

TEMPLE COLLEGE FACT BOOK



2008



Established 1926

Note on sources

The Temple College 2008 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 the Texas All-State Academic Team
- Music students have been named to the 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 % pass rate on national, regional, and state licensure exams
- Nursing programs have been cited as Exemplary Programs by the 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
- Educational 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:

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

Business & Community Education

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

Temple College is accredited by

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

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

Full Membership in, and Approved by

Texas Higher Education Coordinating Board

The Texas Education Agency

Department Membership, Accreditation, and/or Approved by

Commission on Accreditation of Allied Health Education Programs

National Accrediting Agency for Clinical Laboratory Sciences

Accreditation Review Committee on Education in Surgical Technology

Commission on Dental Accreditation, American Dental Association

Committee on Accreditation for Respiratory Care

Board of Vocational Nurse Examiners for the State of Texas

National League for Nursing Accreditation Commission

Texas Department of Health Bureau of Emergency Management

Member of American Association of Community Colleges

Member of the Association of Texas Colleges and Universities

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

Member of Texas Association of Community Colleges

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

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. (2012)

Stephen H. Niemeier (2008)

Lydia Santibanez (2008)

Michael W. Thompson (2012)

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*

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 Bioscience Institute

Tech Prep Consortium

Tech Prep Data Collection

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 2007-2008

Hours	In-District	Out-of-District	Out-of-State and Foreign
1	\$ 70	\$ 110	\$ 300
3	\$ 210	\$ 330	\$ 528
6	\$ 420	\$ 660	\$ 1056
12	\$ 840	\$ 1,320	\$ 2,112
15	\$ 1,050	\$ 1,650	\$ 2,640
18	\$ 1,260	\$ 1,980	\$ 3,168

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.

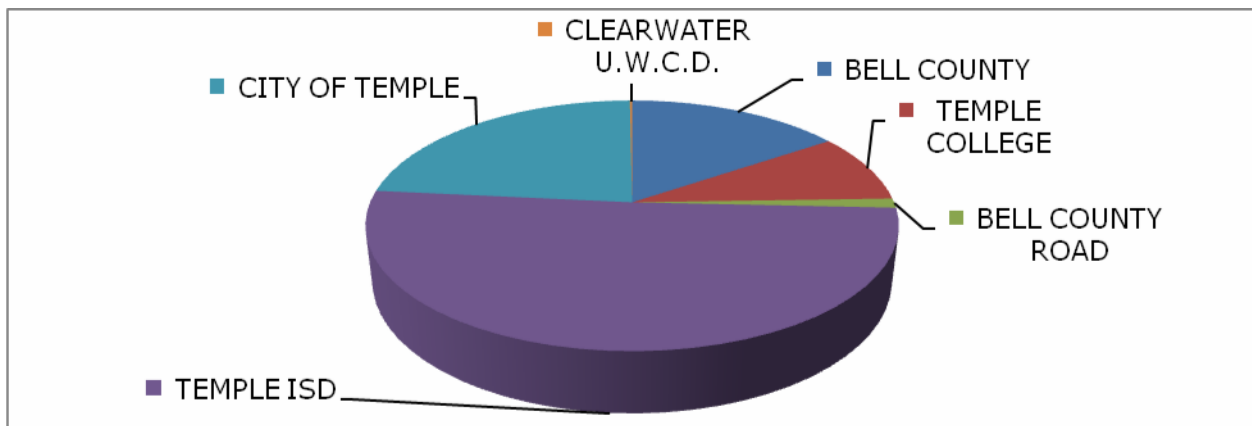
On August 31	2007	2006
Assessed Valuation of the District	\$3,616,986,528	\$3,481,986,541
Less: Exemptions	(773,379,313)	(718,172,045)
Less: Abatements	(81,100,236)	(117,808,701)
Net Assessed Valuation of the District	\$2,762,507,979	\$2,646,005,795

Tax Rate for 2006-2007

	Current Operations	Debt Service	Total
Tax rate per \$100 assessed valuation	\$0.163	\$0.037	\$0.2000

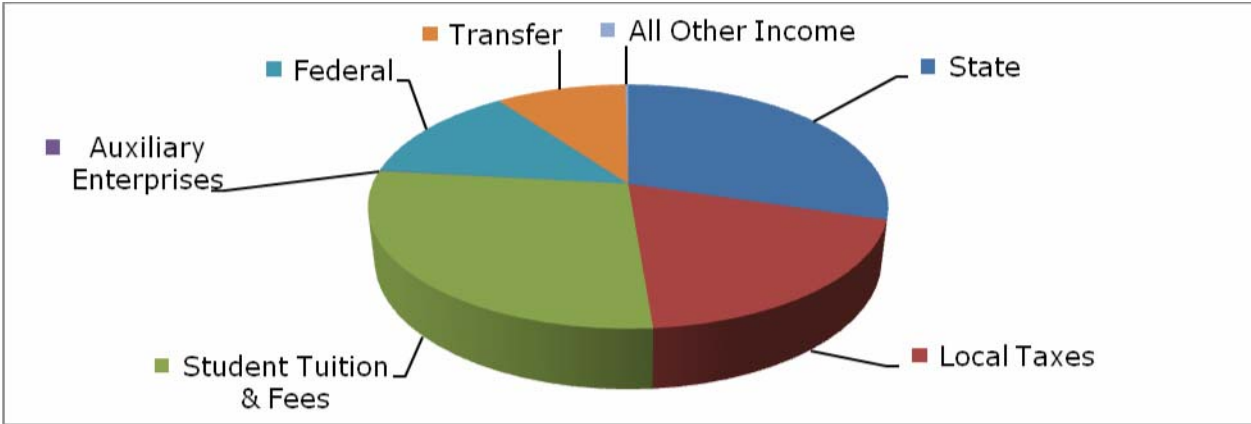
Other Tax Rates

Ad valorem taxes (per \$100 assessed value) as of October 2007



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

Distribution of Revenues



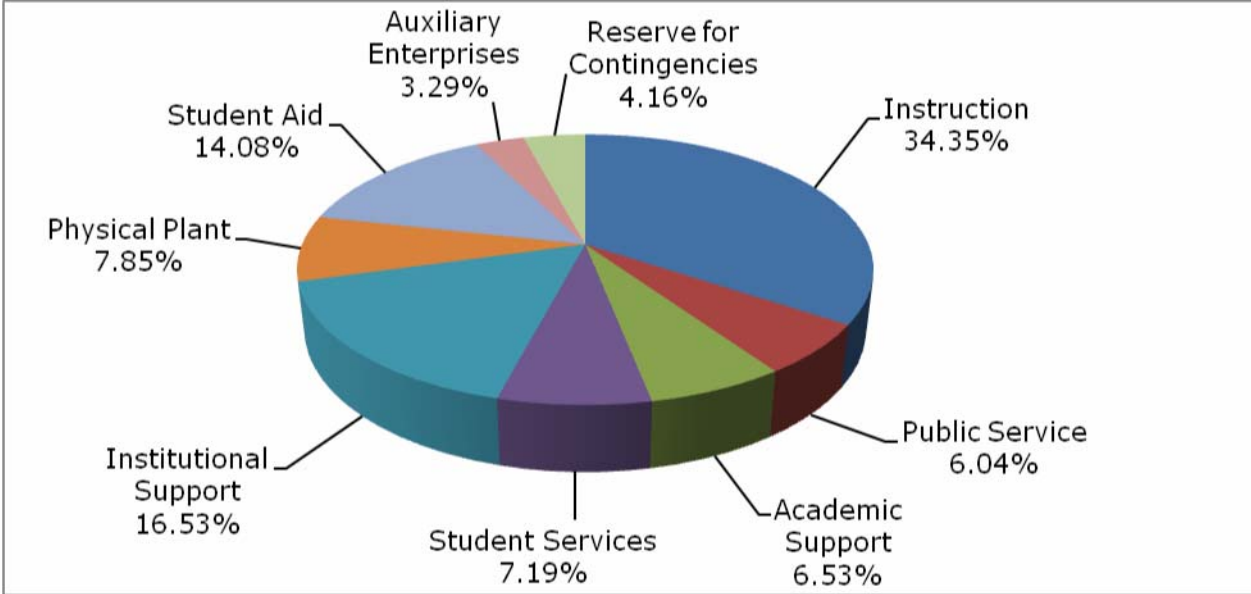
2007-2008 Operating Budget

Source	Amount	Per Cent
State	\$9,931,172	37%
Local Taxes	\$6,336,460	24%
Student Tuition & Fees	\$9,377,133	35%
Auxiliary Enterprises	\$23,500	0%
Federal	\$4,425,930	16%
Transfer	(\$3,253,292)	-12%
All Other Income	\$98,510	0%
Total	\$26,939,413	100%

District Assessed Valuation and Tax Rate

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
2006-07	\$ 2,762,506,979	\$0.2000

Distribution of Expenses



Purpose.....	Amount.....	Per Cent
Instruction	\$9,252,867.....	34.35%
Public Service	\$1,626,877.....	6.04%
Academic Support.....	\$1,758,570.....	6.53%
Student Services.....	\$1,936,912.....	7.19%
Institutional Support.....	\$4,453,963.....	16.53%
Physical Plant.....	\$2,113,985.....	7.85%
Student Aid	\$3,791,766.....	14.08%
Auxiliary Enterprises	\$885,135.....	3.29%
Reserve for Contingencies	\$1,119,338.....	4.16%
Total	\$26,939,413.....	100.00%

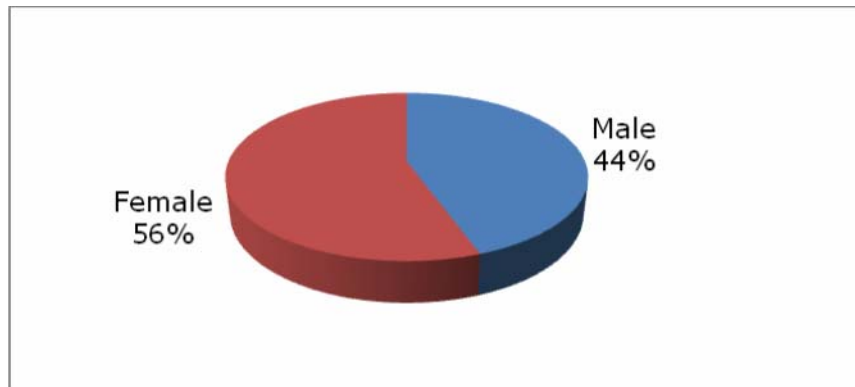
Personnel

Full and Part Time Faculty–Fall 2007

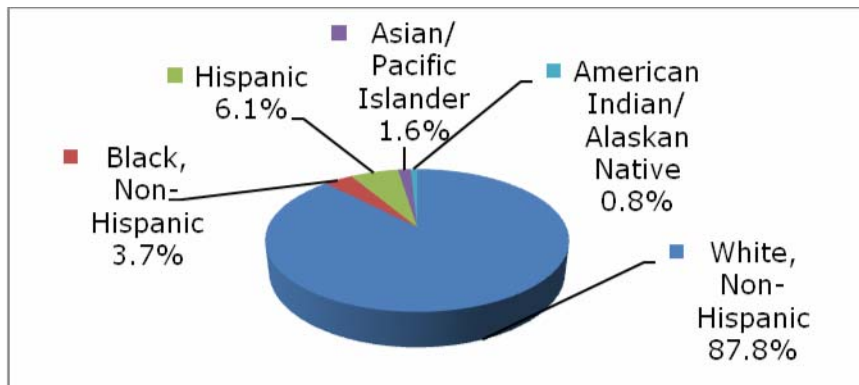
Gender		Time Employed	
Male	109	Full-Time	99
Female	136	Part-Time	146
Total	245	Flex Entry	0

Ethnic Origin		Highest Degree Earned	
White, Non-Hispanic	215	Doctorate	32
Black, Non-Hispanic	9	Masters	146
Hispanic	15	Bachelors	42
Asian/Pacific Islander	4	Associate	14
American Indian/Alaskan Native	2	Certificate	1
Total	245		

Faculty by Gender



Faculty by Ethnicity



Source: Fall 2007 CBM 008

Professional and Support Staff – Fall 2007

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)

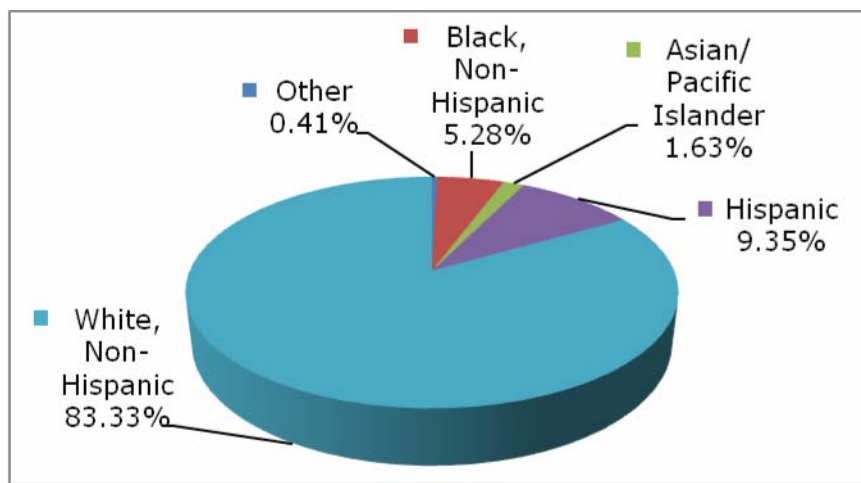
Primary function/occupational activity	Subtotal
Executive/administrative/managerial	39
Other professionals (support/service)	51
Clerical and secretarial	39
Service/Maintenance	20
Total full-time	149

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 2007 (Data reported bi-annually)



Source: Spring 07 IPEDS – NCES

Students

Credit Students

Student Profile - Fall 2007

Gender

Male	1,629	34.0%
Female	3,158	66.0%
Total	4,787	

Classification

Freshman	3,368	70.4%
Sophomore	1019	21.3%
Unclassified	239	4.9%
Associates	127	2.7%
Bachelors	34	0.7%

Intent

Earn Assoc	2,534	52.9%
Earn Cert	398	8.3%
Transfer	1,692	35.4%
Improve Skills	107	2.2%
Enrichment	56	1.2%

Age

Under 17	495	10.3%
17	519	10.8%
18	563	11.8%
19-21	1,129	23.6%
22-24	527	11.0%
25-30	668	14.0%
31-35	306	6.4%
36-50	465	9.7%
51-64	109	2.3%
65 and Older	6	0.1%
Average Age	24.1	

Tuition Status

In-District	1,557	32.5%
Out-of-District	3,112	65.0%
Non-Resident	65	1.4%
Tuition Exemption TX Res.	53	1.1%

Residence

Texas Counties	4,686	97.9%
Other States	92	1.9%
Foreign Countries	9	0.2%

Ethnic Origin

White, Non-Hispanic	3,062	64.0%
Black, Non-Hispanic	792	16.5%
Hispanic	768	16.0%
Asian/Pacific Islander	89	1.9%
Native American	40	0.8%
International	14	0.3%
Unknown or Not Reported	22	0.5%

First Time in College

First Time in College	789	16.5%
First Time Transfer	392	8.2%
Total	1,181	

Majors

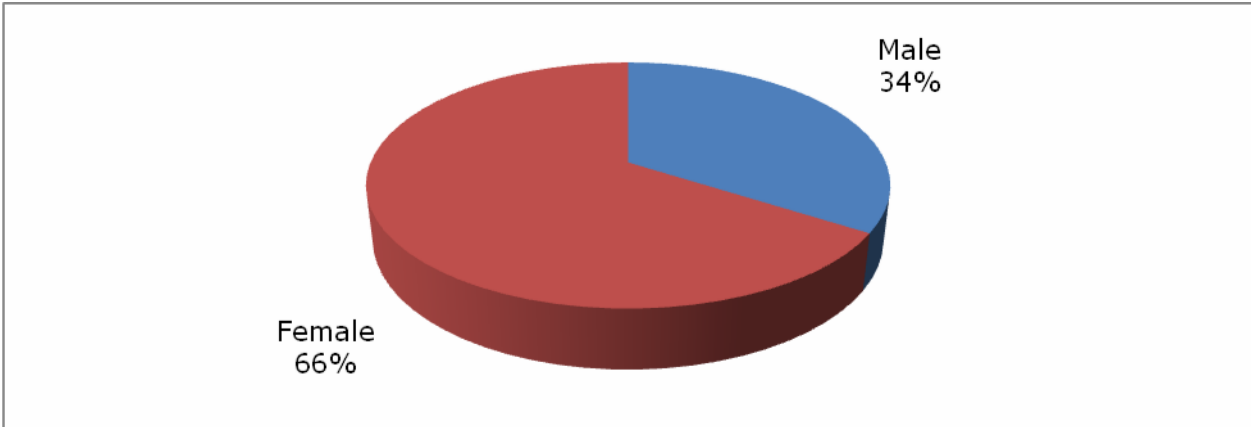
Academic Declared Majors	2,309	48.2%
Academic Undeclared Major	956	20.0%
Tech Declared Major	506	10.6%
Tech Undeclared Major	666	13.9%
Tech Prep Declared Major	350	7.3%
Dual Credit (duplicated)	894	18.7%

Special Populations

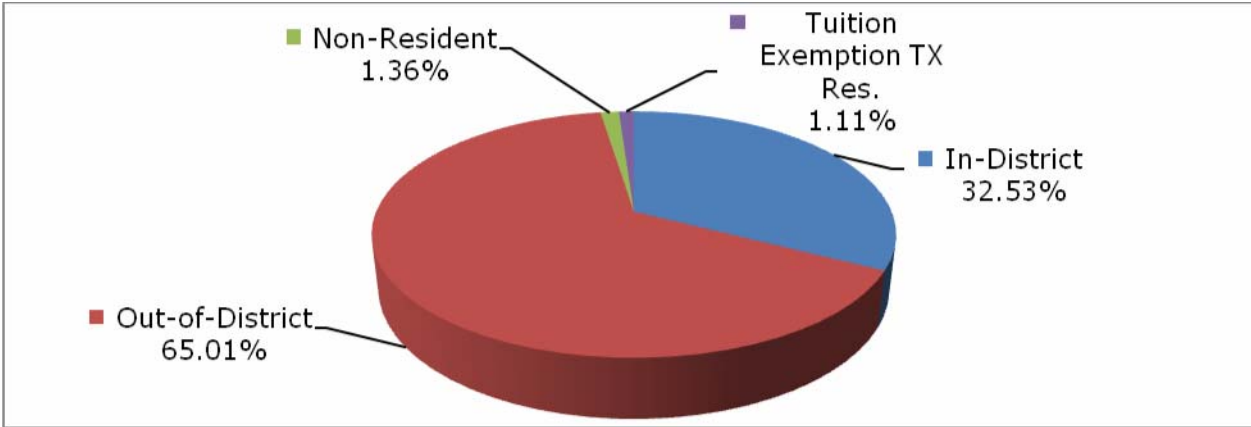
Academic Disadvantaged	994	20.1%
Economic Disadvantaged	1,577	32.9%
Individual with Disability	177	3.7%
Displaced Homemaker	82	1.7%
Single Parent	487	10.2%

Source: Fall 2007 CBM 001

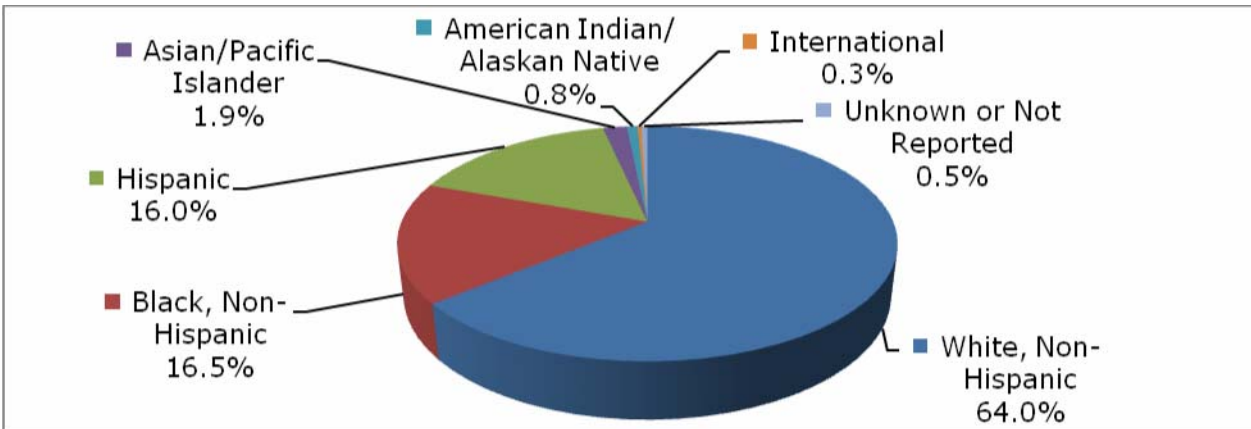
Gender



Tuition Status



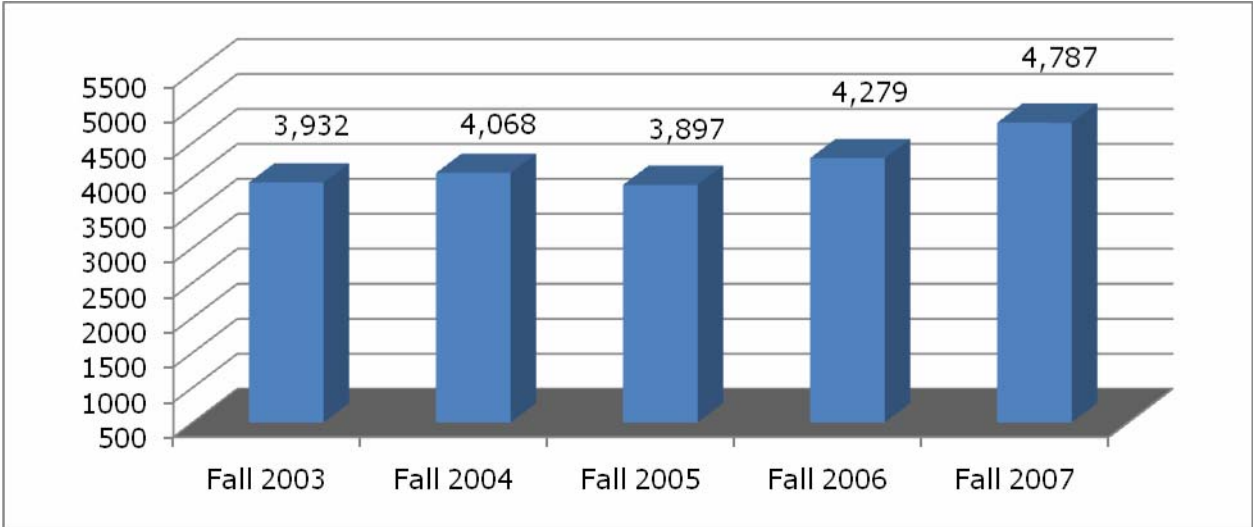
Ethnicity



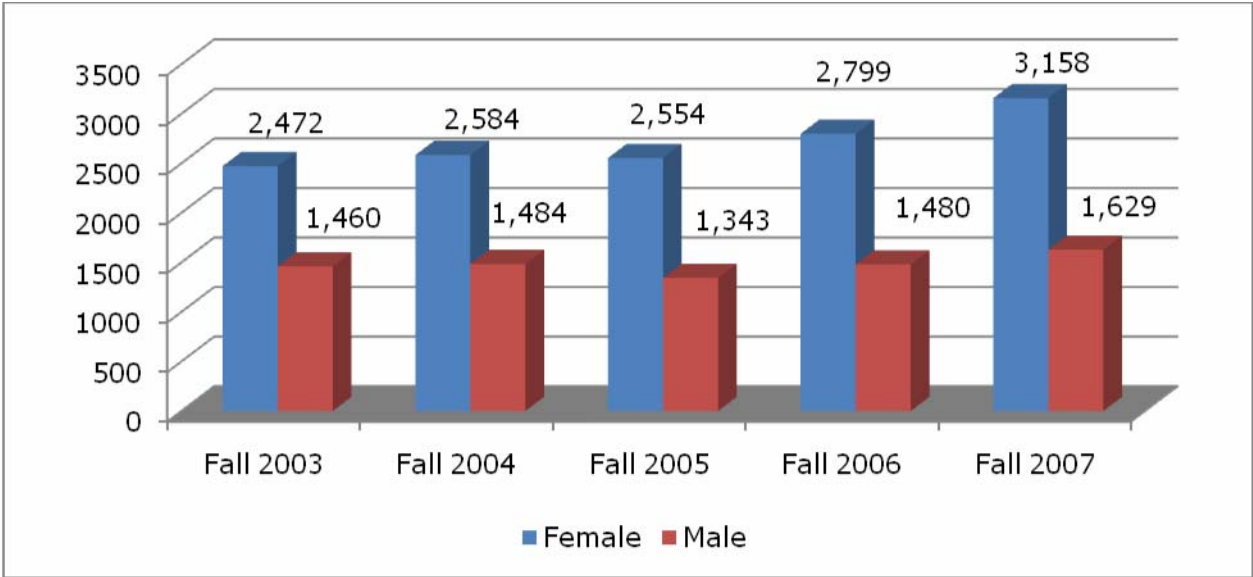
Source: Fall 2007 CBM 001

Fall Enrollment – Five Year Trends

Unduplicated Headcount

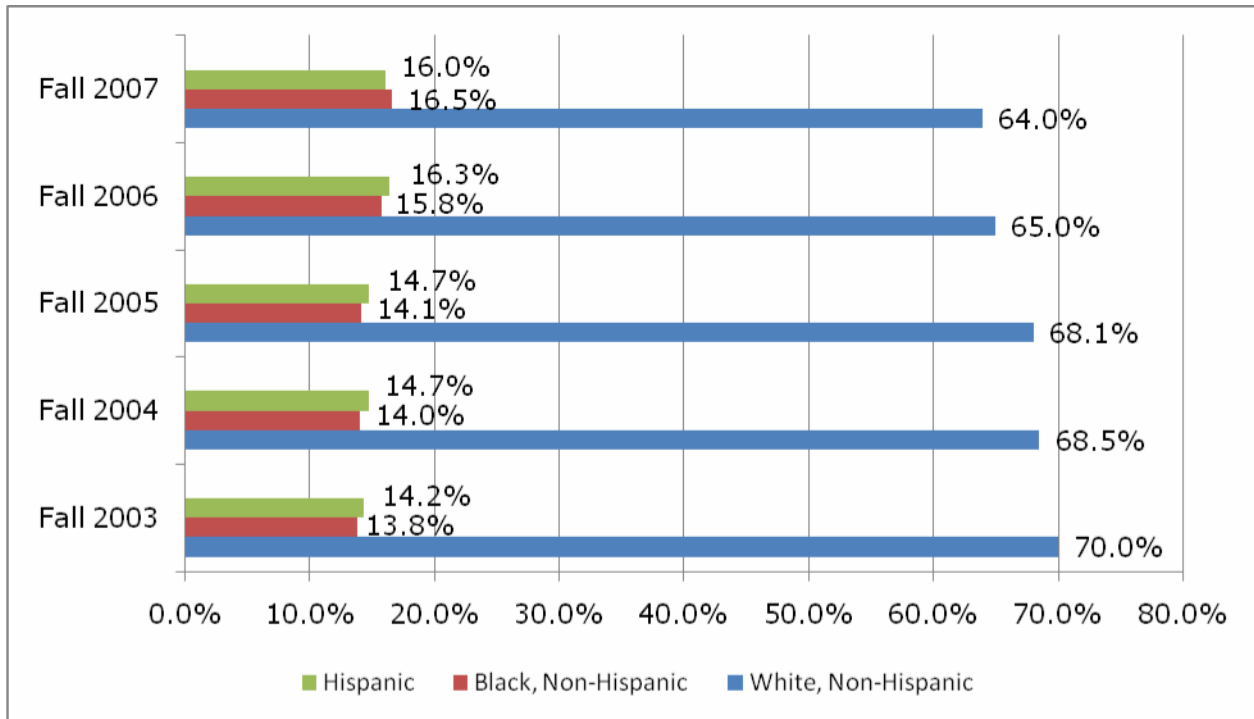


Enrollment by Gender



Source: Fall 2003 - Fall 2007 CBM 001

Enrollment by Ethnicity



Ethnicity	Fall 2007	Fall 2006	Fall 2005	Fall 2004	Fall 2003
White, Non-Hispanic	3,062	2,780	2,672	2,787	2,754
Black, Non-Hispanic	792	675	534	569	541
Hispanic	768	699	580	598	560
Asian or Pacific Islander	89	62	66	63	42
American Indian	40	34	27	27	17
International	14	10	7	9	9
Unknown	22	19	11	15	9
Total	4,787	4,279	3,897	4,068	3,932

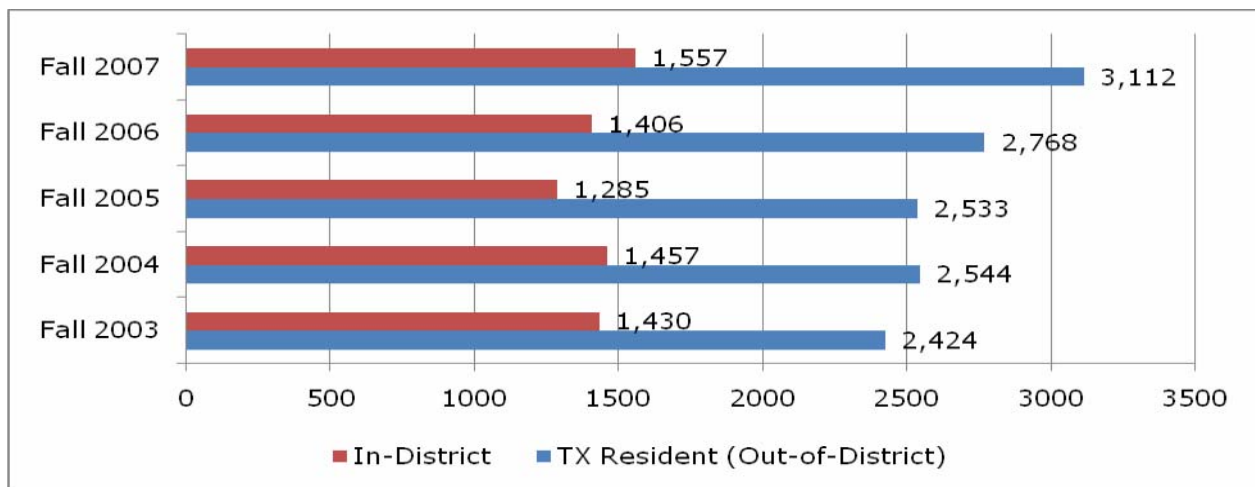
Source: Fall 2003- Fall 2007 CBM 001

Enrollment from Top Ten Counties of Residence

	Fall 2007	Fall 2006	Fall 2005	Fall 2004	Fall 2003
Bell	2,924	2,592	2,440	2,603	2,603
Williamson	780	671	604	580	477
Milam	424	425	377	398	400
Falls	103	82	73	69	66
McLennan	90	85	63	79	66
Travis	85	82	64	66	41
Coryell	60	57	46	45	40
Bastrop	27	17	24	20	17
Brazos	16	7	3	7	4
Robertson	13	8	11	9	4

Enrollment by Tuition Status

	Fall 2007	Fall 2006	Fall 2005	Fall 2004	Fall 2003
In-District	1,557	1,406	1,285	1,457	1,430
TX Resident (Out-of-District)	3,112	2,768	2,533	2,544	2,424
Non-Texas Resident	65	52	42	37	52
Tuition Waiver	53	53	37	30	26
Total	4,787	4,279	3,897	4,068	3,932



Source: Fall 2003-Fall 2007 CBM 001

Continuing Education

Student Profile Quarter 1 2007 (Fall)

Gender

Male	496	52.6%
Female	447	47.4%
Total	943	

Age

Under 17	0	0.0%
17	0	0.0%
18	3	0.3%
19-21	22	2.3%
22-24	67	7.1%
25-30	209	22.2%
31-35	130	13.8%
36-50	349	37.0%
51-64	148	15.7%
65 and Older	15	1.6%
Average Age	38.3	

Residence

Texas Counties	941
Other States	2
Foreign Countries	0

Ethnic Origin

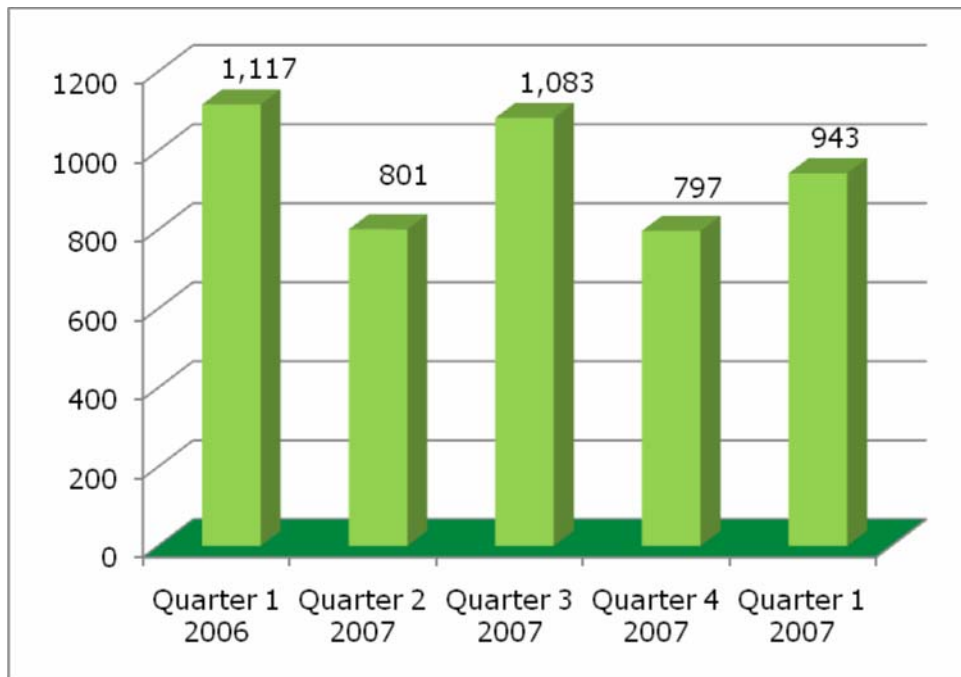
White, Non-Hispanic	736	78.0%
Black, Non-Hispanic	66	7.0%
Hispanic	118	12.5%
Asian/Pacific Islander	19	2.0%
Native American	3	0.3%
International	0	0.0%
Unknown or Not Reported	1	0.1%

Contact Hours

Continuing Education	28,168
CE Not State Funded	288

Total Contact Hours 28,456

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

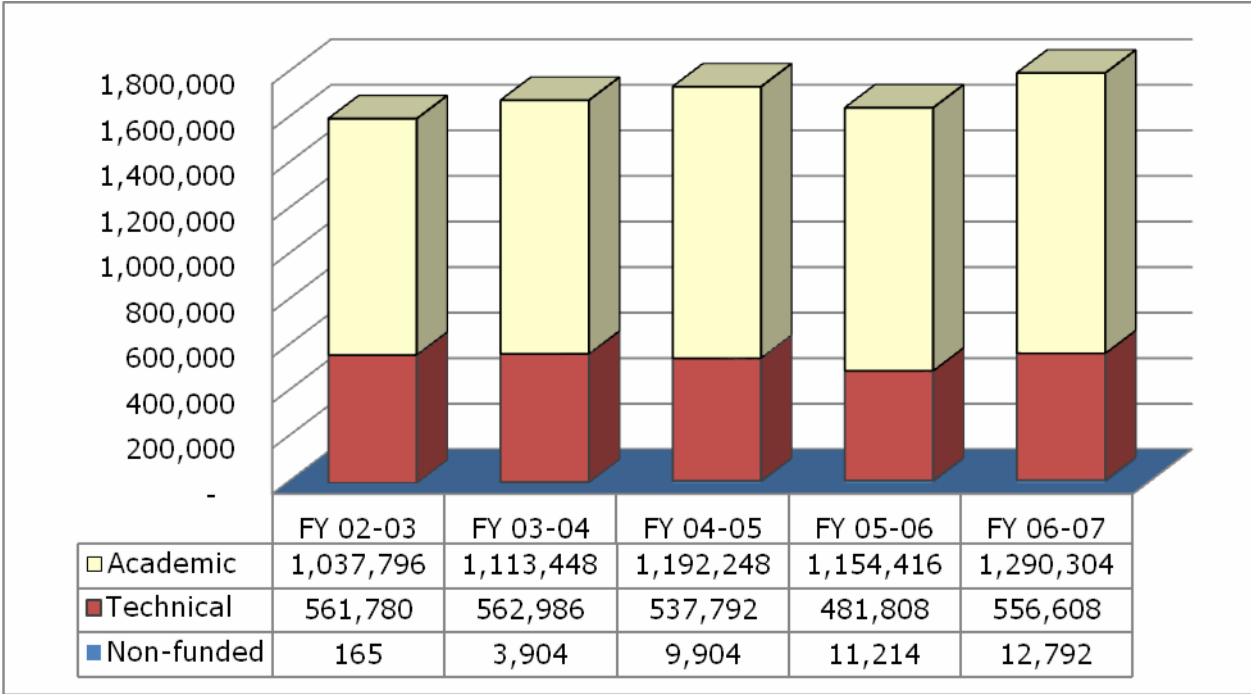
Health Sciences

Biotechnology
Dental Hygiene
Emergency Medical Services
Respiratory Care
Surgical Technology

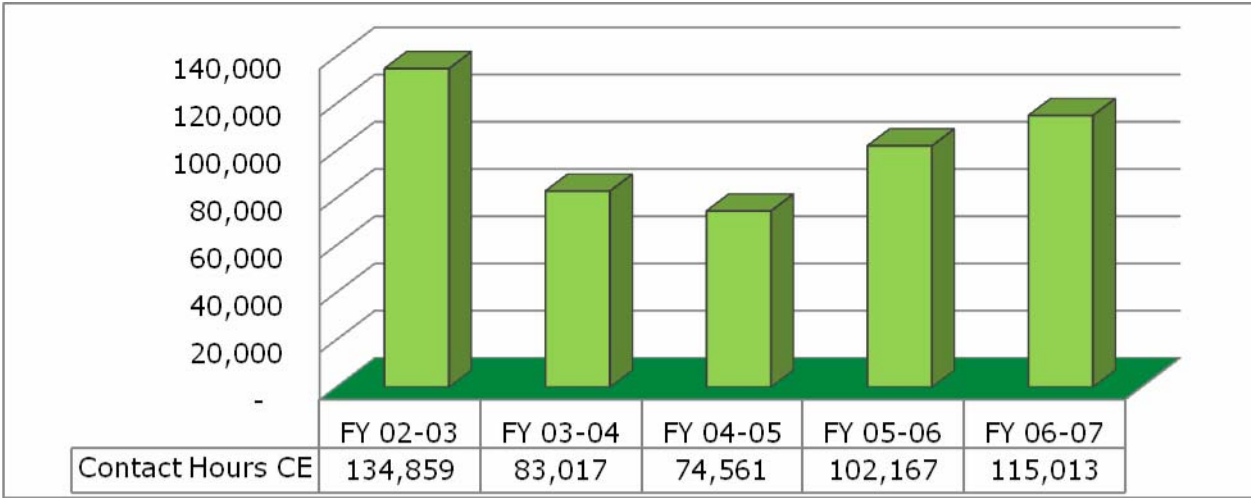
Nursing

Associate Degree
Vocational
LVN to RN Bridging

Credit Contact Hour Production



Workforce Continuing Education Contact Hour Production



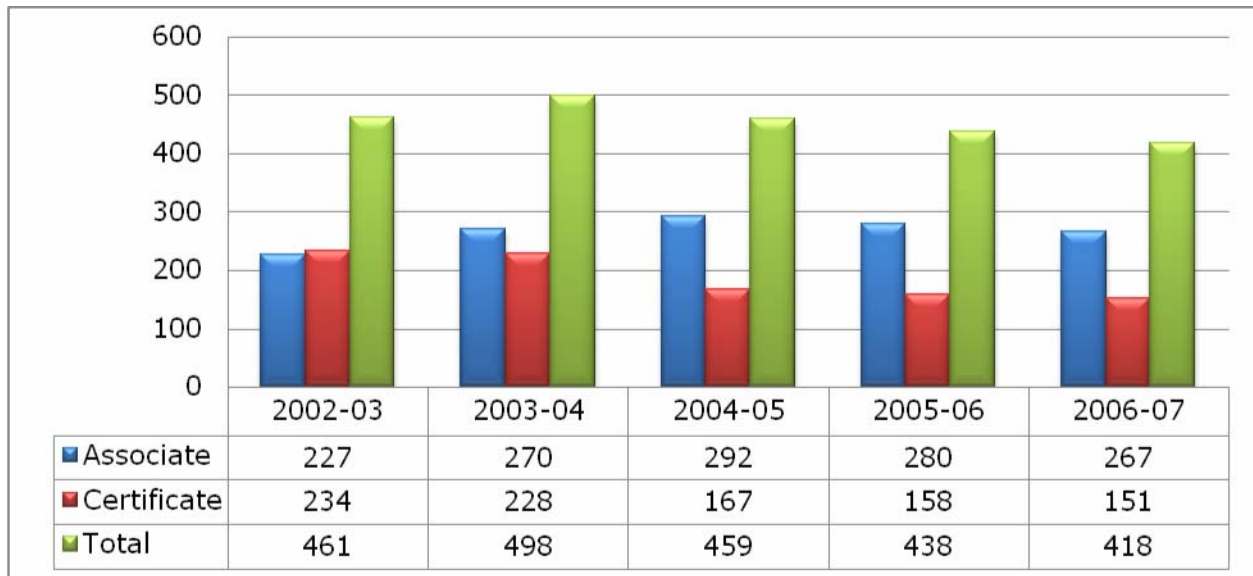
Sources: CBM 004, CBM 00C

Degrees Awarded

Award Level, Gender, and Ethnic Origin 2006

	Associate Academic	Associate Technical	Associate Tech-Prep	Certificate Technical	Certificate Tech-Prep
Male	47	11	15	14	7
Female	87	72	35	122	8
White	82	63	40	77	9
Black, Non-Hispanic	29	8	7	32	3
Hispanic	21	7	2	19	3
Asian	0	3	0	3	0
American Indian	1	2	1	4	0
International	0	0	0	0	0
Unknown	1	0	0	1	0
Total	134	83	50	136	15

Total Degrees and Certificates

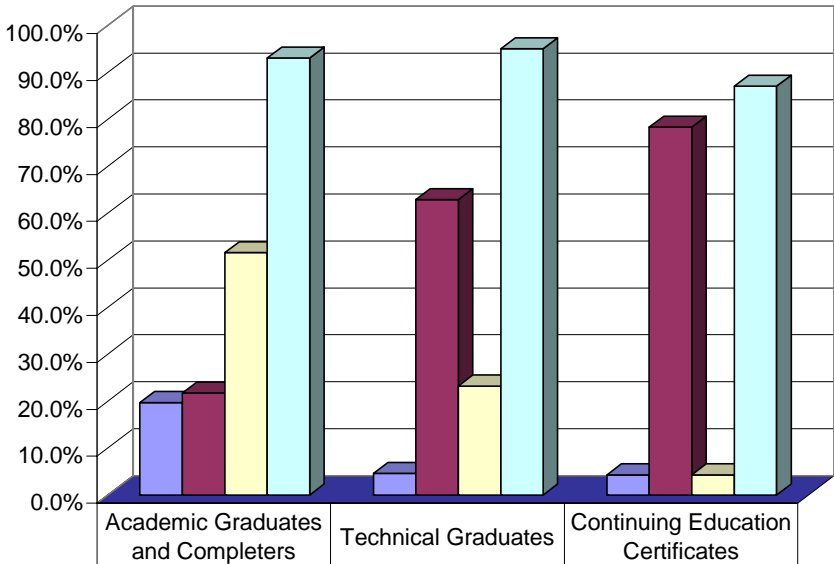


Source: CBM 009

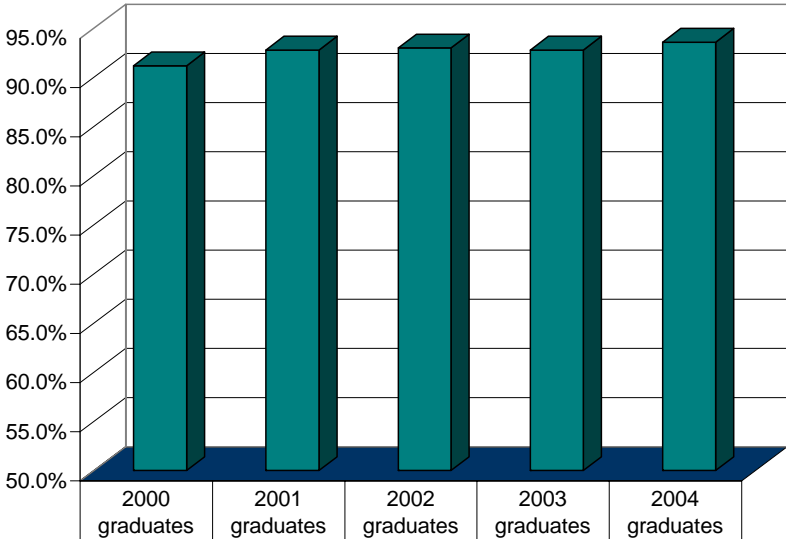
Degrees and Certificates by Curriculum	2007	2006	2005	2004	2003
Agricultural Business Technology	0	0	1	0	0
Computer Information Systems	14	17	30	64	61
Education	9	24	23	22	12
Engineering	3	2	0	7	0
Industrial Technology	0	0	3	0	4
Drafting and Design Technology	17	8	12	9	17
Child Development	7	14	8	4	0
English Language and Literature	0	3	2	0	0
General Studies	98	108	102	81	72
Biological Sciences	4	2	4	1	2
Psychology	0	0	0	0	0
Criminal Justice	13	23	18	13	18
Fire Science	0	25	9	23	44
Economics	0	0	0	1	0
Cartography	1	3	13	0	2
Automotive Technology	0	0	1	26	7
Drama and Theatre Arts	0	0	0	0	1
Art	1	0	2	4	2
Dental Hygiene	9	11	11	12	11
Emergency Medical Technology	7	7	8	20	15
Respiratory Care Therapy	6	12	13	7	6
Surgical Technology	11	8	12	20	24
Medical Laboratory Technician	0	0	7	7	5
Registered Nurse Training (RN)	62	45	45	42	36
Licensed Practical Nurse	87	61	59	58	62
Business and Management	68	61	76	77	59
History, General	1	4	0	0	1

Source: CBM 009

Student Follow-up (2003-2004 graduates)



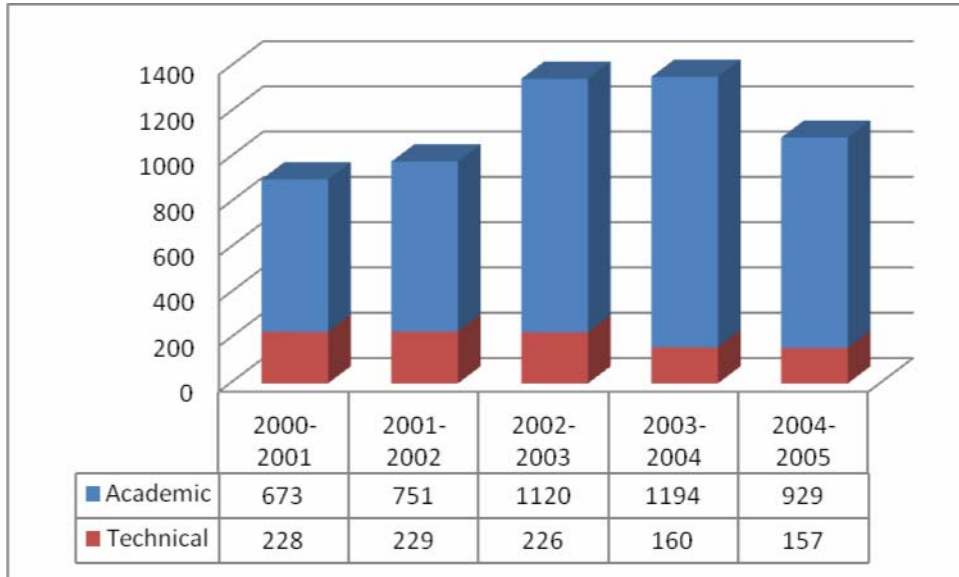
Higher education not employed	19.7%	4.6%	4.3%
Employed no Higher Education	21.7%	62.9%	78.3%
Higher Education and Employed	51.6%	23.2%	4.3%
Employed or Higher Education	93.0%	95.0%	87.0%



Employed or Higher Education	91.2%	92.8%	93.0%	92.8%	93.6%
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Source: THECB/ASALFS

Students Pursuing Additional Higher Education



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

<i>Rank 2005</i>	<i>Rank 2004</i>	<i>Rank 2003</i>	<i>Rank 2002</i>
1. Texas A&M University	1	1	1
2. Tarleton State University	3	2	2
3. Texas State University	2	3	3
4. Sam Houston State University	5	7	5
5. The University of Texas at Austin	4	4	4
6. Texas Tech University	6	6	7
7. The University of Texas at Arlington	9	11	8
8. University of North Texas	7	5	6
9. Stephen F. Austin State University	10	10	10
10. Angelo State University	8	12	12

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 within 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

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 within 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 down from 43% for the previous year.

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 within 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

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 within 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

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%

☑ 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%
	Perkins Standard	70%		

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%

☑ 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%
	Perkins Standard	50%		

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)

88% (15 of 17 programs evaluated)

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: Percentage 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
• 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 and 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
<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: 90% of program graduates are placed within 1 year of graduation (3 year average)

☑ Computer and Information Sciences, General	93.44%
☑ Computer Programming	93.75%
☑ Computer Information Administration and Management	93.10%
☑ Data Entry/Microcomputer Application	100%
• Teacher Assistant/Aide	0 (NA)
☑ Individual and Family Development Studies (Child Development)	100%
☑ Criminal Justice	94.44%
☑ Fire Science/Fire Fighting	89.55%
☑ Geography (GIS)	100%
☑ Drafting	100%
☑ Dental Services	100%
• Polysomnography (Deactivated)	0 (NA)
☑ Emergency Medical Technologies	100%
☑ Respiratory Therapy Technician	100%
☑ Surgical/Operating Room Technician	95.59%
☑ Health and Medical Laboratory Technologies	90.00%
☑ Nursing (RN)	94.29%
☑ Practical Nurse (LPN)	98.80%
☑ Business Administration and Management	95.56%
☑ Administrative and Secretarial	100%

This report is a reformatting of the Texas Higher Education Coordinating Board's Data Resources for Institutional Effectiveness Measures and Standards 2006-2007 for Temple College

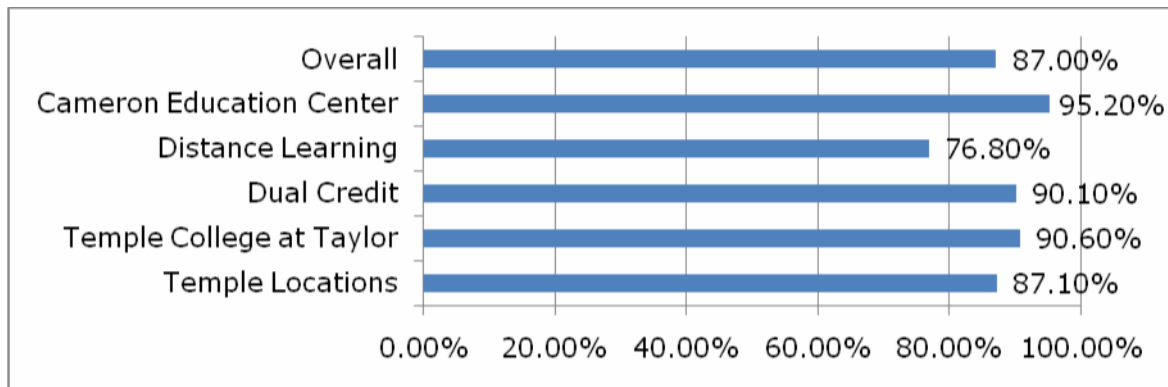
Sources: CBM 001, CBM 002, CBM004, CBM 006, CBM 009, CBM 00C, CB116, ASALFS

Retention

Fall 2005 to Fall 2006 Retention, Full-time, First time in College Cohort

	Fall 2005	Fall 2006	Statewide Fall 2006
Total	66.1%	64.5%	65.5%
Same institution	53.8%	53.6%	54.7%
Other institutions	12.3%	10.8%	10.8%
White	67.9%	65.9%	67.5%
Same institution	52.0%	51.9%	53.4%
Other institutions	15.8%	13.9%	14.1%
Black, Non-Hispanic	59.3%	53.4%	55.1%
Same institution	48.1%	41.5%	44.0%
Other institutions	11.1%	11.9%	11.1%
Hispanic	65.2%	65.3%	65.2%
Same institution	58.6%	58.9%	59.0%
Other institutions	6.6%	6.4%	6.2%
Asian	76.3%	81.9%	78.5%
Same institution	63.8%	68.9%	65.6%
Other institutions	12.4%	12.9%	12.9%
Native American	61.2%	56.2%	54.9%
Same institution	49.0%	45.7%	45.1%
Other institutions	12.1%	10.5%	9.9%
International	56.9%	61.9%	66.2%
Same institution	52.1%	58.4%	63.1%
Other institutions	4.7%	3.4%	3.1%
Other	68.3%	64.6%	65.0%
Same institution	53.9%	54.2%	54.3%
Other institutions	14.3%	10.3%	10.7%

Course Retention Fall 2007



Graduation and Persistence, Full-Time, First Time in College

	FY 2005 (Entering Fall 1999 Cohort)	FY 2006 (Entering Fall 2000 Cohort)	Statewide FY 2006
Total	47.7%	46.7%	44.0%
Ethnicity			
White	51.6%	48.8%	48.1%
Black, Non-Hispanic	41.2%	35.3%	34.1%
Hispanic	34.5%	49.3%	39.4%
Asian	50.0%	50.0%	52.8%
Native American	50.0%	50.0%	37.0%
International	50.0%	0.0%	32.7%
Other	0.0%	0.0%	41.1%
Gender			
Male	46.8%	44.4%	39.3%
Female	48.6%	48.4%	48.0%

Sources: CBM 001, CBM006ADP 2007

Institutional Goals 2007-2008

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.

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

Ethical Conduct—*Temple College is committed to a high standard of integrity. The board, administration, faculty, and staff pledge to model the integrity we expect of our students.*

Goal 01 Encourage faculty and students to use the Turnitin.com service for plagiarism prevention and for peer review.

Coordinator of effort: Distance Education Director

01 Measurement Standard --Monitor student and faculty use to set bench mark

Objectives 01.01 Promote and encourage faculty and students to use the turnitin.com service

Objectives 01.02 Report usage to faculty and evaluate effectiveness

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 02 Begin implementation of year two of the plan for the Assessment of Student Learning Outcomes

Coordinator of effort: Educational Services, Assessment Team Chair

Closing the Gaps alignment: Excellence

02 Measurement Standard --*Second year benchmark: One course level of assessment from each instructional department*

Coordinator of effort: Educational Services, Assessment Team Chair

Closing the Gaps alignment: Excellence

Objectives 02.02 Instructional Departments identify and develop plan for assessing one course from inventory

Objectives 02.03 Develop evaluation rubric for second year assessment

Objectives 02.04 Communicate plan and document results of second year implementation

Goal 03 Promote student learning, persistence, and attainment through student engagement

Coordinator of Effort: Institutional Effectiveness, Education Services
Closing the Gaps alignment: Success

03Measurement Standard --Benchmark results of student engagement survey to national standards and Temple College previous results

Objectives 03.01 Post results of 2007 CCSSE to Web Site with national benchmarks and TC previous results

Objectives 03.02 Present results to TC Community at initial QEP meetings

Objectives 03.03 Create a document comparing TC accountability results for success with state and medium size college cohorts and present at initial QEP meeting

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 underserved and for those who lack the academic skills to succeed at the college level.

Goal 04 Increase access to educational opportunities through greater participation

Coordinator of effort: Distance Learning, Financial Aid, Institutional Research, Instructional Technology

04Measurement Standard --Growth in headcount and contact hours, and percentage growth in minority enrollment

Closing the Gaps alignment: Participation

Objectives 04.02 Expand distance learning opportunities

Objectives 04.03 Continue to improve access to financial aid for students

Objectives 04.04 Develop courses for new P-14 partnerships for increase participation in dual credit programs

Objectives 04.05 Initiate a five year growth study to determine growth patterns and plan for future facilities expansion

Goal 05 Develop means to promote library services for distance education and off-campus center students.

Coordinator of Effort: Learning Resources, Distance Education

Closing the Gaps alignment: Participation

05Measurement Standard --Document materials developed and the methods used to disseminate information about library services.

Objectives 05.01 Discuss possible strategies with the AVP of Distance Education.

Objectives 05.02 Discuss possible strategies with the Directors of the Taylor Center and the Cameron Center.

Objectives 05.03 Develop a plan for implementation and implement those strategies which are achievable given fiscal and time constraints.

Goal 06 Develop a method to assess library support for distance education and off-campus center students.

Coordinator of Effort: Learning Resources, Distance Education

Closing the Gaps alignment: Excellence

06Measurement Standard --Document results of any surveys developed.

Objectives 06.01 Work with the AVP of Distance Education to include a question about library support for distance education on the end of term class evaluation.

Objectives 06.02 Work with the Directors of the Taylor Center and Cameron Center to consider the feasibility of distributing a library services questionnaire at the centers.

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 07 Provide enhanced information to students through web based solutions

Coordinator of Effort: Director of Distance Education, Student Services

Closing the Gap alignment: Success

07Measurement Standard --Updated web page, SMARTHINKING usage

Objectives 07.01 Update Advising web page to include FAQ and provide student feedback by an advisor.

Objectives 07.02 Create an online student orientation

Objectives 07.03 Monitor student usage of SMARTHINKING (web based tutoring) Redesign Student Advising web page

***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 08 Develop and maintain partnerships with business and industry, government agencies and other educational entities to expand/enhance course offerings effectively that meet the needs of the business community within WECM guidelines.

Coordinator of Effort: Community Education

08Measurement Standard --Number of meetings and/or contracts with businesses and other appropriate entities will reflect the increased partnering efforts and will result in increased quality offerings.

Objectives 08.01 Meet with industry, local governments, educational entities, and community players to discuss partnerships, assessments, and course offerings.

Objectives 08.02 Explore opportunities to add new partners.

Objectives 08.03 Continue and/or expand partnerships with Belton ISD, Taylor ISD, Taylor EDC, Temple Parks and Leisure, Central Texas MHMR, Temple EDC, Central Texas Human Resource Management Association (CTHRMA), Society for Human Resource Management (SHRM), Development Dimensions International (DDI), and Texas Manufacturing Assistance Center (TMAC).

Objectives 08.04 Utilize partnership with Central Texas Workforce Centers to increase awareness of course offerings and cooperative opportunities throughout the area.

Objectives 08.05 Promote effective utilization and administration of grant fund dollars for Central Texas businesses.

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 09 Initiate coordinated transition in East Williamson County from TCAT to the East Williamson County Higher Education Center (EWCHEC)

Coordinator of Effort: President

Closing the gaps alignment: Participation

09Measurement Standard --Document the completion of all critical steps required for EWCHEC implementation: partnership MOU, organization and staffing projections, preliminary program selection, site selection, commitment of financial resources for “start-up,” community awareness and support

Objectives 09.01 Facilitate Board of Trustees review and approval of the partnership MOU developed by Temple College and TSTC

Objectives 09.02 Develop an organizational and staffing plan, clearly delineating shared responsibilities and institutional responsibilities

Objectives 09.03 Confirm preliminary instructional programming to be offered by each participating institution

Objectives 09.04 Facilitate Board of Trustees review and approval of site selection for a permanent EWCHEC campus

Objectives 09.05 Develop a plan to assure the availability of financial resources for “start up,” including both the cost of operations and site/facilities

Objectives 09.06 Assure ongoing communication with affected communities, soliciting both participation and support

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

Goal 10 Develop an online survey for library users to give feedback on library services and instruction.

Coordinator of effort: Learning Resources Division, Institutional Effectiveness

10Measurement Standard --Document development of a survey and the survey results

Objectives 10.01 Consult the library literature for information about best practices.

Objectives 10.02 Develop a list of questions which provide appropriate feedback on library services and library instruction.

Objectives 10.03 Work with college webmaster in the development of a survey instrument.

Objectives 10.04 Pilot surveys through service provider in the Fall with full implementation in the spring

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

Goal 11 Develop strategy to offset State funding loss due to implementation of employee health insurance proportionality

Coordinator of effort: VP of Business Services

11Measurement Standard --For fiscal years 2008 and 2009, develop an operating budget that provides \$667,000 each year to offset this loss without jeopardizing instructional and student services program delivery.

Objectives 11.01 Work with the Legislative Budget Board to attempt restoration of these employee benefit appropriations.

Objectives 11.02 Develop an appropriate plan to make up this revenue loss.

Goal 12 The development of Revenue and General Obligation Bond sale packages to fund construction and renovation of the Arnold Student Center, the Newton Science Building, and a new Science Laboratory Building

Coordinator of effort: VP of Business Services

Closing the gaps alignment: Participation, Excellence

12Measurement Standard --Obtaining voter approval and student approval for a \$7.5 Million G.O. Bond and a \$2.4 Million Student Fee Bond to fund these projects

Objectives 12.01 Construction of the facilities described above.

Goal 13 Creation of a funding plan for the East Williamson County Higher Education Center

Coordinator of effort: VP of Business Services

Closing the gaps alignment: Excellence

13Measurement Standard --Development of a \$6 Million capital construction plan for a facility at Taylor, Texas that will contain space for a multi-institutional instruction facility managed by Temple College

Objectives 13.01 Approval and sale of bonds through a Higher Education Authority conduit-financing program guaranteed by the Williamson County educational partners now formed as the Temple College at Taylor Consortium and the City of Taylor.

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.

Institutional Goals 2006-2007 Summary

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 14 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 14.02 Appoint an expanded Assessment team with representation from all instructional divisions

Activity results 1402 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, 2007, November 9, 2006, January 31, 2007 (Web Site Ad Hoc Subcommittee), February 8, 2007, March 19, 2007, and April 24, 2007.

Objectives 14.03 Develop and adopt a five-year assessment plan

Activity results 1403 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 14.04 Communicate plan and document results of first year implementation

Activity results 1404 Web services developed a web page 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 15 Promote student learning, persistence, and attainment through student engagement

Coordinator of Effort: Institutional Effectiveness, Student Services
Closing the Gaps alignment: Success

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

<u>Results 15 Benchmark Scores (50 = National Average)</u>	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 15.01 Participate in the Spring 2007 administration of the Community College Survey of Student Learning

Activity results 1501 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 15.02 Reconstitute a retention committee to study and make recommendations to improve student retention

Activity results 1502 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 underserved and for those who lack the academic skills to succeed at the college level.

Goal 16 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

16Measurement Standard --Growth in headcount and contact hours, and percentage growth in minority enrollment

<u>Results 16</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 16.01 Expand distance learning opportunities

Activity results 1601 Contact hours for distance education courses

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

Objectives 16.02 Improve access to financial aid for students

Activity results 1602 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%
Black, Non-Hispanic	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 16.03 Increase contact hours in non-credit community education

Activity results 1603 Created course offerings for smaller enrollment feasibility while increasing student options.

Objectives 16.04 Create P-14 partnerships to increase participation in dual credit programs

Activity results 1604 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

Texas Bioscience Institute moved into building SP2007
Texas 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 17 Implement new processes in newly reorganized Enrollment Services Division

Coordinator of Effort: Enrollment Management Division
Closing the Gap alignment: Success

17Measurement Standard --Process models are identified and implemented

Results 17 NACADA model adopted for advising and auto packaging adopted by Financial Aid.

Objectives 17.01 Implement a Developmental Advising model, as recommended by NACADA (National Association of Academic Advisors)

Activity results 1701 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 17.02 Improve services to Taylor Center through reviewing and adjusting staffing patterns

Activity results 1702 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 18 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

18Measurement Standard --Students enroll and complete first year of program in the Texas Bioscience Institute

Results 18 31 Students were declared AAS.HS. PreBiotechnology and 6 students were declared AAS. PreBiotechnology majors in Spring 2007. Duplicated enrollment for courses at the Texas Bioscience Institute was 131 in Spring 2007.

Objectives 18.01 Obtain final state approval for Biotechnology Program

Activity results 1801 Texas Higher Education Coordinating Board approval and TC Curriculum Committee approval received.

Objectives 18.02 Obtain certification for apprenticeship program

Activity results 1802 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 18.03 Obtain middle college designation for Texas Bioscience Institute

Activity results 1803 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 19 Expand opportunities for potential students in service delivery area

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

Closing the Gap alignment: Participation

19 Measurement Standard --Increase enrollment and services in off-site centers

<u>Results 19</u>	Dup Enrollment	FA2005	SP2006	FA2006	SP2007
	Cameron	433	407	432	398
	TCAT	2103	1928	2396	2032

Objectives 19.01 Obtain middle college designation for Cameron Education Center

Activity results 1901 Designation for middle college received.

Objectives 19.02 Develop partnerships for the creation of the East Williamson County Higher Education Center <http://www.ewchec.com/>

Activity results 1902 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 19.03 Obtain Early College High School Designation for Taylor, Hutto , and Temple College partnership

Activity results 1903 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 20 Improve web based services for students and faculty

Coordinator of Effort: Information Technology, Admissions and Records, AVP
Distance Education

Closing the Gap alignment: Participation

20Measurement Standard --New web based applications instituted

Results 20 ApplyTexas, Desire2Learn, SMARTHINKING, CE instant enrollment

Objectives 20.01 Institute common application system and on-line application through Apply Texas.

Activity results 2001 ApplyTexas 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 20.02 Institute a common platform for distance education courses

Activity results 2002 Temple College Distance Education courses are now on the learning management system *Desire2Learn*.

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

Objectives 20.03 Research and contract with on-line tutoring service

Activity results 2003 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 20.04 Develop instant enrollment for continuing education.

Activity results 2004 The Information Technology department developed instant enrollment for continuing education classes through TConnect.

<https://tconnect2.templejc.edu/WebLivProd/WebLivProd?TOKENIDX=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 21 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

21 Measurement Standard --Secured funds for new construction and facility renovation

Results 21 Funding secured for funding new science building and renovation of Student Union Building and Newton Science Building

Objectives 21.01 Develop and market student revenue bond issue to renovate student union and other student use facilities.

Activity results 2101 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 21.02 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 2102 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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