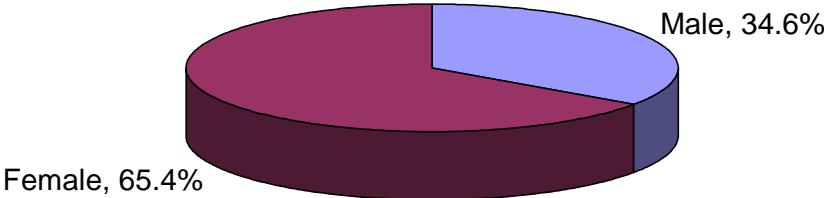
|                           |       |       |
|---------------------------|-------|-------|
| Academic Declared Majors  | 2,051 | 47.9% |
| Academic Undeclared Major | 845   | 19.7% |
| Tech Declared Major       | 486   | 11.4% |
| Tech Undeclared Major     | 583   | 13.6% |
| Tech Prep Declared Major  | 314   | 7.3%  |
| Dual Credit (duplicated)  | 708   | 16.5% |

##### Special Populations

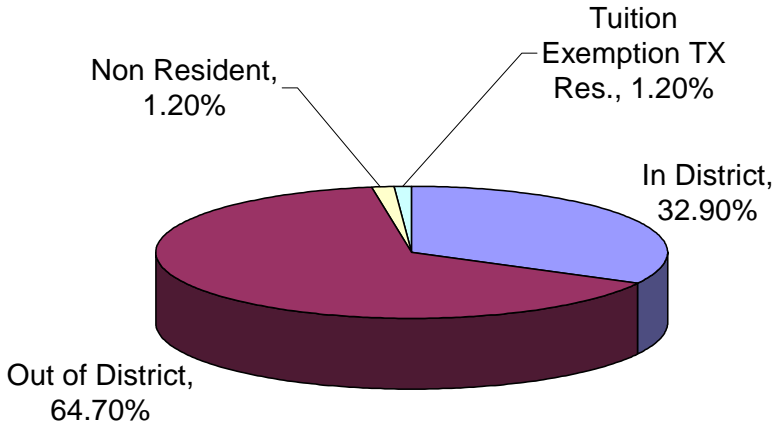
|                            |       |       |
|----------------------------|-------|-------|
| Academic Disadvantaged     | 755   | 17.6% |
| Economic Disadvantaged     | 1,351 | 31.6% |
| Individual with Disability | 160   | 3.7%  |
| Displaced Homemaker        | 72    | 1.7%  |
| Single Parent              | 448   | 10.5% |

Source: Fall 2006 CBM 001

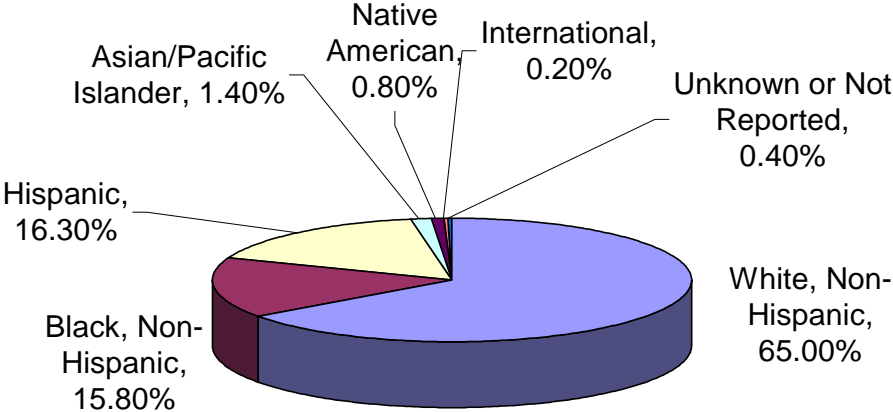
**Gender**



**Tuition Status**



**Ethnicity**

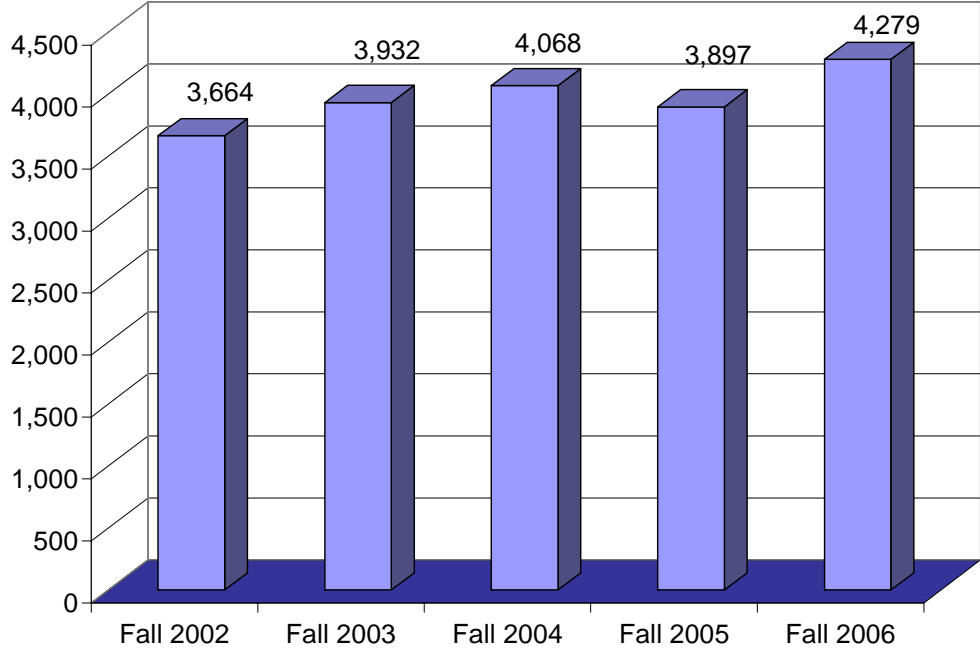


Source: Fall 2006 CBM 001

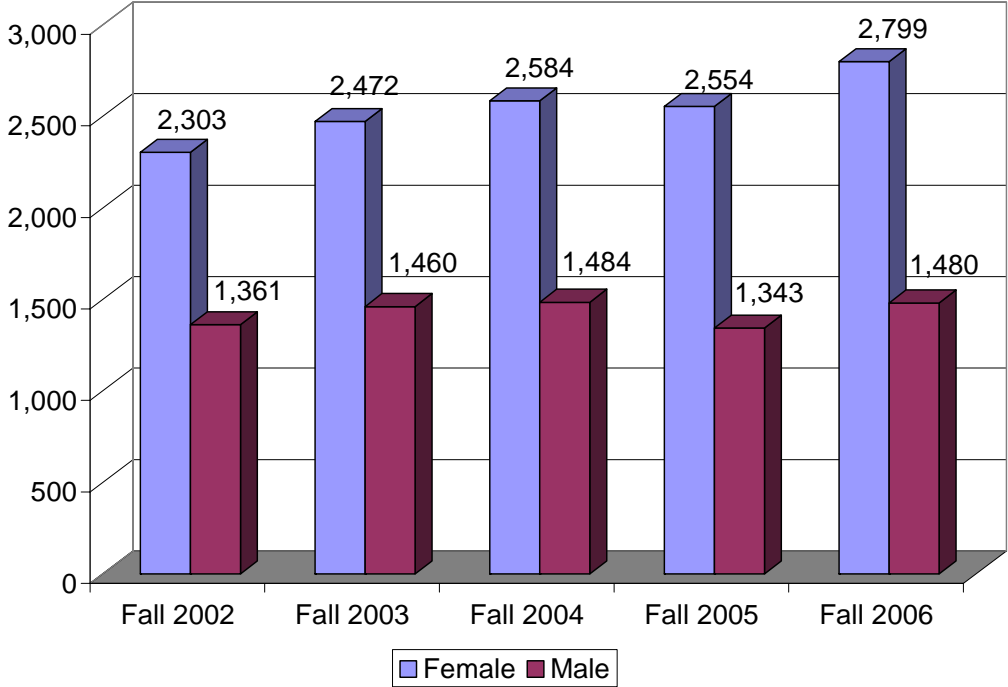


### Fall Enrollment – Five Year Trends

#### Unduplicated Headcount

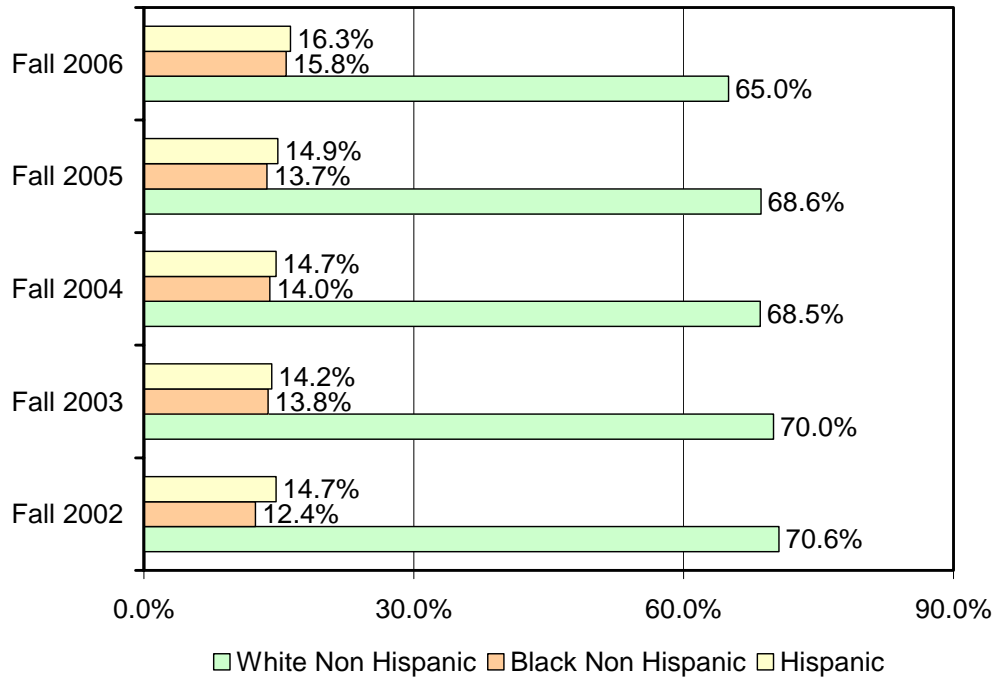


#### Enrollment by Gender



Source: Fall 2002 - Fall 2006 CBM 001

**Enrollment by Ethnicity**



| <b>Ethnicity</b>          | <b>Fall 2006</b> | <b>Fall 2005</b> | <b>Fall 2004</b> | <b>Fall 2003</b> | <b>Fall 2002</b> |
|---------------------------|------------------|------------------|------------------|------------------|------------------|
| White, Non-Hispanic       | 2,780            | 2,672            | 2,787            | 2,754            | 2,588            |
| Black, Non-Hispanic       | 675              | 534              | 569              | 541              | 454              |
| Hispanic                  | 699              | 580              | 598              | 560              | 539              |
| Asian or Pacific Islander | 62               | 66               | 63               | 42               | 43               |
| American Indian           | 34               | 27               | 27               | 17               | 31               |
| International             | 10               | 7                | 9                | 9                | 9                |
| Unknown                   | 19               | 11               | 15               | 9                | 0                |
| <b>Total</b>              | <b>4,279</b>     | <b>3,897</b>     | <b>4,068</b>     | <b>3,932</b>     | <b>3,664</b>     |

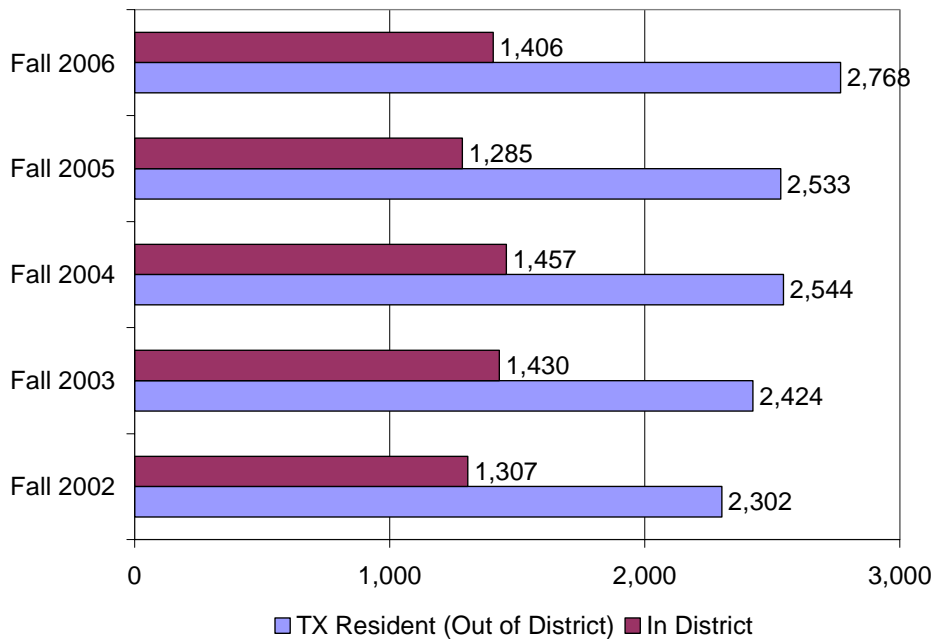
Source: Fall 2002- Fall 2006 CBM 001

**Enrollment from Top Ten Counties of Residence**

|                       | <b>Fall 2006</b> | <b>Fall 2005</b> | <b>Fall 2004</b> | <b>Fall 2003</b> | <b>Fall 2002</b> |
|-----------------------|------------------|------------------|------------------|------------------|------------------|
| Bell                  | 2,592            | 2,440            | 2,603            | 2,603            | 2,421            |
| Williamson            | 671              | 604              | 580              | 477              | 461              |
| Milam                 | 425              | 377              | 398              | 400              | 343              |
| McLennan              | 85               | 63               | 79               | 66               | 70               |
| Falls                 | 82               | 73               | 69               | 65               | 65               |
| Travis                | 82               | 64               | 66               | 41               | 31               |
| Coryell               | 57               | 46               | 45               | 40               | 50               |
| Bastrop               | 17               | 24               | 20               | 17               | 18               |
| Tarrant (new on list) | 16               |                  |                  |                  |                  |
| Harris                | 13               | 14               | 10               | 18               | 25               |

**Enrollment by Tuition Status**

|                               | <b>Fall 2006</b> | <b>Fall 2005</b> | <b>Fall 2004</b> | <b>Fall 2003</b> | <b>Fall 2002</b> |
|-------------------------------|------------------|------------------|------------------|------------------|------------------|
| In District                   | 1,406            | 1,285            | 1,457            | 1,430            | 1,307            |
| TX Resident (Out of District) | 2,768            | 2,533            | 2,544            | 2,424            | 2,302            |
| Non Texas Resident            | 52               | 42               | 37               | 52               | 33               |
| Tuition Waiver                | 53               | 37               | 30               | 26               | 22               |
| Total                         | 4,279            | 3,897            | 4,068            | 3,932            | 3,664            |



Source Fall 2002-Fall 2006 CBM 00

## Continuing Education

### Student Profile Quarter 1 2006 (Fall)

#### Gender

|              |              |       |
|--------------|--------------|-------|
| Male         | 450          | 40.2% |
| Female       | 667          | 59.9% |
| <b>Total</b> | <b>1,117</b> |       |

#### Age

|              |      |       |
|--------------|------|-------|
| Under 17     | 1    | 0.1%  |
| 17           | 1    | 0.1%  |
| 18           | 11   | 1.0%  |
| 19-21        | 50   | 4.5%  |
| 22-24        | 93   | 8.3%  |
| 25-30        | 204  | 18.3% |
| 31-35        | 198  | 17.7% |
| 36-50        | 380  | 34.0% |
| 51-64        | 145  | 13.0% |
| 65 and Older | 34   | 3.0%  |
| Average Age  | 37.9 |       |

#### Residence

|                   |       |
|-------------------|-------|
| Texas Counties    | 1,116 |
| Other States      | 1     |
| Foreign Countries | 0     |

#### Ethnic Origin

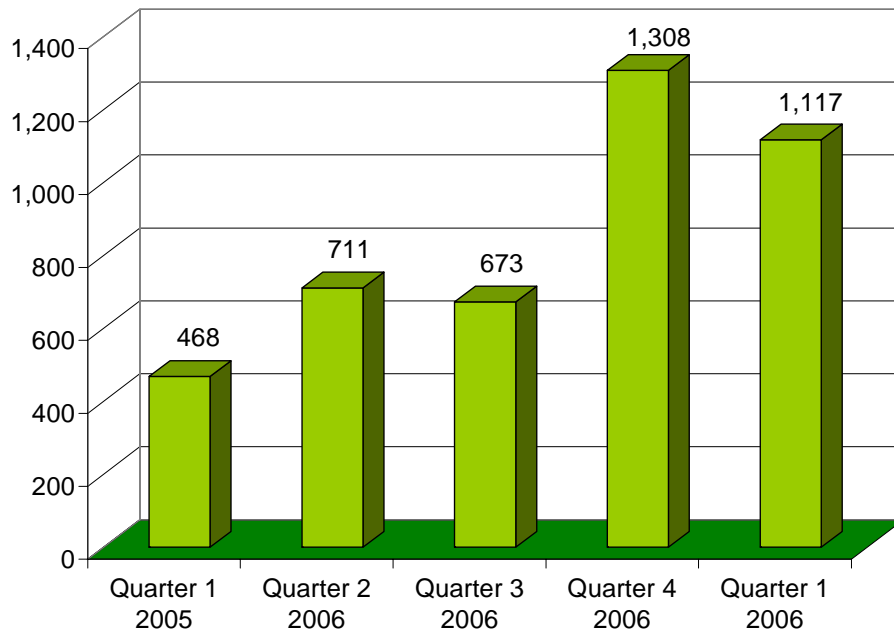
|                         |     |       |
|-------------------------|-----|-------|
| White, Non-Hispanic     | 870 | 77.9% |
| Black, Non-Hispanic     | 78  | 7.0%  |
| Hispanic                | 149 | 13.3% |
| Asian/Pacific Islander  | 15  | 1.3%  |
| Native American         | 1   | 0.1%  |
| International           | 1   | 0.1%  |
| Unknown or Not Reported | 3   | 0.3%  |

#### Contact Hours

|                      |        |
|----------------------|--------|
| Continuing Education | 31,798 |
| CE Not State Funded  | 0      |

**Total Contact Hours 31,798**

### Continuing Education Enrollment



Source: CBM 00A

## **Instruction**

### ***Instructional Departments***

#### **Academic Transfer**

Art  
Biology  
Business Administration  
Business Computer Information Systems  
Chemistry  
Child Development - Academic  
Computer Science  
Criminal Justice - Academic  
Drama/Theatre  
Economics  
Education - Academic  
English  
Environmental Science  
Geology  
Government  
History  
Mathematics  
Music  
Philosophy/Religion  
Physical Education  
Physics/Astronomy/Engineering  
Psychology  
Reading  
Sociology  
Spanish  
Speech  
Study Skills

#### **Technical Programs**

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

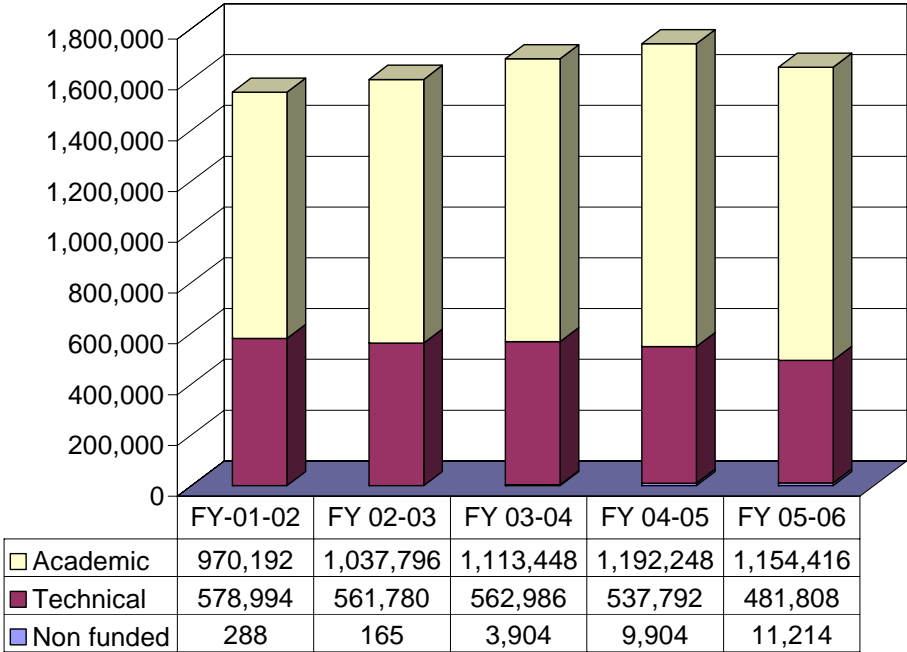
#### **Health Sciences**

Biotechnology  
Dental Hygiene  
Emergency Medical Services  
Respiratory Care  
Surgical Technology

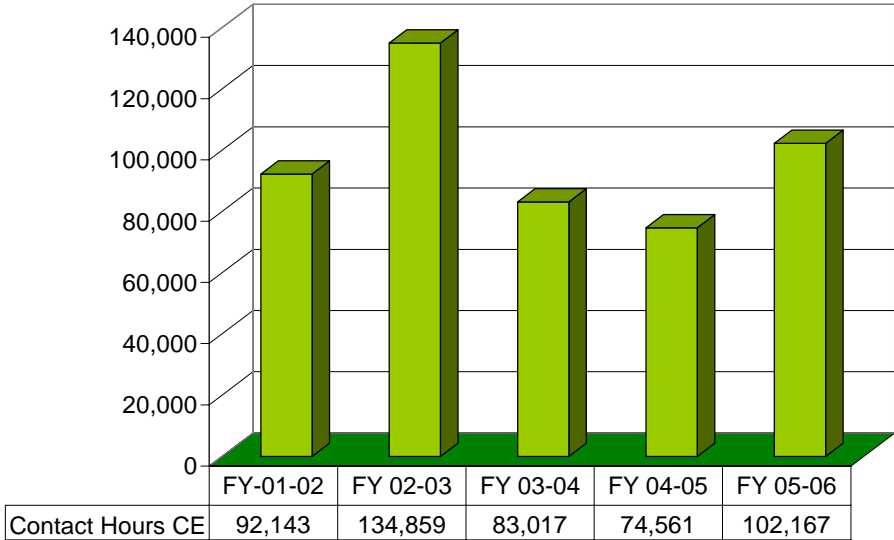
#### **Nursing**

Associate Degree  
Vocational  
LVN to RN Bridging

**Credit Contact Hour Production**



**Workforce Continuing Education Contact Hour Production**



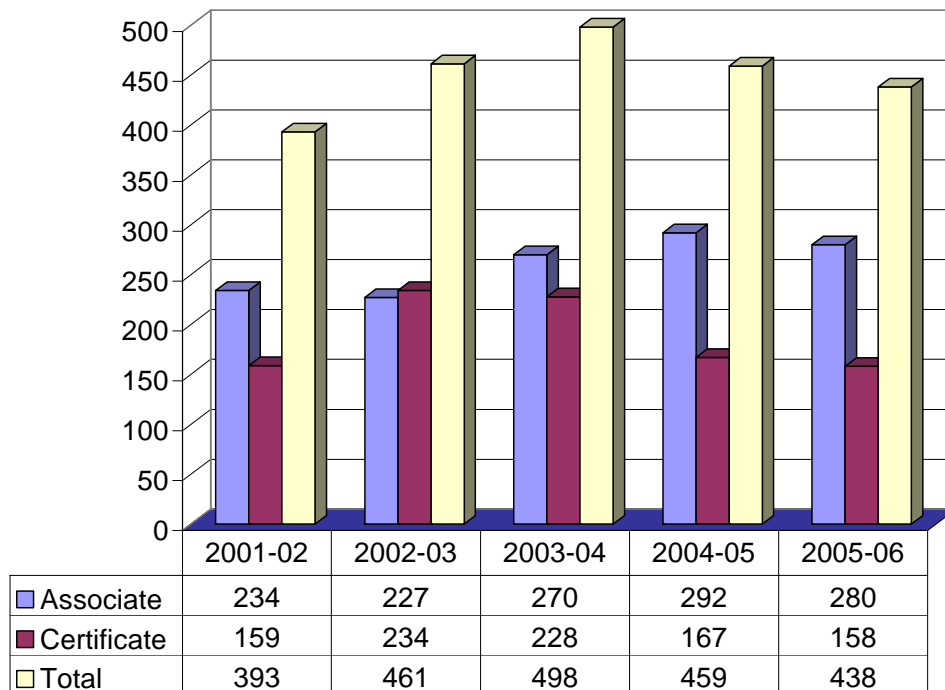
Source: CBM 004, CBM 00C

## Degrees Awarded

### Award Level, Gender, and Ethnic Origin 2006

|                  | Associate Academic | Associate Technical | Associate Tech-Prep | Certificate Technical | Certificate Tech-Prep | Certificate Continuing Ed |
|------------------|--------------------|---------------------|---------------------|-----------------------|-----------------------|---------------------------|
| Male             | 56                 | 7                   | 19                  | 12                    | 10                    | 24                        |
| Female           | 107                | 67                  | 24                  | 98                    | 13                    | 1                         |
| White            | 115                | 51                  | 28                  | 68                    | 21                    | 23                        |
| African American | 18                 | 17                  | 2                   | 27                    | 0                     | 0                         |
| Hispanic         | 28                 | 3                   | 9                   | 13                    | 2                     | 2                         |
| Asian            | 0                  | 1                   | 2                   | 1                     | 0                     | 0                         |
| American Indian  | 1                  | 1                   | 1                   | 0                     | 0                     | 0                         |
| International    | 0                  | 1                   | 1                   | 1                     | 0                     | 0                         |
| Unknown          | 1                  | 0                   | 0                   | 0                     | 0                     | 0                         |
| <b>Total</b>     | <b>163</b>         | <b>74</b>           | <b>43</b>           | <b>110</b>            | <b>23</b>             | <b>25</b>                 |

### Total Degrees and Certificates

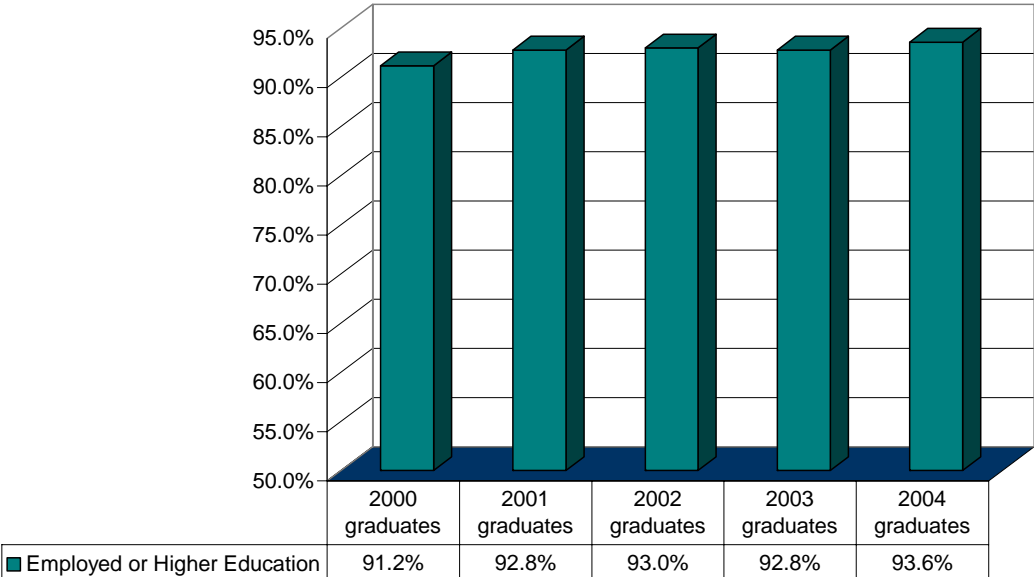
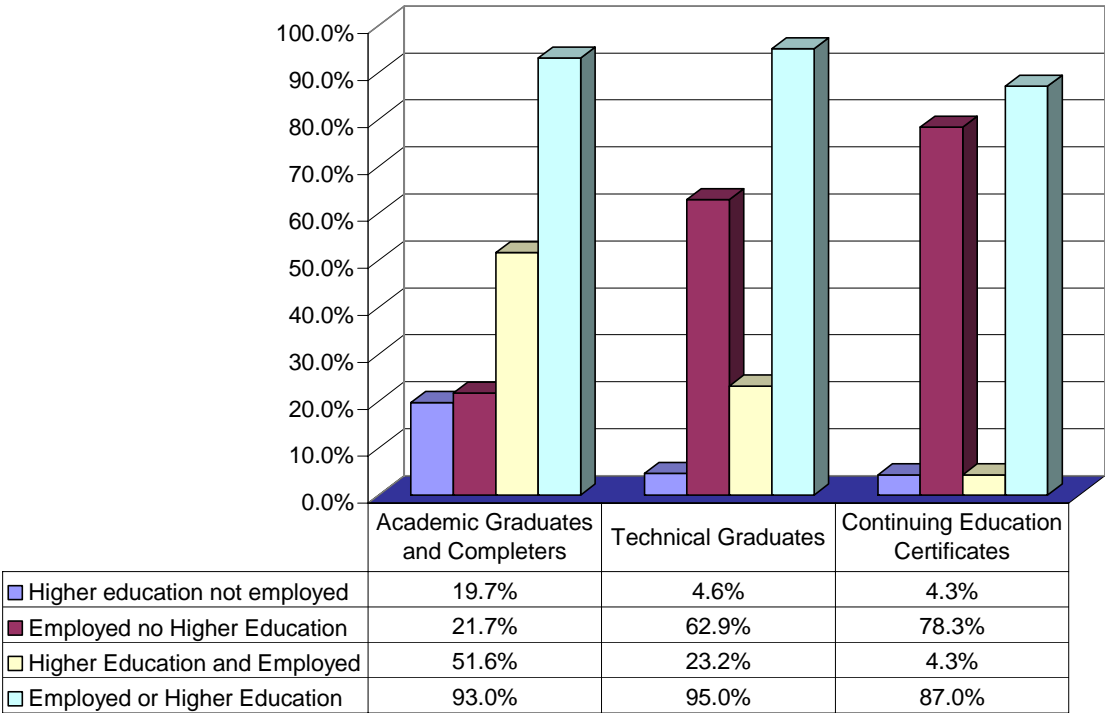


Source: CBM 009

| <b>Degrees and Certificates by Curriculum</b> | <b>2006</b> | <b>2005</b> | <b>2004</b> | <b>2003</b> | <b>2002</b> |
|---|-------------|-------------|-------------|-------------|-------------|
| Agricultural Business Technology              | 0           | 1           | 0           | 0           | 0           |
| Computer Information Systems                  | 17          | 30          | 64          | 61          | 56          |
| Education                                     | 24          | 23          | 22          | 12          | 3           |
| Engineering                                   | 2           | 0           | 7           | 0           | 0           |
| Industrial Technology                         | 0           | 3           | 0           | 4           | 1           |
| Drafting and Design Technology                | 8           | 12          | 9           | 17          | 12          |
| Child Development                             | 14          | 8           | 4           | 0           | 2           |
| English Language and Literature               | 3           | 2           | 0           | 0           | 0           |
| General Studies                               | 108         | 102         | 81          | 72          | 99          |
| Biological Sciences                           | 2           | 4           | 1           | 2           | 0           |
| Psychology                                    | 0           | 0           | 0           | 0           | 1           |
| Criminal Justice                              | 23          | 18          | 13          | 18          | 12          |
| Fire Science                                  | 25          | 9           | 23          | 44          | 0           |
| Economics                                     | 0           | 0           | 1           | 0           | 0           |
| Cartography                                   | 3           | 13          | 0           | 2           | 0           |
| Automotive Technology                         | 0           | 1           | 26          | 7           | 12          |
| Drama and Theatre Arts                        | 0           | 0           | 0           | 1           | 0           |
| Art   | 0           | 2           | 4           | 2           | 0           |
| Dental Hygiene                                | 11          | 11          | 12          | 11          | 10          |
| Emergency Medical Technology                  | 7           | 8           | 20          | 15          | 9           |
| Respiratory Care Therapy                      | 12          | 13          | 7           | 6           | 12          |
| Surgical Technology                           | 8           | 12          | 20          | 24          | 25          |
| Medical Laboratory Technician                 | 0           | 7           | 7           | 5           | 9           |
| Registered Nurse Training (RN)                | 45          | 45          | 42          | 36          | 27          |
| Licensed Practical Nurse                      | 61          | 59          | 58          | 62          | 47          |
| Business and Management                       | 61          | 76          | 77          | 59          | 56          |
| History, General                              | 4           | 0           | 0           | 1           | 0           |

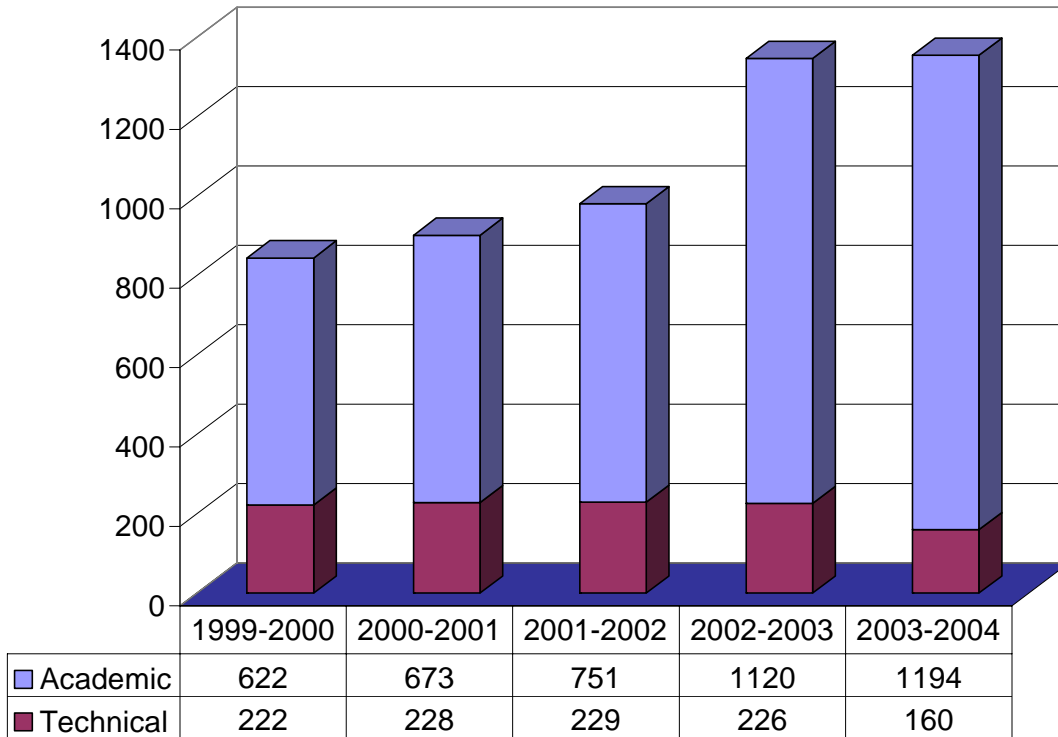


**Student Follow-up (2003-2004 graduates)**



Source: THECB/ASALFS

**Students Pursuing Additional Higher Education**



**Top ten receiving public universities for Temple College transfer students and graduates**

| <i>Rank 2004</i>                     | <i>Rank 2003</i> | <i>Rank 2002</i> |
|--------------------------------------|------------------|------------------|
| 1. Texas A&M University              | 1                | 1                |
| 2. Texas State University            | 3                | 3                |
| 3. Tarleton State University         | 2                | 2                |
| 4. The University of Texas at Austin | 4                | 4                |
| 5. Sam Houston State University      | 7                | 5                |
| 6. Texas Tech University             | 6                | 7                |
| 7. University of North Texas         | 5                | 6                |
| 8. Angelo State University           | 12               | 12               |
| 9. University of Texas at Arlington  | 11               | 8                |
| 10. Stephen F. Austin University     | 10               | 10               |

Source: THECB/ASALFS

## Institutional Effectiveness

### **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 8 of 10 subgroups were within one percentage point of overall college enrollment during 2004-2005 and the remaining 2 subgroups were within 3% points.

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

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

- 53% 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. Statewide rate was 54%

### **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.

- 45% 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. Statewide rate was 42%.

### **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.

- 61% 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. Statewide rate was 55%.

### **Persistence, Remediation, and Graduation: Completion Rates for Part-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.

- 38% 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. Statewide rate was 36%.

**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"/> | FT FTIC (total)          | Temple College | 76% | State Average | 79% |
|                                     | FT FTIC (remediation)    | Temple College | 73% | State Average | 78% |
|                                     | FT FTIC (no remediation) | Temple College | 80% | State Average | 80% |

Temple College met the standard but showed a decline in retention rate of 5% points compared with the prior year

**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"/> | PT FTIC (total)          | Temple College | 56% | State Average | 67% |
|                                     | PT FTIC (remediation)    | Temple College | 59% | State Average | 66% |
|                                     | PT FTIC (no remediation) | Temple College | 55% | State Average | 67% |

Temple College met the standard but showed a decline in retention rate of 7% points and fell further below the state average.

**Student Outcomes: Course Completion**

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

|                                     |              |                       |                      |
|-------------------------------------|--------------|-----------------------|----------------------|
| <input checked="" type="checkbox"/> |              | <u>Temple College</u> | <u>State Average</u> |
|                                     | Academic     | 89%                   | 82%                  |
|                                     | Technical    | 92%                   | 89%                  |
|                                     | Workforce CE | 99%                   | 98%                  |

**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)

83% (15 of 118 programs evaluated met the standard—see next page)

**Student Outcomes: 85% Placement of Workforce Education Program Graduates within One Year of Graduation**

Standard: 85% compliance for all workforce education programs producing graduates (3 year average), except new programs

100%

**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

Temple College      86%                      Statewide      84%

**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 Enrollment in funded Continuing Education/Workforce Development Courses (most recent annual report)

FY 05-06    3,651              FY 04-05    2,484                      FY 03-04    2,957

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

Standard: 100% compliance (except new programs)

|   |      |
|---|------|
| <input checked="" type="checkbox"/> Computer And Information Sciences, General                    | 55   |
| <input checked="" type="checkbox"/> Computer Programming  | 12   |
| <input checked="" type="checkbox"/> Data Entry/Microcomputer Applications                         | 32   |
| <input checked="" type="checkbox"/> Computer It Administration And Management                     | 56   |
| <input checked="" type="checkbox"/> Teaching Assistants/Aides (under advisement for deactivation) | 0    |
| <input checked="" type="checkbox"/> Drafting/Design Engineering Technologies/Technicians          | 38   |
| <input checked="" type="checkbox"/> Human Development, Family Studies, And Related Services       | 12   |
| <input checked="" type="checkbox"/> Criminal Justice & Corrections                                | 39   |
| <input checked="" type="checkbox"/> Fire Science/Firefighting                                     | 76   |
| <input checked="" type="checkbox"/> Geography And Cartography                                     | 15   |
| <input checked="" type="checkbox"/> Dental Support Services And Allied Professions                | 34   |
| • Polysomnography (Deactivated)   | 0 NA |
| <input checked="" type="checkbox"/> Emergency Medical Technology/Technician (Emt Paramedic)       | 43   |
| <input checked="" type="checkbox"/> Respiratory Care Therapy/Therapist                            | 26   |
| <input checked="" type="checkbox"/> Surgical Technology/Technologist                              | 56   |
| <input checked="" type="checkbox"/> Nursing   | 123  |
| <input checked="" type="checkbox"/> Vocational Nurse Training                                     | 179  |
| <input checked="" type="checkbox"/> Business Administration, Management And Operations            | 158  |
| <input checked="" type="checkbox"/> Business Operations Support And Assistant Services            | 21   |

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

Standard: 85% of program graduates are placed within 1 year of graduation (3-year average)

|   |        |
|---|--------|
| <input checked="" type="checkbox"/> Computer and Information Sciences, General                    | 93.44% |
| <input checked="" type="checkbox"/> Computer Programming  | 93.75% |
| <input checked="" type="checkbox"/> Computer Information Administration and Management            | 93.10% |
| <input checked="" type="checkbox"/> Data Entry/Microcomputer Application                          | 100%   |
| • Teacher Assistant/Aide  | 0 (NA) |
| <input checked="" type="checkbox"/> Individual and Family Development Studies (Child Development) | 100%   |
| <input checked="" type="checkbox"/> Criminal Justice  | 94.44% |
| <input checked="" type="checkbox"/> Fire Science/Fire Fighting                                    | 89.55% |
| <input checked="" type="checkbox"/> Geography (GIS)   | 100%   |
| <input checked="" type="checkbox"/> Drafting  | 88.99% |
| <input checked="" type="checkbox"/> Dental Services   | 100%   |
| <input checked="" type="checkbox"/> Emergency Medical Technologies                                | 100%   |
| <input checked="" type="checkbox"/> Respiratory Therapy Technician                                | 100%   |
| <input checked="" type="checkbox"/> Surgical/Operating Room Technician                            | 95.59% |
| <input checked="" type="checkbox"/> Nursing (RN)  | 94.29% |
| <input checked="" type="checkbox"/> Practical Nurse (LPN)   | 98.80% |
| <input checked="" type="checkbox"/> Business Administration and Management                        | 95.56% |
| <input checked="" type="checkbox"/> Administrative and Secretarial                                | 100%   |

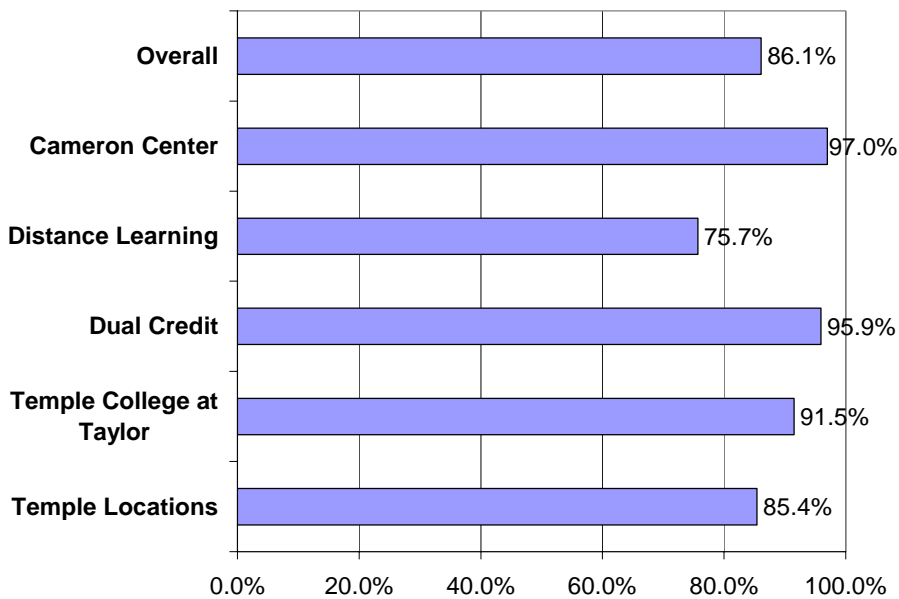
Sources: CBM 001, CBM 002, CBM 004, CBM 006, CBM 009, CBM 00C, CB116, ASALFS, ADP 2006

**Retention**

**Fall 2004 to Spring 2005 Retention: Full-time, First time in College Cohort**

|                 | Percent Returned |        |                |           |
|-----------------|------------------|--------|----------------|-----------|
|                 | Fall             | Spring | Temple College | Statewide |
| Total           | 831              | 558    | 67%            | 71%       |
| Academic        | 572              | 410    | 72%            | 73%       |
| Technical       | 210              | 116    | 55%            | 68%       |
| Tech-Prep       | 49               | 32     | 65%            | 70%       |
| Male            | 353              | 231    | 65%            | 69%       |
| Female          | 478              | 327    | 68%            | 73%       |
| White           | 543              | 376    | 69%            | 71%       |
| Black           | 139              | 85     | 61%            | 66%       |
| Hispanic        | 119              | 77     | 65%            | 73%       |
| Asian           | 15               | 11     | 73%            | 73%       |
| Native American | 7                | 4      | 57%            | 65%       |
| International   | 4                | 2      | 50%            | 71%       |
| Unknown         | 4                | 3      | 75%            | 69%       |

**Course Retention Fall 2006**



Source: ADP 2006, CBM 001, CBM006

**Graduation and Persistence Fall 2001 First Time in College Cohort**

|                                  | Fall 2002<br>FTIC | Still<br>Enrolled<br>Fall 2005 | Transfers | Graduates | Total<br>Persisting<br>or<br>Graduating | Statewide |
|----------------------------------|-------------------|--------------------------------|-----------|-----------|---|-----------|
| <b>Total</b>                     | 1,034             | 138                            | 398       | 92        | 55%                                     | 52%       |
| <b>By Gender</b>                 |                   |                                |           |           |   |           |
| Male                             | 401               | 32                             | 183       | 28        | 56%                                     | 49%       |
| Female                           | 633               | 106                            | 215       | 64        | 53%                                     | 53%       |
| <b>By Ethnicity</b>              |                   |                                |           |           |   |           |
| White                            | 728               | 88                             | 301       | 65        | 56%                                     | 56%       |
| Black                            | 116               | 18                             | 37        | 12        | 53%                                     | 45%       |
| Hispanic                         | 171               | 28                             | 54        | 13        | 49%                                     | 47%       |
| Asian                            | 10                | 3                              | 4         | 1         | 70%                                     | 60%       |
| Native American                  | 7                 | 1                              | 2         | 0         | 43%                                     | 46%       |
| International                    | 2                 | 0                              | 0         | 1         | 50%                                     | 29%       |
| <b>By Special Populations</b>    |                   |                                |           |           |   |           |
| Economically<br>Disadvantaged    | 361               | 65                             | 104       | 41        | 51%                                     | 56%       |
| Individuals with<br>Disabilities | 178               | 30                             | 57        | 26        | 54%                                     | 60%       |
| Single Parents                   | 71                | 19                             | 13        | 8         | 51%                                     | 49%       |
| Displaced<br>Homemakers          | 16                | 2                              | 8         | 1         | 69%                                     | 53%       |
| Academically<br>Disadvantaged    | 359               | 62                             | 133       | 22        | 56%                                     | 49%       |

Source ADP 2006



## ***Institutional Goals 2006-2007***

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, area communities, and businesses through quality educational programs and services that reflect our commitment to quality and integrity while preparing our diverse population as they enter an ever-changing global society.

***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 01 Develop and begin implementation of a five year plan for the Assessment of Student Learning Goals**

Coordinator of effort: Educational Services

Closing the Gaps alignment: Excellence

Objectives 01.02 Appoint an expanded Assessment team with representation from all instructional divisions

Activity results 0102 VP of Educational Services expanded the initial Assessment of Student Learning Team in Fall 2006 with representation of each instructional division and student services. The team met August 24, 2006, October 12, 2006, November 9, 2006, January 31, 2007 (Web Site Ad Hoc Subcommittee), February 8, 2007, March 19, 2007, and April 24, 2007.

Objectives 01.03 Develop and adopt a five-year assessment plan

Activity results 0103 The Assessment Team adopted a 4-year plan with the following milestones; 2006-2007 Classroom Assessment Techniques, 2007-2008 Course Level Assessment, 2008-2009 Department/Program Level Assessment, 2009-2010 Degree or General Education Assessment.

Objectives 01.04 Communicate plan and document results of first year implementation

Activity results 0104 Web services developed a website on the faculty side of the Intranet which houses the Assessment Team roster, the Assessment Plan, and examples of Classroom Assessment Techniques. Chair William Feagin made a presentation to the faculty on the assessment plan and CATS at the Spring 2007 convocation. An ad hoc subcommittee met to refine the web site and Web services developed a prototype which included processes, assessments, and resources. The office of Institutional Effectiveness, Research, and Planning collected the CAT reports from division directors and maintains the documents for inclusion on the web page.

**Goal 02 Promote student learning, persistence, and attainment through student engagement**

Coordinator of Effort: Institutional Effectiveness, Student Services

Closing the Gaps alignment: Success

*02 Measurement Standard Benchmark results of student engagement survey to national standards and Temple College previous results*

| <b><u>Results 02</u> Benchmark Scores (50 = National Average)</b> | <b>2007</b> | <b>2005</b> |
|---|-------------|-------------|
| Active and Collaborative Score                                    | 45.3        | 45.7        |
| Student Effort Score  | 46.7        | 46.8        |
| Academic Challenge Score  | 46.6        | 46.4        |
| Student Faculty Interaction                                       | 50.0        | 48.0        |
| Support for Learners  | 52.6        | 46.1        |

Objectives 02.01 Participate in the Spring 2007 administration of the Community College Survey of Student Learning

Activity results 0201 Temple College participated in the administration of the CCSSE survey in the spring semester 2007 which was funded through a consortium of small colleges. Surveys were administered to 42 randomly selected classes. Results were returned during summer 2007 and the results will be analyzed during the 2007-2008 school year. Initial benchmark results are posted above.

Objectives 02.02 Reconstitute a retention committee to study and make recommendations to improve student retention

Activity results 0202 Reconstituted retention committee met on May 9, 2007. Student Services presented Temple College data compiled by the IERP office and provided committee members with a best practices document. The committee held a second meeting on June 13, 2007. Student Services followed up with an initial action plan for the coming school year.

**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 03 Increase access to educational opportunities through greater participation**

Coordinator of effort: Distance Learning, Financial Aid, Advancement, Business, and Community Education

Closing the Gaps alignment: Participation

*03Measurement Standard Growth in headcount and contact hours, and percentage growth in minority enrollment*

| <u>Results 03</u> | Headcount | Contact Hours | Black % | Hispanic % |
|-------------------|-----------|---------------|---------|------------|
| FA2005            | 3,887     | 767,288       | 13.7%   | 14.9%      |
| FA2006            | 4,279     | 868,848       | 15.5%   | 16.3%      |

Objectives 03.01 Expand distance learning opportunities

Activity results 0301 Contact hours for distance education courses

|        |         |
|--------|---------|
| FA2005 | 32,640  |
| FA2006 | 62,688  |
| FA2007 | 119,596 |

Objectives 03.02 Improve access to financial aid for students

Activity results 0302 Financial aid processes evaluated and changes in process made for 2006-2007 school year.

|                       |       |
|-----------------------|-------|
| FA2005 FA transmitted | 1,439 |
| FA2006 FA transmitted | 2,088 |

**Percent of Credit Students Receiving Pell Grants**

|                  | Fall 2005 | Fall 2006 |
|------------------|-----------|-----------|
| Total            | 26.70%    | 27.10%    |
| White            | 18.80%    | 19.90%    |
| African-American | 55.00%    | 55.10%    |
| Hispanic         | 35.80%    | 35.80%    |
| Asian            | 27.40%    | 16.90%    |
| Native-American  | 36.00%    | 30.80%    |
| International    | 11.10%    | 14.30%    |
| Other            | 40.00%    | 27.30%    |

Objectives 03.03 Increase contact hours in non-credit community education

Activity results 0303 Created course offerings for smaller enrollment feasibility while increasing student options.

Objectives 03.04 Create P-14 partnerships for increase participation in dual credit programs

Activity results 0304 Spring-to-Spring growth in dual credit enrollment.

| Dual Credit | Headcount | SCH   |
|-------------|-----------|-------|
| FA2005      | 718       | 3,407 |
| SP2006      | 647       | 2,932 |
| FA2006      | 708       | 3,199 |
| SP2007      | 689       | 3,145 |

Bioscience Institute moved into building SP2007

Bioscience institute, Cameron Center, Taylor Center, and EWHEC awarded middle college or early college high school designation.

**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 04 Implement new processes in newly reorganized Enrollment Services Division**

Coordinator of Effort: Enrollment Management Division

Closing the Gap alignment: Success

*04Measurement Standard Process models are identified and implemented*

Results 04 NACADA model adopted for advising and auto packaging adopted by Financial Aid.

Objectives 04.01 Implement a Developmental Advising model, as recommended by NACADA (National Association of Academic Advisors)

Activity results 0401 The Temple College Advising Center has adopted the use of a Developmental Advising model, as recommended by NACADA (National Association of Academic Advisors). Advisors are trained to address the needs of students and to help them understand the advising process and take ownership of their own academic career. Students are assisted in building a course of study in a balanced format to maximize success for each semester. Students who are under-performing (missing classes or struggling academically) are referred to an advisor to discuss ways they might be able to improve their attendance/performance. Referrals are made to tutoring/labs and other services.

Objectives 04.02 Improve services to Taylor center through reviewing and adjusting staffing patterns

Activity results 0402 A student service position and part-time advisor have been filled as of March 19, 2007.

***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 05 Implement plan for the Texas BioScience Institute on the Scott and White west campus**

Coordinator of Effort: Texas BioScience Institute Staff, Health Services Division  
Closing the Gap alignment: Success

*05Measurement Standard Students enroll and complete first year of program in the BioScience Institute*

**Results 05** 31 Students were declared AAS.HS.PreBiotechnology and 6 students were declared AAS. Pre.Biotechnology majors in Spring 2007. Duplicated enrollment for courses at the Bioscience Institute was 131 in Spring 2007.

Objectives 05.01 Obtain final state approval for Biotechnology Program

Activity results 0501 Texas Higher Education Coordinating Board approval and TC Curriculum Committee approval received.

Objectives 05.02 Obtain certification for apprenticeship program

Activity results 0502 The Laboratory Animal Technician I Apprenticeship (LAT I) is a partnership between Scott and White and Temple College to address a critical need for trained technicians to provide skilled care and management of research animals. At the completion of the program, the student will be a registered Laboratory Animal Technician with the Department of Labor and will be eligible to sit for the Assistant Laboratory Animal Technician (ALAT) certification exam sponsored by the American Association of Laboratory Animal Scientists (AALAS).

Objectives 05.03 Obtain Middle College designation for Texas BioScience Institute

Activity results 0503 Middle College is a designation given by the Texas Higher Education Board that enables high school juniors and seniors who attend the Texas Bioscience Institute (TBI) to take more than two college courses per semester. Students who begin taking courses their junior year may earn as much as 58-60 college credits and seniors may earn 28-30 credits by high school graduation. The middle College designation was received prior to Fall 2006. Students moved into the new facilities in January 2007.

**Community Partnerships**—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 06 Expand opportunities for potential students in service delivery area**

Coordinator of Effort: Cameron Center Staff, EWCHEC Staff, TCAT Staff

Closing the Gap alignment: Participation

*06 Measurement Standard Increase enrollment and services in off-site centers*

| <u>Results 06</u> | Dup Enrollment | FA2005 | SP2006 | FA2006 | SP2007 |
|-------------------|----------------|--------|--------|--------|--------|
|                   | Cameron        | 433    | 407    | 432    | 398    |
|                   | TCAT           | 2103   | 1928   | 2396   | 2032   |

Objectives 06.01 Obtain Middle College Designation for Cameron Education Center

Activity results 0601 Designation for middle college received.

Objectives 06.02 Develop partnerships for the creation of the East Williamson County Higher Education Center <http://www.ewchec.com/>

Activity results 0602 Partners in the creation of the East Williamson county Higher Education Center are the Central Texas Tech Prep Consortium , the city of Hutto , the city of Taylor , Concordia University , Hutto Economic Development Corporation , Hutto Independent School District , Region 13 Education Service Center , Rural Capital Area Workforce Development Board , Skillpoint Alliance , Tarleton State University - Central Texas , Taylor Economic Development Corporation , Taylor Independent School District , Temple College , Temple College at Taylor Foundation , Texas Bioscience Institute , and Texas State Technical College (TSTC Waco).

Objectives 06.03 Obtain Early College High School Designation for Taylor, Hutto , and Temple College partnership

Activity results 0603 Designation received July 2006 and staff was hired to begin in Fall 2007.

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

**Goal 07 Improve web based services for students and faculty**

Coordinator of Effort: Information Technology, Admissions and Records, AVP  
Distance Education  
Closing the Gap alignment: Participation

*07Measurement Standard New web based applications instituted*

**Results 07** Apply Texas, Desire 2 Learn, Smart Thinking, CE instant enrollment

Objectives 07.01 Institute common application system and on-line application through Apply Texas.

Activity results 0701 Apply Texas which offers on-line common application to public colleges and universities was made operable from the Admissions and Records web page for potential Temple College students Spring 2007.

[https://www.applytexas.org/adappc/gen/c\\_start.WBX?s\\_logon\\_msg=Y](https://www.applytexas.org/adappc/gen/c_start.WBX?s_logon_msg=Y)

Objectives 07.02 Institute a common platform for distance education courses

Activity results 0702 Temple College distance Education courses are now on the learning management system *Desire2Learn*.

<http://community.desire2learn.com/>

Objectives 07.03 Research and contract with on-line tutoring service

Activity results 0703 Temple College contracts with SMARTHINKING, based in Washington, DC, to provide students academic support. SMARTHINKING connects students to E-structor® Certified tutors anytime, from any Internet connection.

<http://www.smarthinking.com/>

Objectives 07.04 Develop instant enrollment for continuing education.

Activity results 0704 The information Technology department developed instant enrollment for continuing education classes through TConnect.

<https://tconnect2.templejc.edu/WebLivProd/WebLivProd?TOKENID X=2117802094&SS=1&APP=ST&CONSTITUENCY=XT10W9>

**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 08 Improve access to quality facilities for instruction and student life through efficient resource management.**

Coordinator of Effort: VP of Business Services, President., Board of Trustees

*08Measurement Standard Secured funds for new construction and facility renovation*

**Results 08** Funding secured for funding new science building and renovation of Student Union Building and Newton Science Building

Objectives 08.01 Develop and market student revenue bond issue to renovate student union and other student use facilities.

Activity results 0801 The 2006 Revenue and Refunding Bonds, Series 2006 were issued on December 21, 2006 and provided \$2, 165,737 for construction of the above facilities.

Objectives 08.02 Develop and have approved by Temple Junior College District property owners a general obligation tax bond for construction of a science laboratories facility and renovation of the Newton Science facility.

Activity results 0802 . Bonds in the amount of \$7,500,000 were sold on January 27, 2007 for construction of the science laboratories facility and renovation of the Newton Science classroom facility.

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

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2600 South First Street  
Temple, Texas 76504  
[www.templejc.edu](http://www.templejc.edu)  
(254) 298-8282