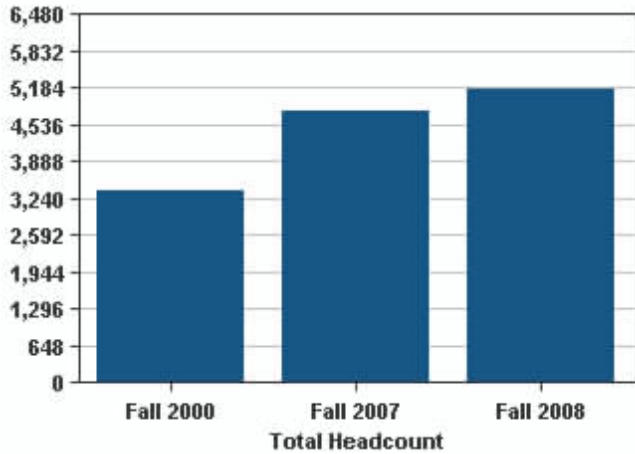


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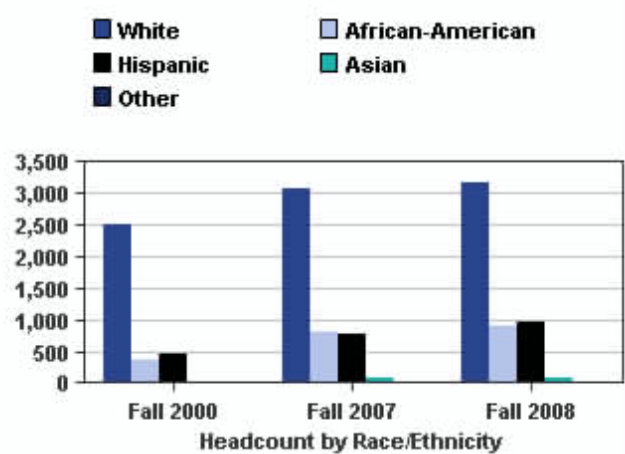
**Participation - Key Measures**

**Enrollment**

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2007		Fall 2008		% Change Fall 2000 to 2008	Institutional Closing the Gaps Target-Fall 2010	Closing the Gaps Completion
<b>Total</b>	<b>3,381</b>		<b>4,787</b>		<b>5,178</b>		<b>53.1%</b>	<b>5,220</b>	<b>99%</b>
White	2,521	( 74.6%)	3,062	( 64.0%)	3,161	( 61.0%)	25.4%	3,298	96%
African-American	363	( 10.7%)	792	( 16.5%)	904	( 17.5%)	149.0%	916	99%
Hispanic	444	( 13.1%)	768	( 16.0%)	950	( 18.3%)	114.0%	889	107%
Asian	29	( 0.9%)	89	( 1.9%)	81	( 1.6%)	179.3%		
Native-American	21	( 0.6%)	40	( 0.8%)	44	( 0.8%)	109.5%		
International	3	( 0.1%)	14	( 0.3%)	9	( 0.2%)	200.0%		
Other	0	( 0.0%)	22	( 0.5%)	29	( 0.6%)	N/A		



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

**Annual Unduplicated Enrollment**

2. Annual unduplicated enrollment including credit, non-credit and dual credit students.							
	FY 2003		FY 2007		FY 2008		% Change FY 2003 to 2008
<b>Total</b>	<b>6,581</b>		<b>9,548</b>		<b>10,443</b>		<b>58.7%</b>
White	4,848	( 73.7%)	6,559	( 68.7%)	7,011	( 67.1%)	44.6%
African-American	818	( 12.4%)	1,295	( 13.6%)	1,513	( 14.5%)	85.0%
Hispanic	787	( 12.0%)	1,417	( 14.8%)	1,565	( 15.0%)	98.9%
Asian	83	( 1.3%)	157	( 1.6%)	223	( 2.1%)	168.7%
Native-American	33	( 0.5%)	59	( 0.6%)	68	( 0.7%)	106.1%
International	12	( 0.2%)	19	( 0.2%)	34	( 0.3%)	183.3%
Other	0	( 0.0%)	42	( 0.4%)	29	( 0.3%)	N/A

**Participation - Contextual Measures**

3. Enrollment by Semester	FY 2003	FY 2007	FY 2008	% Change FY 2000 to 2008
<b>Fall</b>	3,487	5,731	6,009	72.3%
Academic	1,866	3,195	3,511	88.2%
Technical	1,389	1,449	1,568	12.9%
Continuing Education	232	1,087	930	300.9%
<b>Spring</b>	3,356	5,070	5,498	63.8%
Academic	1,871	2,809	3,139	67.8%
Technical	1,334	1,468	1,606	20.4%
Continuing Education	151	793	753	398.7%
<b>Summer I</b>	1,657	3,160	3,701	123.4%
Academic	893	1,275	1,379	54.4%
Technical	576	803	891	54.7%
Continuing Education	188	1,082	1,431	661.2%
<b>Summer II</b>	893	797	986	10.4%
Academic	482	0	0	-100.0%
Technical	223	0	0	-100.0%
Continuing Education	188	797	986	424.5%

**Service Area Representation**

4. Gap between demographic groups in the area and enrollment.	FY 2006	FY 2007	FY 2008		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	Service difference (% Enr. - % Pop.)
<b>Race/Ethnicity</b>					
White	4.2%	3.5%	58.5%	61.6%	3.1%
African-American	1.5%	2.7%	15.1%	19.4%	4.3%
Hispanic	-4.7%	-5.3%	22.1%	16%	-6.1%
Other	-1.1%	-0.9%	4.3%	3%	-1.3%
<b>Gender</b>					
Male	-17.8%	-18.7%	51.3%	32.9%	-18.4%
Female	17.8%	18.7%	48.7%	67.1%	18.4%

5. Semester Credit and Contact Hours	FY 2000	FY 2007	FY 2008	% Change FY 2000 to 2008
<b>Annual Semester Credit Hours (SCH)</b>	<b>66,061</b>	<b>86,915</b>	<b>96,912</b>	<b>46.7%</b>
Academic	46,559	68,622	77,986	67.5%
Technical	19,502	18,293	18,926	- 3.0%
<b>Annual Contact Hours</b>	<b>1,493,593</b>	<b>1,974,717</b>	<b>2,148,042</b>	<b>43.8%</b>
Academic	891,224	1,301,704	1,457,016	63.5%
Technical	569,171	558,000	581,056	2.1%
Continuing Education	33,198	115,013	109,970	231.3%

6. Financial Aid: Students Receiving Pell Grants	FY 2000	FY 2007	FY 2008	% Change FY 2000 to 2008
<b>Total</b>	<b>22.1%</b>	<b>32.6%</b>	<b>34.2%</b>	<b>54.8%</b>
White	16.7%	24.0%	25.6%	53.3%
African-American	47.3%	61.6%	64.2%	35.7%
Hispanic	29.8%	38.9%	39.2%	31.5%
Asian	14.3%	24.2%	22.5%	57.3%
Native-American	44.4%	42.4%	35.0%	- 21.2%
International	33.3%	10.0%	21.4%	- 35.7%
Other	0.0%	36.8%	27.3%	N/A
<b>Gender</b>				
Male	15.7%	24.6%	26.4%	68.2%
Female	26.3%	36.8%	38.3%	45.6%

7. Full-Time/Part-Time Undergraduate Students	Fall 2000	Fall 2007	Fall 2008	% Change Fall 2000 to 2008
<b>Full-Time Credential Seeking Students</b>				
<b>Total</b>	<b>1,324</b>	<b>1,798</b>	<b>1,939</b>	<b>46.5%</b>
White	959	1,065	1,109	15.6%
African-American	179	377	387	116.2%
Hispanic	173	281	363	109.8%
Asian	6	39	36	500.0%
Native-American	4	19	22	450.0%
International	3	11	4	33.3%
Other	0	6	18	N/A
<b>Gender</b>				
Male	536	652	691	28.9%
Female	788	1,146	1,248	58.4%

<b>Part-Time Credential Seeking Students</b>				
<b>Total</b>	<b>2,057</b>	<b>2,826</b>	<b>3,031</b>	<b>47.4%</b>
White	1,562	1,880	1,907	22.1%
African-American	184	392	487	164.7%
Hispanic	271	467	562	107.4%
Asian	23	47	40	73.9%
Native-American	17	21	20	17.6%
International	0	3	5	N/A
Other	0	16	10	N/A
<b>Gender</b>				
Male	749	940	984	31.4%
Female	1,308	1,886	2,047	56.5%

8. First-Time In College Students	Fall 2000	Fall 2007	Fall 2008	% Change Fall 2000 to 2008
<b>Full-Time Credential Seeking Students</b>				
<b>Total</b>	<b>426</b>	<b>540</b>	<b>458</b>	<b>7.5%</b>
White	285	289	242	- 15.1%
African-American	68	120	84	23.5%
Hispanic	69	96	110	59.4%
Asian	2	21	4	100.0%
Native-American	2	8	4	100.0%
International	0	2	1	N/A
Other	0	4	13	N/A
<b>Gender</b>				
Male	180	225	199	10.6%
Female	246	315	259	5.3%

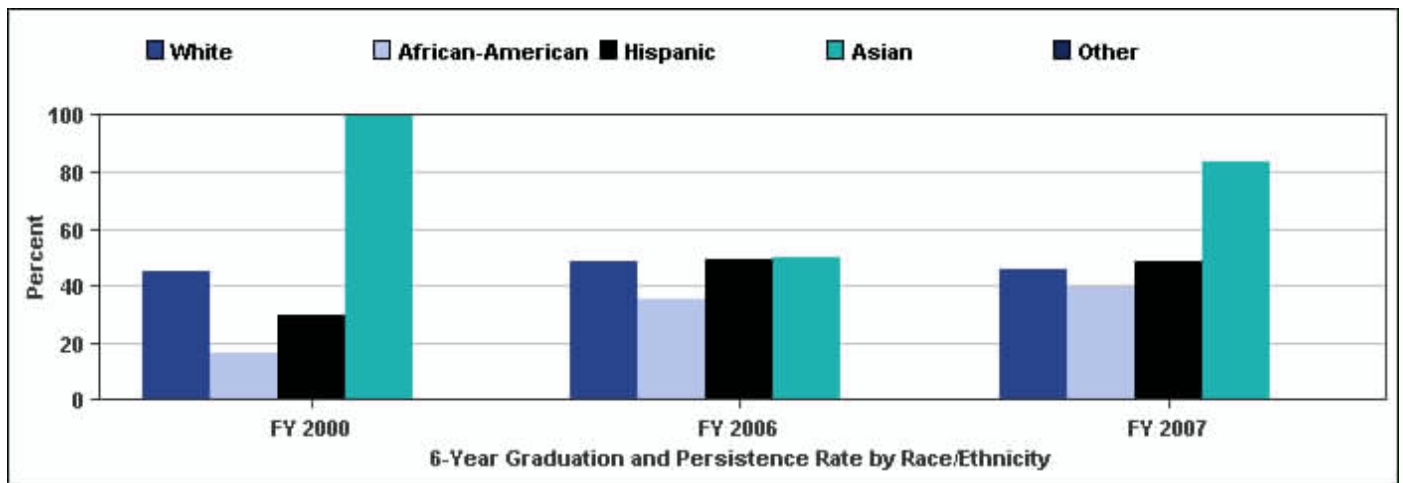
<b>Part-Time Credential Seeking Students</b>				
<b>Total</b>	<b>684</b>	<b>317</b>	<b>266</b>	<b>- 61.1%</b>
White	558	183	137	- 75.4%
African-American	33	62	58	75.8%
Hispanic	82	62	65	- 20.7%
Asian	7	7	2	- 71.4%
Native-American	4	2	2	- 50.0%
International	0	0	0	N/A
Other	0	1	2	N/A
<b>Gender</b>				
Male	281	124	92	- 67.3%
Female	403	193	174	- 56.8%

9. Community College Activities: Non-funded and Non-reported	FY 2008		FY 2009	
Contract Training: Enrollment and Contact Hours	Enrollment:	Contact Hours:	Enrollment:	Contact Hours:
Adult Basic Education: Enrollment as Reported to TEA		298		
Alternative Certification: Enrollment and Contact Hours	Enrollment:	Contact Hours:	Enrollment:	Contact Hours:
G.E.D.: Enrolled in G.E.D. Program				
G.E.D.: Test Takers				
G.E.D.: Passed the Test		48		

**Success - Key Measures**

**Graduation and Persistence Rate**

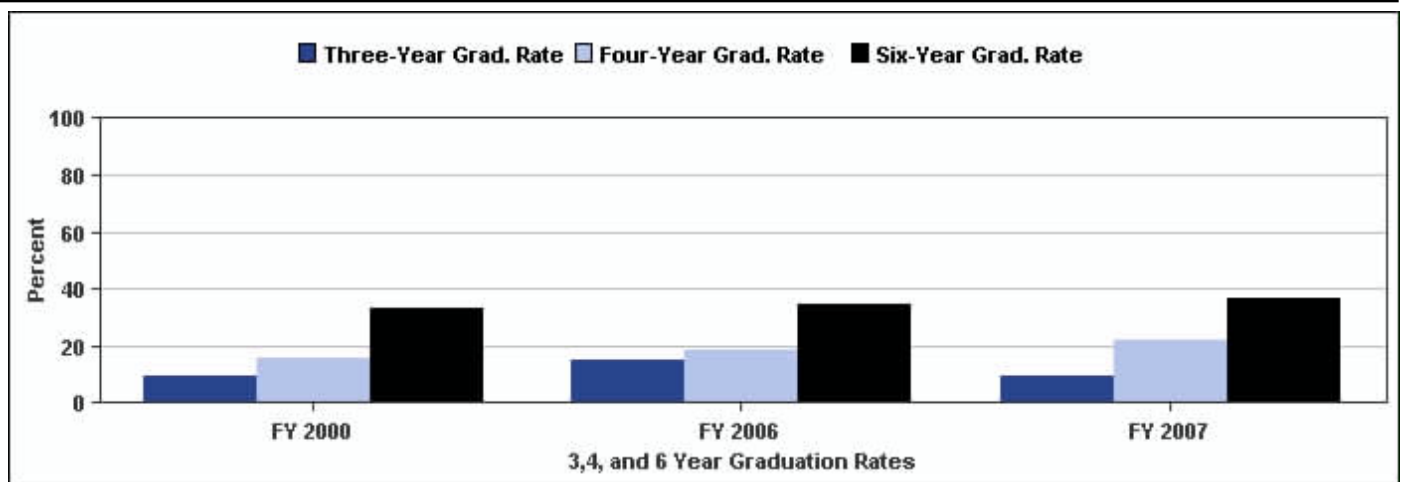
10. First-time, full-time, credential-seeking, undergraduates who have graduated or are still enrolled.				
	FY 2000 (Entering Fall 1994 Cohort)	FY 2006 (Entering Fall 2000 Cohort)	FY 2007 (Entering Fall 2001 Cohort)	Point Change FY 2000 to FY 2007
<b>Total</b>	39.1%	46.7%	45.7%	6.6
<b>Race/Ethnicity</b>				
White	44.9%	48.8%	45.7%	0.8
African-American	16.7%	35.3%	39.4%	22.7
Hispanic	29.8%	49.3%	48.6%	18.8
Asian	100.0%	50.0%	83.3%	- 16.7
Native-American	0.0%	50.0%	66.7%	66.7
International	0.0%	0.0%	0%	0.0
Other	0.0%	0.0%	0%	0.0
<b>Gender</b>				
Male	41.7%	44.4%	42.5%	0.8
Female	36.8%	48.4%	49%	12.2



Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

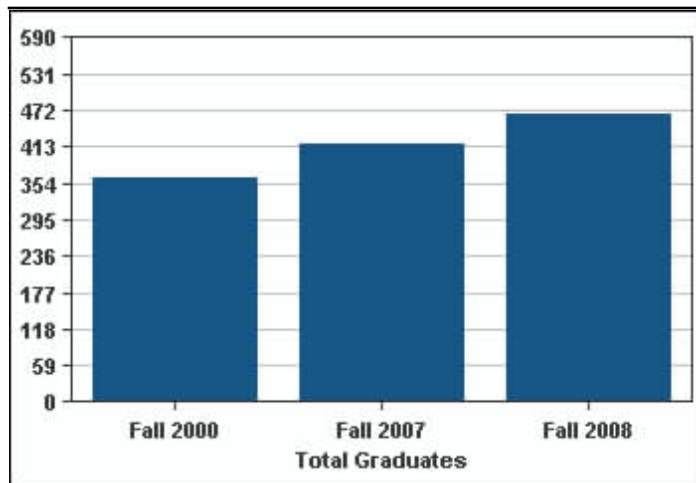
11. First-time, full-time entering, credential-seeking, undergraduates who have graduated.										
	FY 2000			FY 2006			FY 2007			Point Change FY 2000 to FY 2007
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
<b>3-Year graduation rate (Total)</b>	<b>1997</b>	<b>32</b>	<b>(9.6%)</b>	<b>2003</b>	<b>71</b>	<b>(14.8%)</b>	<b>2004</b>	<b>46</b>	<b>(9.5%)</b>	<b>- 0.1</b>
Baccalaureate or Above		0	(0.0%)		1	(0.2%)		1	(0.2%)	0.2
Associates		22	(6.6%)		48	(10.0%)		30	(6.2%)	- 0.4
Certificate		10	(3.0%)		22	(4.6%)		15	(3.1%)	0.1
No Award		301	(90.4%)		410	(85.2%)		436	(90.5%)	0.1
<b>4-Year graduation rate (Total)</b>	<b>1996</b>	<b>53</b>	<b>(15.4%)</b>	<b>2002</b>	<b>81</b>	<b>(18.4%)</b>	<b>2003</b>	<b>106</b>	<b>(22.0%)</b>	<b>6.6</b>
Baccalaureate or Above		2	(0.6%)		8	(1.8%)		25	(5.2%)	4.6
Associates		33	(9.6%)		47	(10.7%)		53	(11.0%)	1.4
Certificate		18	(5.2%)		26	(5.9%)		28	(5.8%)	0.6
No Award		291	(84.6%)		359	(81.6%)		375	(78.0%)	- 6.6
<b>6-Year graduation rate (Total)</b>	<b>1994</b>	<b>100</b>	<b>(33.1%)</b>	<b>2000</b>	<b>148</b>	<b>(34.7%)</b>	<b>2001</b>	<b>147</b>	<b>(36.5%)</b>	<b>3.4</b>
Baccalaureate or Above		52	(17.2%)		55	(12.9%)		61	(15.1%)	- 2.1
Associates		30	(9.9%)		62	(14.6%)		63	(15.6%)	5.7
Certificate		18	(6.0%)		31	(7.3%)		23	(5.7%)	- 0.3
No Award		202	(66.9%)		278	(65.3%)		256	(63.5%)	- 3.4



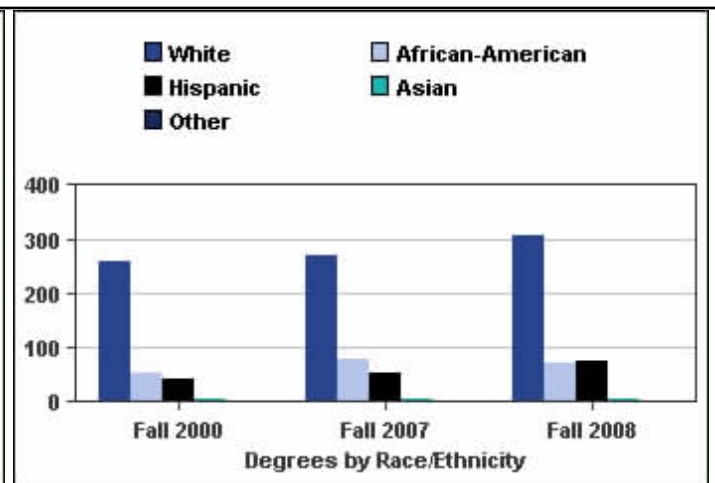
Source: CBM001, CBM002, and CBM009

Degrees and Certificates

12. Number of awards, certificates by type, core completers and field of study completers.				
	FY 2000	FY 2007	FY 2008	% Change FY 2000 to FY 2008
<b>Total Degrees and Certificates</b> (Does not include other completers)	<b>364</b>	<b>418</b>	<b>466</b>	<b>28.0%</b>
White	260	271	306	17.7%
African-American	54	79	70	29.6%
Hispanic	44	52	74	68.2%
Asian	4	6	6	50.0%
Native-American	2	8	2	0.0%
International	0	0	6	N/A
Other	0	2	2	N/A
<b>Level</b>				
Bachelor of Applied Technology	N/A	N/A	N/A	N/A
Associates	205	267	320	56.1%
Certificate 1	104	150	142	36.5%
Certificate 2	55	1	4	- 92.7%
Advanced Technology Certificates	N/A	N/A	N/A	N/A
Other Completers:				
ESC	N/A	N/A	N/A	N/A
Core Completers	N/A	104	123	N/A
Field of Study	N/A	N/A	N/A	N/A
<b>Gender</b>				
Male	96	94	116	20.8%
Female	268	324	350	30.6%



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.				
	FY 2000	FY 2007	FY 2008	Point Change FY 2000 to FY 2008
<b>Total</b>	18.9%	17.9%	17.1%	- 1.8
Awarded Core	N/A	5.8%	4.5%	- 1.3

Developmental Education

14. Students who s□  
given 3 years if they tested above deviation and 4 years if they tested below.

	Fall 2004 Cohort						
	Total	Received Credit pre-matriculation	Number attempting college level course	Percent attempting college level course	College level course completion (grade A, B, or C)	College level course completion (grade A, B,C) (percent of those attempting college level)	College level course completion(grade A, B,C) or pre-matriculation credit (percent of total)
<b>Number of FTIC students</b>	<b>798</b>						
<b>Met state standards in all areas</b>							
Math	322	0	120	37.3%	77	64.2%	23.9%
Reading	322	31	242	75.2%	164	67.8%	50.9%
Writing	322	10	238	73.9%	187	78.6%	58.1%
<b>All students below state standard</b>							
Math	286	N/A	85	29.7%	65	76.5%	22.7%
Reading	193	N/A	116	60.1%	88	75.9%	45.6%
Writing	161	N/A	89	55.3%	80	89.9%	49.7%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	91	N/A	23	25.3%	15	65.2%	16.5%
Reading	91	N/A	44	48.4%	28	63.6%	30.8%
Writing	91	N/A	42	46.2%	31	73.8%	34.1%
<b>Math</b>							
Not requiring developmental education	62	0	28	45.2%	18	64.3%	29%
Requiring developmental education	195	N/A	62	31.8%	42	67.7%	21.5%
Unknown / Not tested	128	N/A	9	7%	4	44.4%	3.1%
<b>Reading</b>							
Not requiring developmental education	155	4	130	83.9%	67	51.5%	43.2%
Requiring developmental education	102	N/A	72	70.6%	44	61.1%	43.1%
Unknown / Not tested	128	N/A	35	27.3%	24	68.6%	18.8%
<b>Writing</b>							
Not requiring developmental education	187	1	146	78.1%	87	59.6%	46.5%
Requiring developmental education	70	N/A	47	67.1%	38	80.9%	54.3%
Unknown / Not tested	128	N/A	32	25%	20	62.5%	15.6%



**Success - Contextual Measures**

15. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2006	Entering Cohort Fall 2007	Point Change Fall 2000 to Fall 2007
<b>First-time Undergraduate Persistence rate after one year</b>				
<b>Total</b>	<b>66.6%</b>	<b>63.8%</b>	<b>66%</b>	<b>- 0.6</b>
Same institution	55.3%	52.3%	51.4%	- 3.9
Other institutions	11.3%	11.4%	14.7%	3.4
<b>White</b>	<b>67.6%</b>	<b>66.4%</b>	<b>68.8%</b>	<b>1.2</b>
Same institution	56.4%	52.8%	54.9%	- 1.5
Other institutions	11.1%	13.7%	13.9%	2.8
<b>African-American</b>	<b>56.9%</b>	<b>59.6%</b>	<b>58.3%</b>	<b>1.4</b>
Same institution	44.6%	54.3%	44.2%	- 0.4
Other institutions	12.3%	5.3%	14.2%	1.9
<b>Hispanic</b>	<b>73.5%</b>	<b>59.5%</b>	<b>66.7%</b>	<b>- 6.8</b>
Same institution	61.7%	50%	50%	- 11.7
Other institutions	11.7%	9.5%	16.7%	5.0
<b>Asian</b>	<b>0%</b>	<b>55.6%</b>	<b>76.2%</b>	<b>76.2</b>
Same institution	0%	22.2%	52.4%	52.4
Other institutions	0%	33.3%	23.8%	23.8
<b>Native-American</b>	<b>50%</b>	<b>100%</b>	<b>62.5%</b>	<b>12.5</b>
Same institution	50%	100%	50%	0.0
Other institutions	0%	0%	12.5%	12.5
<b>International</b>	<b>0%</b>	<b>66.7%</b>	<b>0%</b>	<b>0.0</b>
Same institution	0%	66.7%	0%	0.0
Other institutions	0%	0%	0%	0.0
<b>Other</b>	<b>0%</b>	<b>100%</b>	<b>75%</b>	<b>75.0</b>
Same institution	0%	100%	75%	75.0
Other institutions	0%	0%	0%	0.0

First-time Undergraduate Persistence rate after two years	Entering Cohort Fall 2000	Entering Cohort Fall 2005	Entering Cohort Fall 2006	Point Change Fall 2000 to Fall 2006
<b>Total</b>	<b>56.3%</b>	<b>50.6%</b>	<b>53%</b>	<b>- 3.3</b>
Same institution	26.6%	24.2%	29.1%	2.5
Other institutions	29.6%	26.4%	23.9%	- 5.7
<b>White</b>	<b>60.2%</b>	<b>54.6%</b>	<b>55.2%</b>	<b>- 5.0</b>
Same institution	27.3%	24.8%	26.4%	- 0.9
Other institutions	32.8%	29.8%	28.8%	- 4.0
<b>African-American</b>	<b>46.6%</b>	<b>38.8%</b>	<b>46.2%</b>	<b>- 0.4</b>
Same institution	18.3%	22.5%	31.2%	12.9
Other institutions	28.3%	16.3%	15.1%	- 13.2
<b>Hispanic</b>	<b>50.7%</b>	<b>46.4%</b>	<b>52.2%</b>	<b>1.5</b>
Same institution	32.3%	25%	35.7%	3.4
Other institutions	18.4%	21.4%	16.5%	- 1.9
<b>Asian</b>	<b>0%</b>	<b>87.5%</b>	<b>44.4%</b>	<b>44.4</b>
Same institution	0%	25%	11.1%	11.1
Other institutions	0%	62.5%	33.3%	33.3
<b>Native-American</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>100.0</b>
Same institution	0%	0%	0%	0.0
Other institutions	0%	0%	100%	100.0
<b>International</b>	<b>0%</b>	<b>0%</b>	<b>66.7%</b>	<b>66.7</b>
Same institution	0%	0%	66.7%	66.7
Other institutions	0%	0%	0%	0.0
<b>Other</b>	<b>0%</b>	<b>0%</b>	<b>50%</b>	<b>50.0</b>
Same institution	0%	0%	0%	0.0
Other institutions	0%	0%	50%	50.0

16. Awards in Closing the Gaps Critical Fields	FY 2000	FY 2007	FY 2008	% Change FY 2000 to FY 2008	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion
<b>Fields</b>						
Computer Science	62	14	27	- 56.5%	71	38%
Engineering	5	20	4	- 20.0%	24	17%
Math	0	0	1	N/A	0	N/A
Physical Science	0	0	0	N/A	0	N/A
<b>Level</b>						
Associates	39	19	21	- 46.2%		
Cert 1	28	15	11	- 60.7%		
Cert 2	0	0	0	N/A		

17. Awards in Nursing and Allied Health Degrees	FY 2000	FY 2007	FY 2008	% Change FY 2000 to FY 2008
<b>Total</b>	<b>149</b>	<b>182</b>	<b>175</b>	<b>17.4%</b>
Associates	58	83	79	36.2%
Cert 1	36	98	92	155.6%
Cert 2	55	1	4	- 92.7%
Advanced Technology Certificate	0	0	0	N/A
ESC	0	0	0	N/A
Core Completers	0	0	0	N/A
Field of Study	0	0	0	N/A

18. Teacher Production and Certification	FY 2006	FY 2007
<b>Students taking the certification exams</b>	N/A	N/A
<b>Race/Ethnicity</b>		
White	N/A	N/A
African-American	N/A	N/A
Hispanic	N/A	N/A
Other	N/A	N/A
<b>Gender</b>		
Male		
Female		
<b>Students passing the certification exams</b>	%	%
<b>Race/Ethnicity</b>		
White	%	%
African-American	%	%
Hispanic	%	%
Other	%	%
<b>Gender</b>		
Male	%	%
Female	%	%

Note: The data for teacher production and certification was provided by SBEC. In some cases, the sum of the categories does not add up to the total. Numbers less than 10 in a category are masked (\*).

19. Graduate Status After Graduation	FY 2006	FY 2007	Point Change FY 2006 to FY 2007
<b>Academic</b>			
Employed Only	79 41.1%	53 40.2%	- 32.9%
Employed and Enrolled (in Senior Institutions)	67 34.9%	25 18.9%	- 62.7%
Enrolled Only (in Senior Institutions)	25 13.0%	28 21.2%	12.0%
Enrolled Only (in Community Colleges)	14 7.3%	4 3.0%	- 71.4%
Not Found	7 3.6%	22 16.7%	214.3%
<b>Technical</b>			
Employed Only	235 89.0%	236 89.1%	0.4%
Employed and Enrolled (in Senior Institutions)	7 2.7%	6 2.3%	- 14.3%
Enrolled Only (in Senior Institutions)	1 0.4%	3 1.1%	200.0%
Enrolled Only (in Community Colleges)	10 3.8%	5 1.9%	- 50.0%
Not Found	11 4.2%	15 5.7%	36.4%

20. Marketable Skills Awards	FY 2000	FY 2007	FY 2008	Point Change FY 2000 to FY 2008
<b>Marketable Skills Completers</b>	N/A	0	0	N/A
<b>Race/Ethnicity</b>				
White	N/A	0	0	N/A
African-American	N/A	0	0	N/A
Hispanic	N/A	0	0	N/A
Asian	N/A	0	0	N/A
Native-American	N/A	0	0	N/A
International	N/A	0	0	N/A
Other	N/A	0	0	N/A
<b>Gender</b>				
Male	N/A	0	0	N/A
Female	N/A	0	0	N/A

21. Associate of Arts in Teaching Awards	FY 2000	FY 2004	FY 2005	Point Change FY 2000 to FY 2005
<b>Total</b>	0	5	1	N/A
<b>Race/Ethnicity</b>				
White	0	3	1	N/A
African-American	0	1	0	N/A
Hispanic	0	1	0	N/A
Asian	0	0	0	N/A
Native-American	0	0	0	N/A
International	0	0	0	N/A
Other	0	0	0	N/A
<b>Gender</b>				
Male	0	1	0	N/A
Female	0	4	1	N/A

22. Developmental Education: Underprepared students who satisfied TSI obligation within 2 years if they tested above deviation or 3 years if they tested below deviation.	Fall 2004 Cohort						
	Total	Number attempting developmental education	Percent attempting developmental education	TSI obligations met (of those attempting developmental education)	TSI obligations met (of total)	TSI obligations met (percent of those attempting developmental education)	TSI obligations met (percent of total)
<b>Number of FTIC students</b>	798						
<b>Met state standards in all areas</b>							
Math	322	45	14%	N/A	N/A	N/A	N/A
Reading	322	2	0.6%	N/A	N/A	N/A	N/A
Writing	322	2	0.6%	N/A	N/A	N/A	N/A
<b>All students below state standard</b>							
Math	286	254	88.8%	90	109	35.4%	38.1%
Reading	193	128	66.3%	54	96	42.2%	49.7%
Writing	161	118	73.3%	61	90	51.7%	55.9%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	91	78	85.7%	29	34	37.2%	37.4%
Reading	91	63	69.2%	23	40	36.5%	44%
Writing	91	67	73.6%	28	44	41.8%	48.4%
<b>Math</b>							
Not requiring developmental education	62	18	29%	N/A	N/A	N/A	N/A
Requiring developmental education	195	176	90.3%	61	75	34.7%	38.5%
Unknown / Not tested	128	16	12.5%	9	65	56.3%	50.8%
<b>Reading</b>							
Not requiring developmental education	155	1	0.6%	N/A	N/A	N/A	N/A
Requiring developmental education	102	65	63.7%	31	56	47.7%	54.9%
Unknown / Not tested	128	7	5.5%	5	69	71.4%	53.9%
<b>Writing</b>							
Not requiring developmental education	187	2	1.1%	N/A	N/A	N/A	N/A
Requiring developmental education	70	51	72.9%	33	46	64.7%	65.7%
Unknown / Not tested	128	6	4.7%	5	73	83.3%	57%

23. Developmental Education: Underprepared and prepared students returning in fall.	Fall 2004 Cohort		
	Total	Number returning (Fall 2005)	Percent returning (Fall 2005)
<b>Number of FTIC students</b>	798		
<b>Met state standards in all areas</b>	322	207	64.3%
<b>Not met state standards:</b>			
<b>In all three areas</b>	91	39	42.9%
<b>Math</b>			
Not requiring developmental education	62	37	59.7%
Requiring developmental education	195	104	53.3%
Unknown / Not tested	128	50	39.1%
<b>Reading</b>			
Not requiring developmental education	155	83	53.5%
Requiring developmental education	102	58	56.9%
Unknown / Not tested	128	50	39.1%
<b>Writing</b>			
Not requiring developmental education	187	105	56.1%
Requiring developmental education	70	36	51.4%
Unknown / Not tested	128	50	39.1%

**Excellence - Key Measures**

**Licensure Rate**

<b>24. Pass rate for programs whose graduates are required to pass a licensure exam to practice in the field.</b>				
	<b>2005 Pass Rate</b>	<b>2006 Pass Rate</b>	<b>2007 Pass Rate</b>	<b>2008 Pass Rate</b>
Associate Degree Nursing (RN)	97.8%	100%	90.2%	94.0%
Dental Hygiene	100%	100%	100%	100%
Respiratory Therapy	90.9%	100%	100%	93.3%
LVN (Main Campus)	100%	93.5%	92.5%	97.7%
LVN (Taylor Center)	100%	100%	85.0%	100%

**Excellence - Contextual Measures**

<b>25. Certification and Licensure</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>% Change FY 2006 to FY 2008</b>
Pass rate on state or national exams.	95.71%	93.58%	%	N/A

**26. Significant Recognitions - 2007:**

Number of members in Phi Theta Kappa	
Number of students in service learning programs	
Exemplary programs or citations/Other national recognitions: Temple College wa□ Biotechnology Education-to-Employment Model: The Texas Bioscience Institute.  The Clinical Simulation□ The ACOG Simulation Consort□ gynecology	

**Significant Recognitions - 2008:**

Number of members in Phi Theta Kappa	
Number of students in service learning programs	
Exemplary programs or citations/Other national recognitions: The Clinical Simulation Center was designated as a Center of Educational Excellence by Laerdal Maedical Corporation.  The Texas BioScience Institute, Temple College was named and exemplar by the Texas High School Project.	

**Institutional Efficiency and Effectiveness - Key Measures**

**Administrative Cost Ratio**

27. Institutional support as a percent of total operating expenses.				
	FY 2000	FY 2007	FY 2008	Point Change FY 2000 to FY 2008
Administrative costs as a percent of total expenditures	12.2%	15.2%	%	N/A

**Tuition and Fees**

28. Tuition and fees for 30 SCH.				
	FY 2000	FY 2007	FY 2008	Percent Change FY 2000 to FY 2008
Tuition and fees for 15 SCH	\$1,125	\$1,946	\$2,178	93.6%

**Institutional Efficiency and Effectiveness - Contextual Measures**

29. Faculty	Fall 2000	Fall 2007	Fall 2008	Percent Change Fall 2000 to Fall 2008
<b>Full-Time Total</b>	<b>90</b>	<b>118</b>	<b>133</b>	<b>47.8%</b>
<b>Race/Ethnicity</b>				
White	78 (86.7%)	104 (88.1%)	113 (85.0%)	44.9%
African-American	4 (4.4%)	4 (3.4%)	6 (4.5%)	50.0%
Hispanic	8 (8.9%)	6 (5.1%)	10 (7.5%)	25.0%
Asian	0 (0.0%)	3 (2.5%)	3 (2.3%)	N/A
Native-American	0 (0.0%)	1 (0.8%)	1 (0.8%)	N/A
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
<b>Gender</b>				
Male	40 (44.4%)	52 (44.1%)	60 (45.1%)	50.0%
Female	50 (55.6%)	66 (55.9%)	73 (54.9%)	46.0%
<b>Part-Time Total</b>	<b>117</b>	<b>127</b>	<b>128</b>	<b>9.4%</b>
<b>Race/Ethnicity</b>				
White	111 (94.9%)	111 (87.4%)	113 (88.3%)	1.8%
African-American	1 (0.9%)	5 (3.9%)	6 (4.7%)	500.0%
Hispanic	3 (2.6%)	9 (7.1%)	5 (3.9%)	66.7%
Asian	1 (0.9%)	1 (0.8%)	3 (2.3%)	200.0%
Native-American	1 (0.9%)	1 (0.8%)	1 (0.8%)	0.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
<b>Gender</b>				
Male	67 (57.3%)	57 (44.9%)	62 (48.4%)	- 7.5%
Female	50 (42.7%)	70 (55.1%)	66 (51.6%)	32.0%

	Fall 2000	Fall 2007	Fall 2008	Percent/Point Change Fall 2000 to Fall 2008
30. FTE Student/FTE Faculty Ratio	16:1	19:1	19:1	18.8%
31. Contact Hours	585,182	836,092	895,272	53.0%
Contact Hours taught by full-time faculty	73.7%	73.3%	77.7%	4.0
Contact Hours taught by part-time faculty	26.3%	26.7%	22.3%	- 4.0