

TEMPLE COLLEGE

FACT BOOK



2007



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.

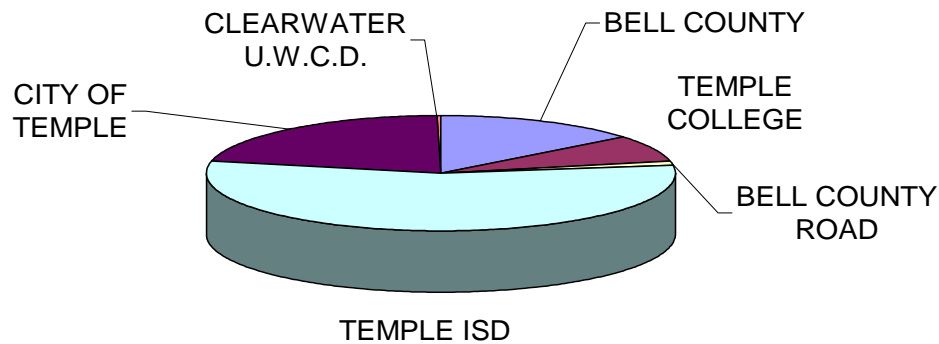
On August 31	2006	2005
Assessed Valuation of the District	\$3,481,986,541	\$3,293,100,988
Less: Exemptions	(718,172,045)	(689,806,065)
Less: Abatements	(117,808,701)	(128,110,284)
Net Assessed Valuation of the District	\$2,646,005,795	\$2,475,184,639

Tax Rate for 2005-2006

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

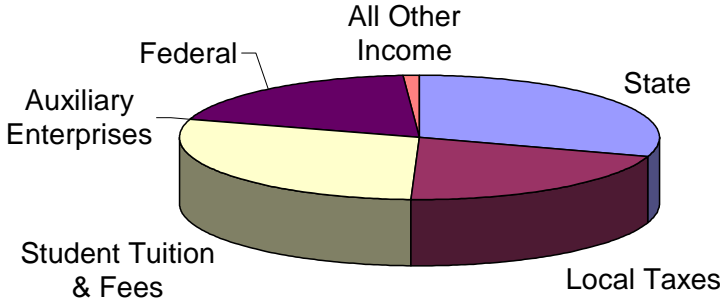
Other Tax Rates

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



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

Distribution of Revenues



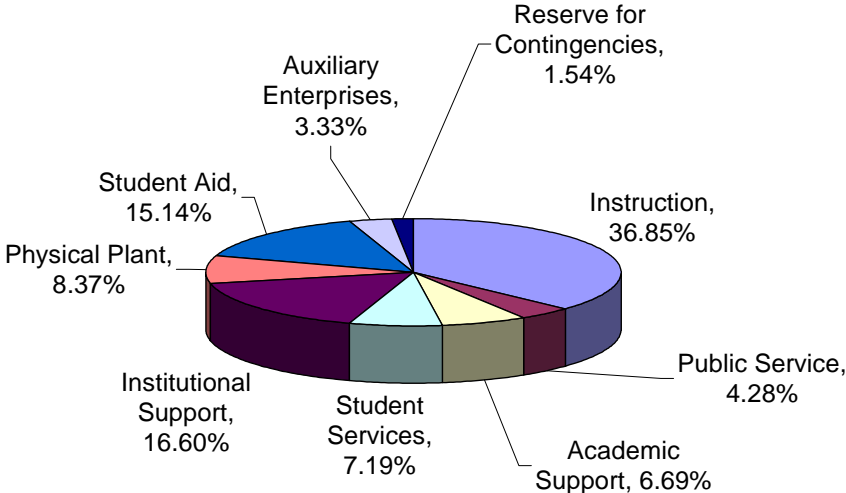
2006-2007 Operating Budget

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 Assed 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



Purpose.....	Amount.....	PerCent
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%

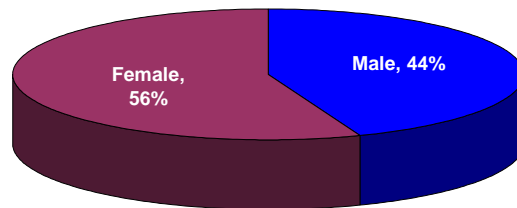
Personnel

Full and Part Time Faculty–Fall 2006

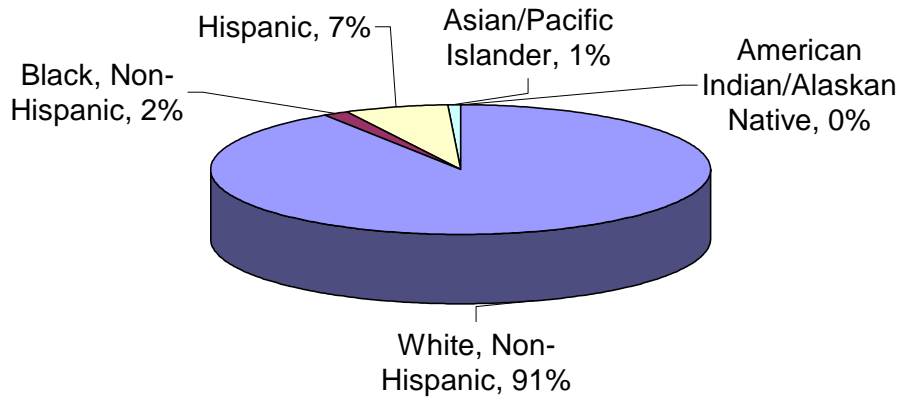
Gender		Time Employed	
Male	100	Full Time	93
Female	127	Part Time	133
Total	227	Flex Entry	1

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)

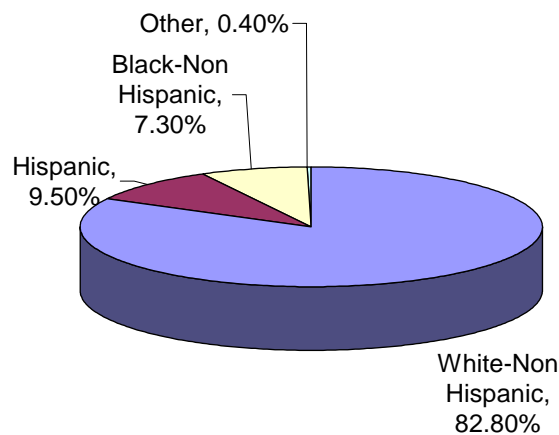
Primary function/occupational activity	Subtotal
Executive/administrative/managerial	39
Other professionals (support/service)	50
Clerical and secretarial	38
Service/Maintenance	17
Total full-time	144

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
Total part-time	15

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%
Total	4,279	

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

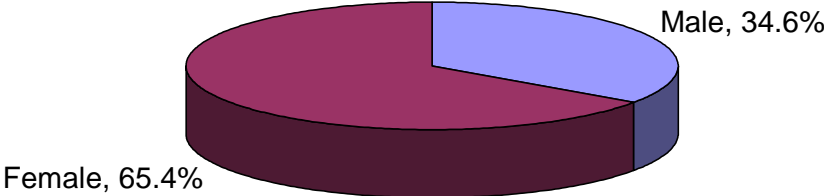
Academic Declared Majors	2,051	47.9%
Academic Undeclared Major	845	19.7%
Tech Declared Major	486	11.4%
Tech Undeclared Major	583	13.6%
Tech Prep Declared Major	314	7.3%
Dual Credit (duplicated)	708	16.5%

Special Populations

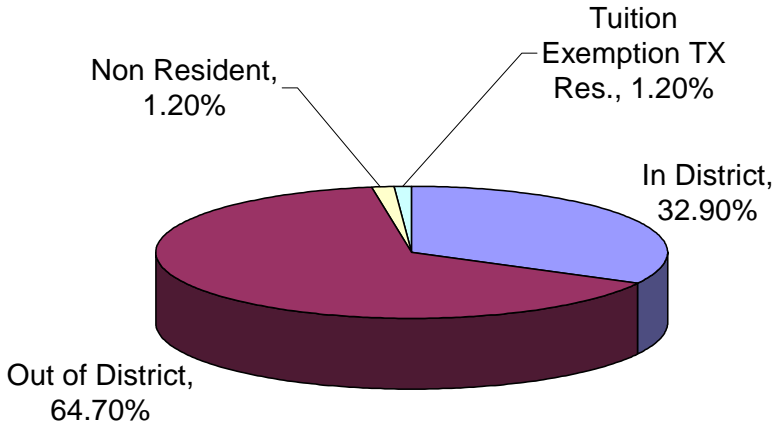
Academic Disadvantaged	755	17.6%
Economic Disadvantaged	1,351	31.6%
Individual with Disability	160	3.7%
Displaced Homemaker	72	1.7%
Single Parent	448	10.5%

Source: Fall 2006 CBM 001

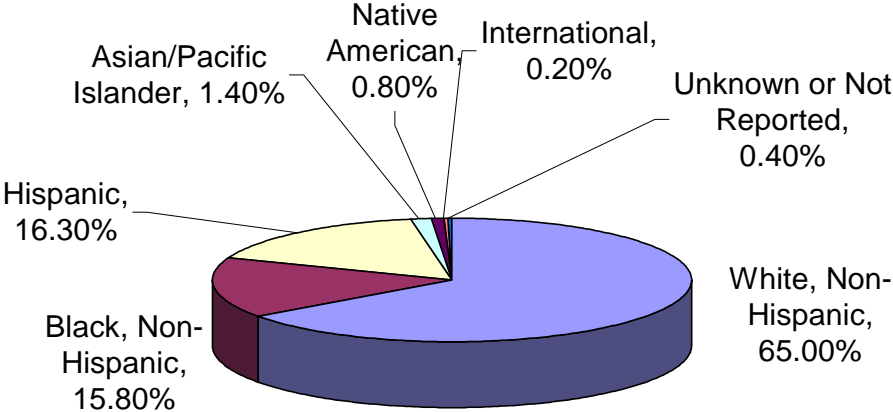
Gender



Tuition Status



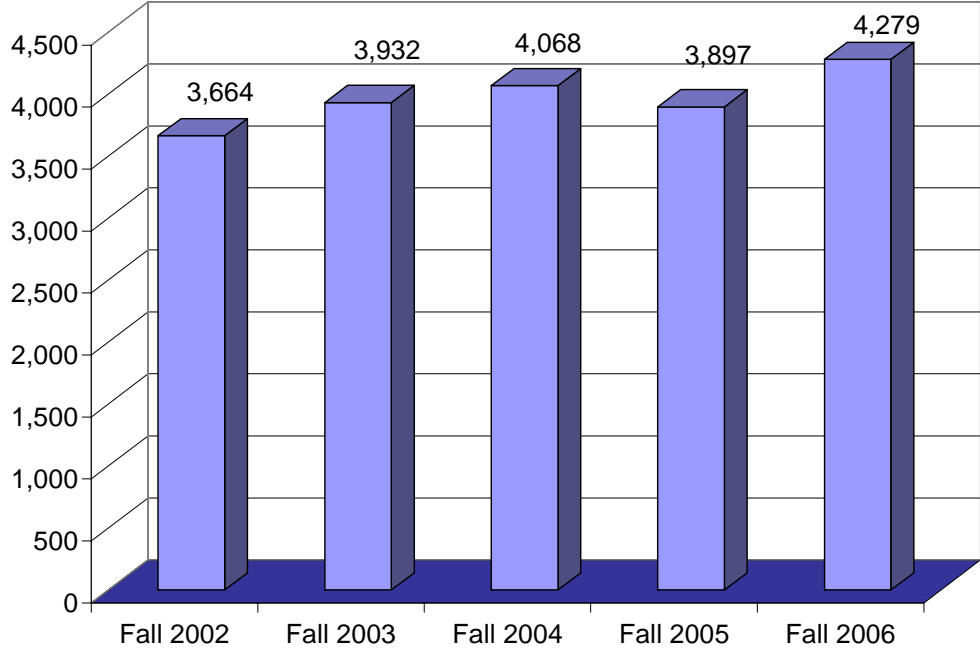
Ethnicity



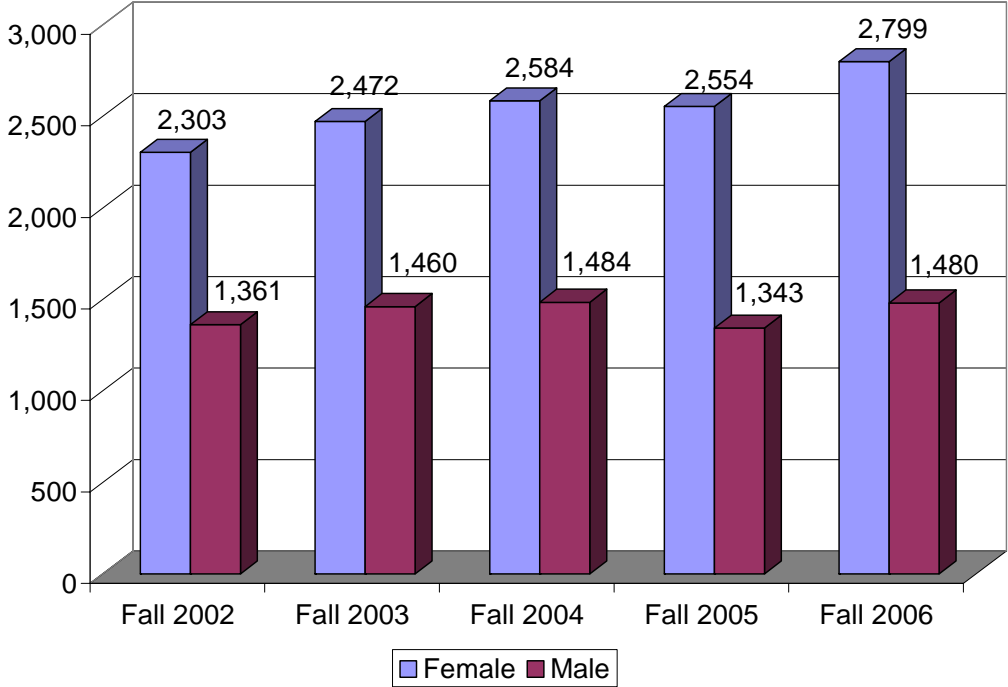
Source: Fall 2006 CBM 001

Fall Enrollment – Five Year Trends

Unduplicated Headcount

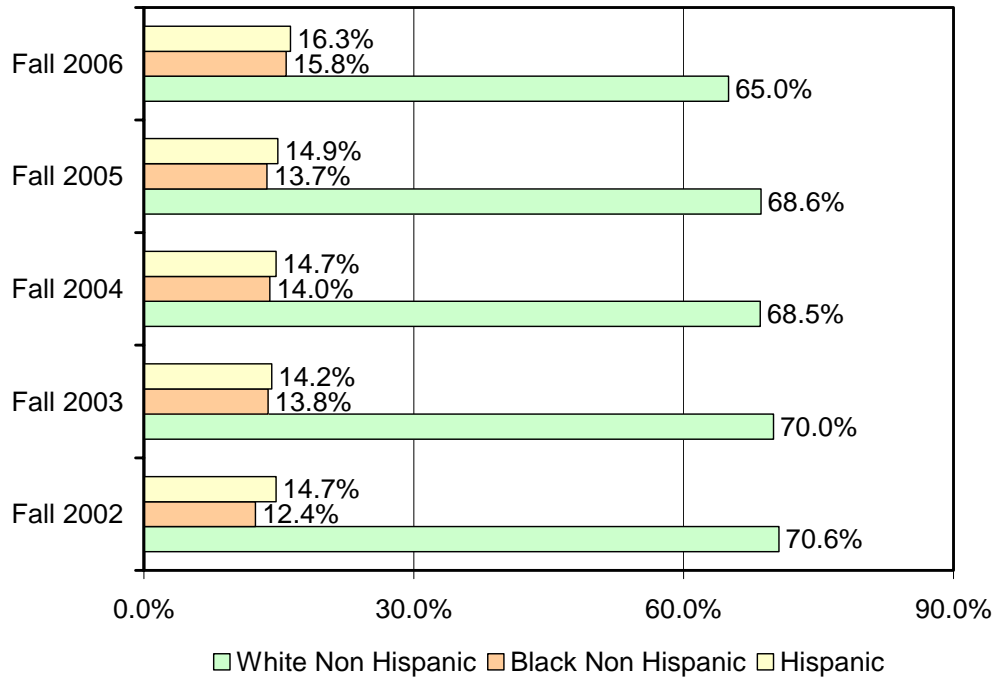


Enrollment by Gender



Source: Fall 2002 - Fall 2006 CBM 001

Enrollment by Ethnicity



Ethnicity	Fall 2006	Fall 2005	Fall 2004	Fall 2003	Fall 2002
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
Total	4,279	3,897	4,068	3,932	3,664

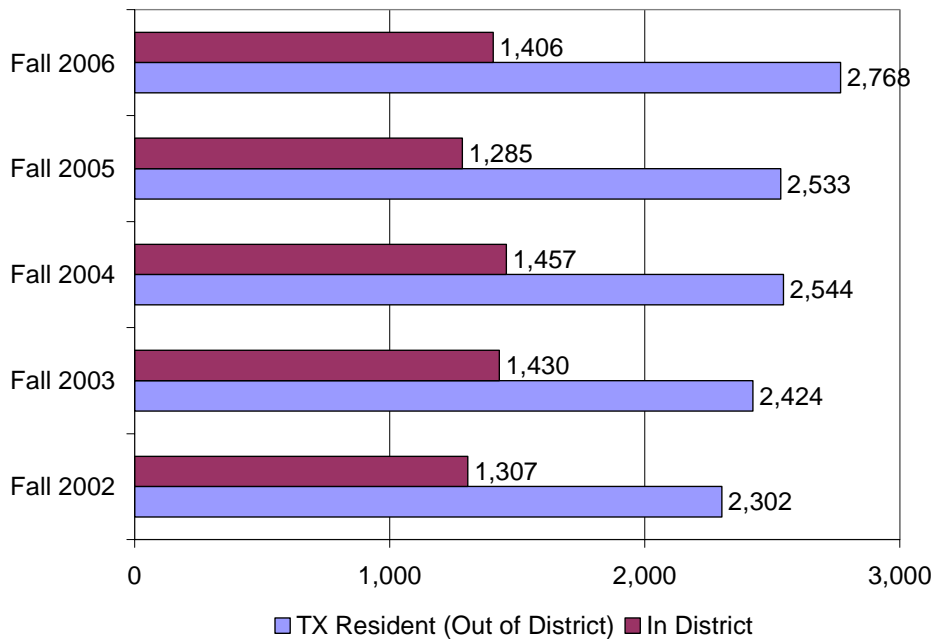
Source: Fall 2002- Fall 2006 CBM 001

Enrollment from Top Ten Counties of Residence

	Fall 2006	Fall 2005	Fall 2004	Fall 2003	Fall 2002
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

	Fall 2006	Fall 2005	Fall 2004	Fall 2003	Fall 2002
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%
Total	1,117	

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

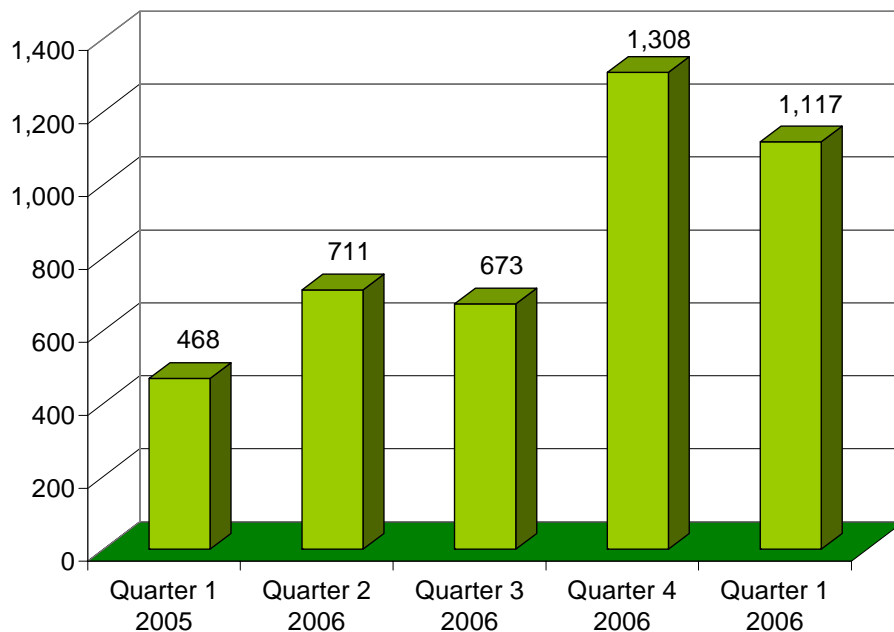
White, Non-Hispanic	870	77.9%
Black, Non-Hispanic	78	7.0%
Hispanic	149	13.3%
Asian/Pacific Islander	15	1.3%
Native American	1	0.1%
International	1	0.1%
Unknown or Not Reported	3	0.3%

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

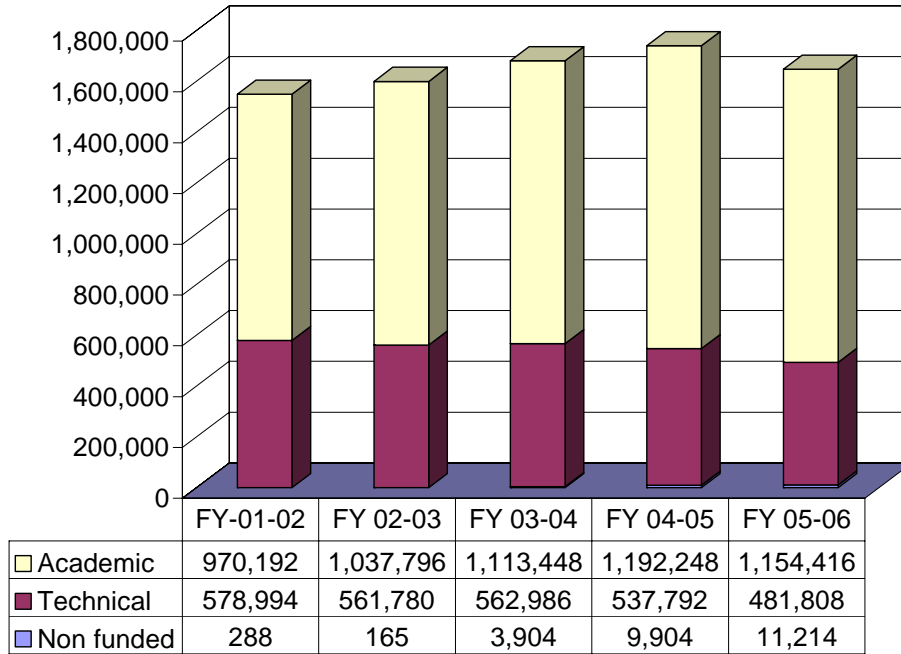
Health Sciences

Biotechnology
Dental Hygiene
Emergency Medical Services
Respiratory Care
Surgical Technology

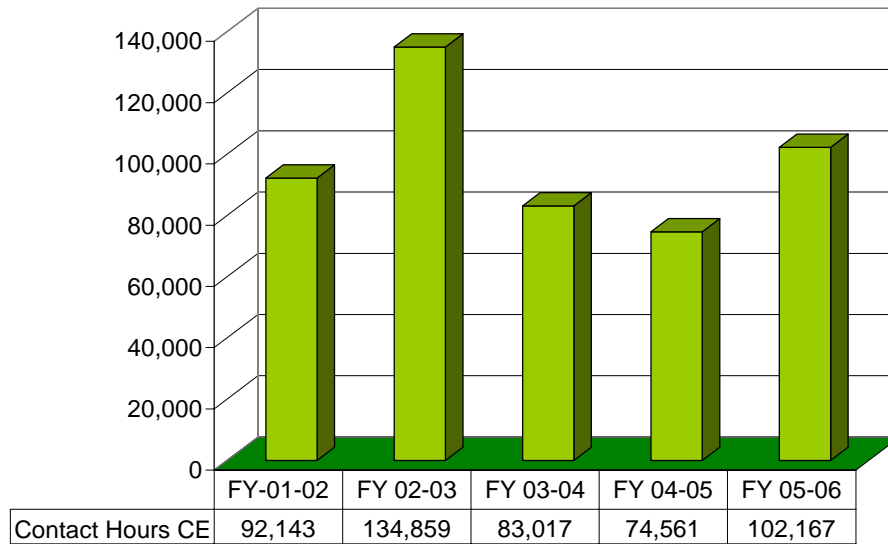
Nursing

Associate Degree
Vocational
LVN to RN Bridging

Credit Contact Hour Production



Workforce Continuing Education Contact Hour Production



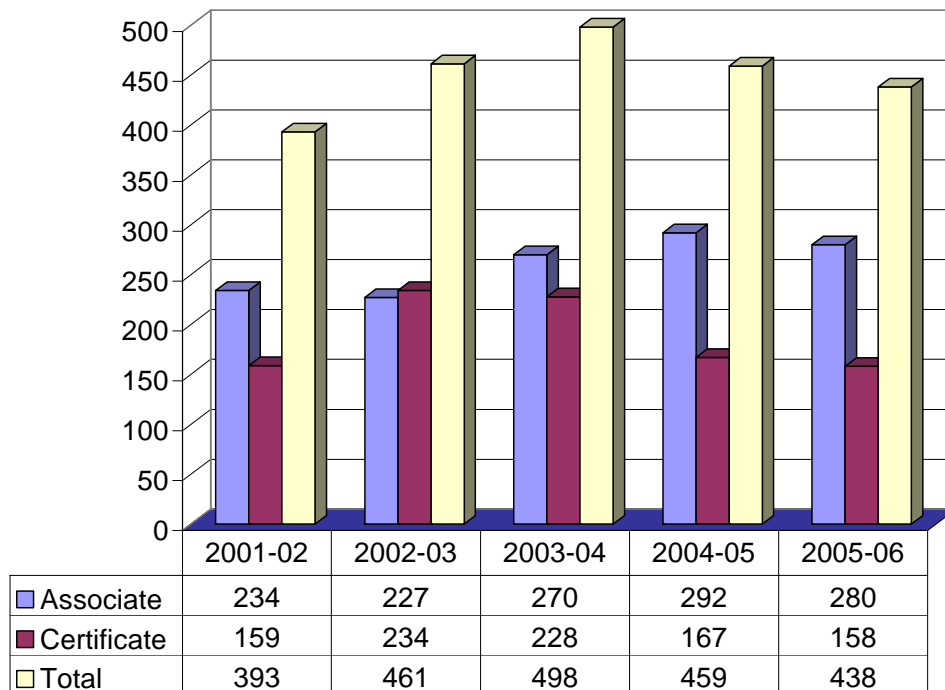
Source: CBM 004, CBM 00C

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
Total	163	74	43	110	23	25

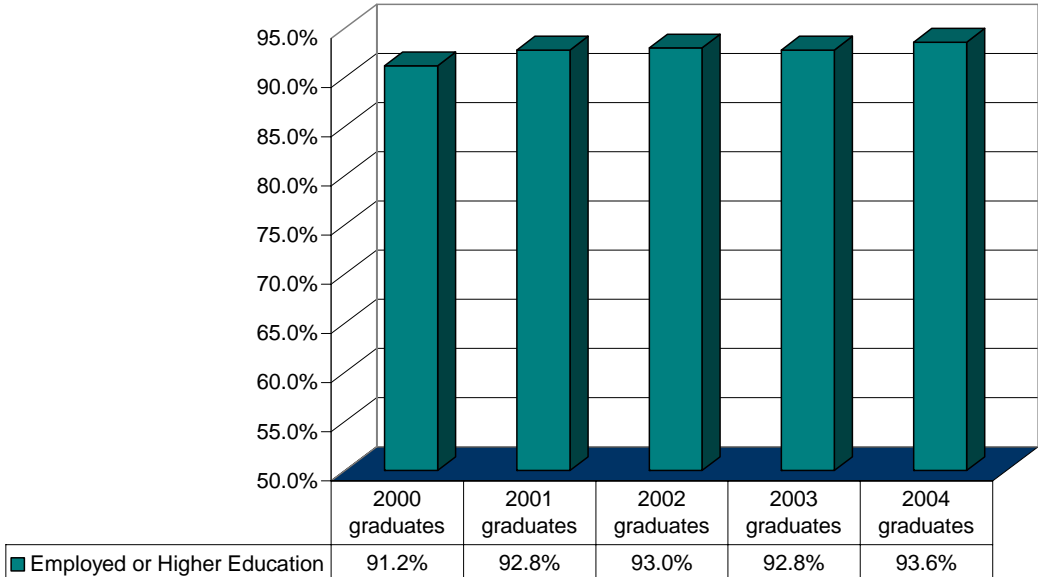
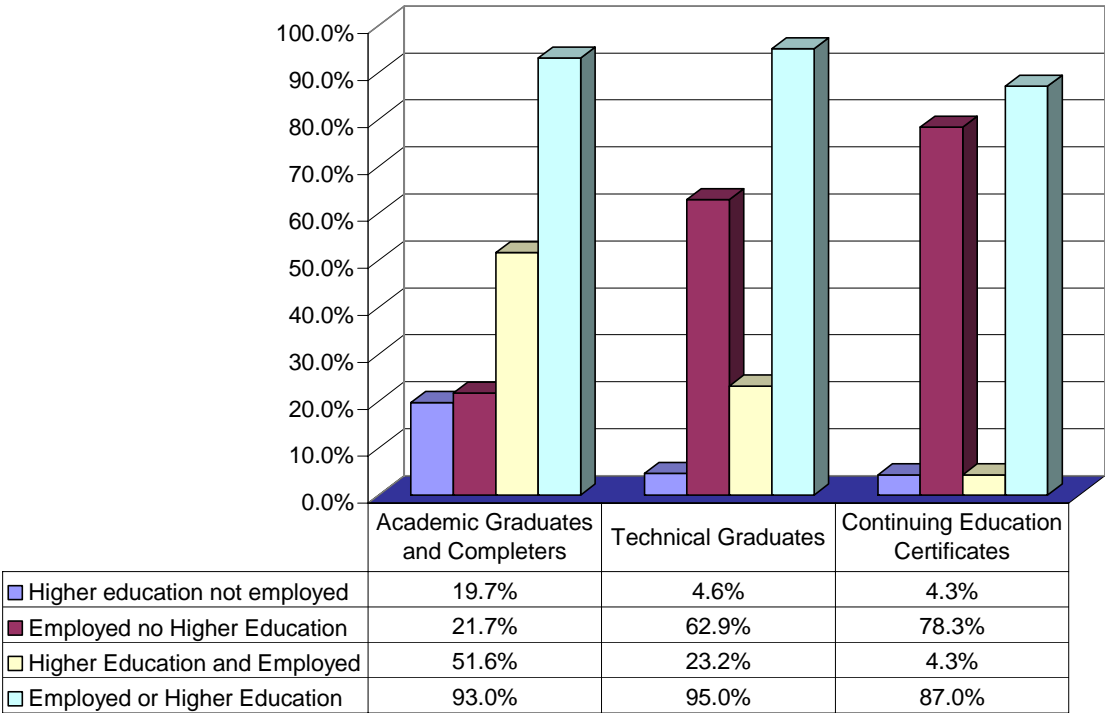
Total Degrees and Certificates



Source: CBM 009

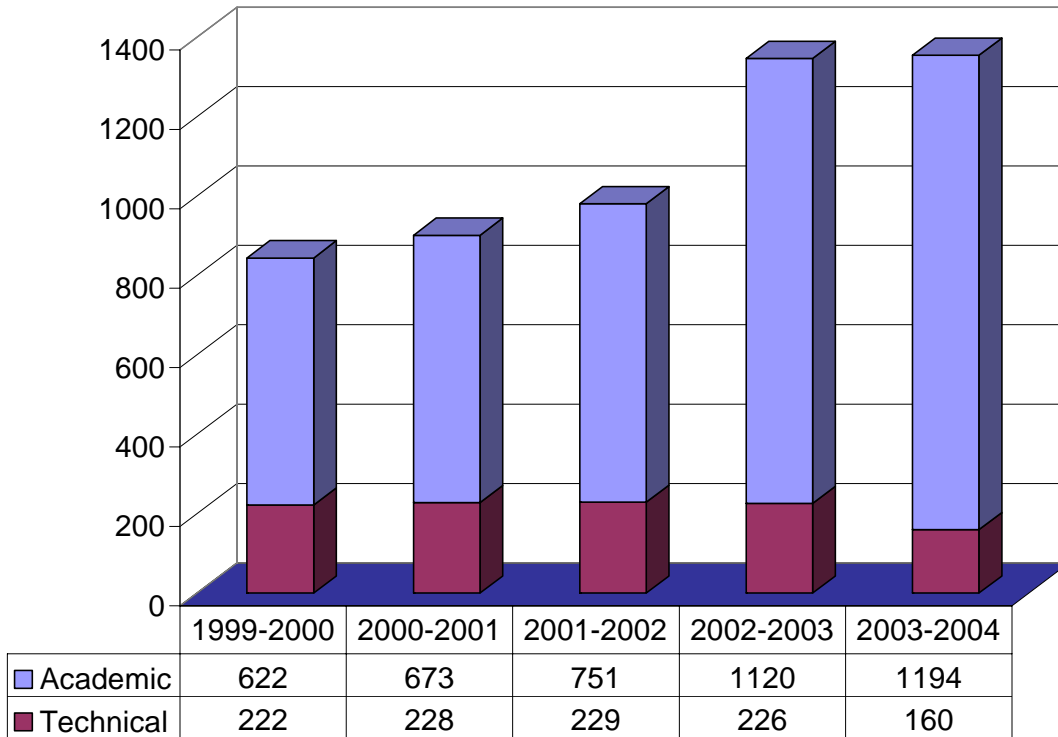
Degrees and Certificates by Curriculum	2006	2005	2004	2003	2002
Agricultural Business Technology	0	1	0	0	0
Computer Information Systems	17	30	64	61	56
Education	24	23	22	12	3
Engineering	2	0	7	0	0
Industrial Technology	0	3	0	4	1
Drafting and Design Technology	8	12	9	17	12
Child Development	14	8	4	0	2
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%

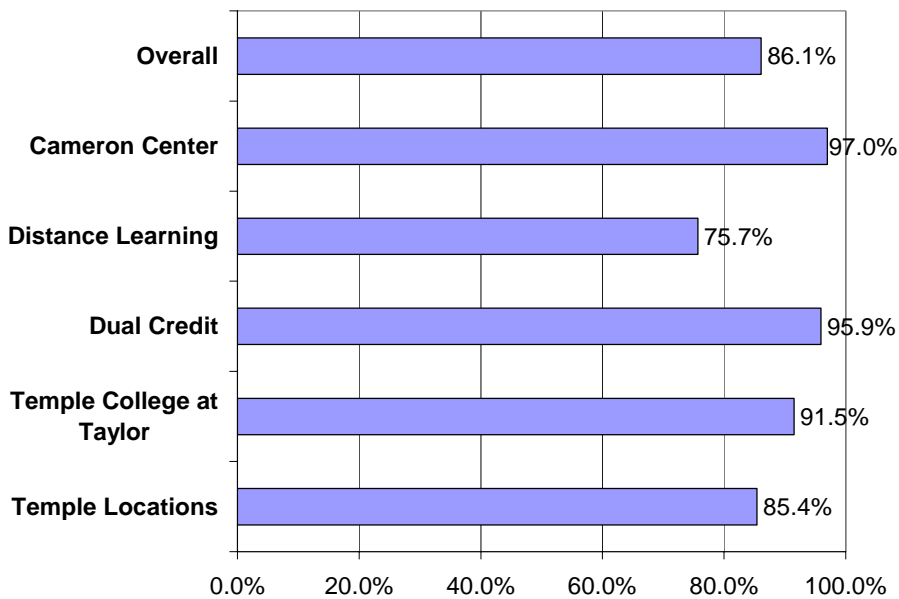
Sources: CBM 001, CBM 002, CBM 004, CBM 006, CBM 009, CBM 00C, CB116, ASALFS, ADP 2006

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 FTIC	Still Enrolled Fall 2005	Transfers	Graduates	Total Persisting or Graduating	Statewide
Total	1,034	138	398	92	55%	52%
By Gender						
Male	401	32	183	28	56%	49%
Female	633	106	215	64	53%	53%
By Ethnicity						
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%
By Special Populations						
Economically Disadvantaged	361	65	104	41	51%	56%
Individuals with Disabilities	178	30	57	26	54%	60%
Single Parents	71	19	13	8	51%	49%
Displaced Homemakers	16	2	8	1	69%	53%
Academically 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

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

<u>Results 02</u> Benchmark Scores (50 = National Average) 2007	2005
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

05 Measurement 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

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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