

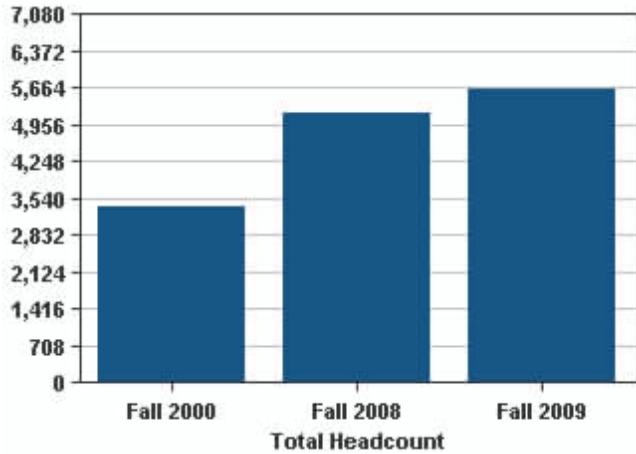
Temple College

Accountability Report

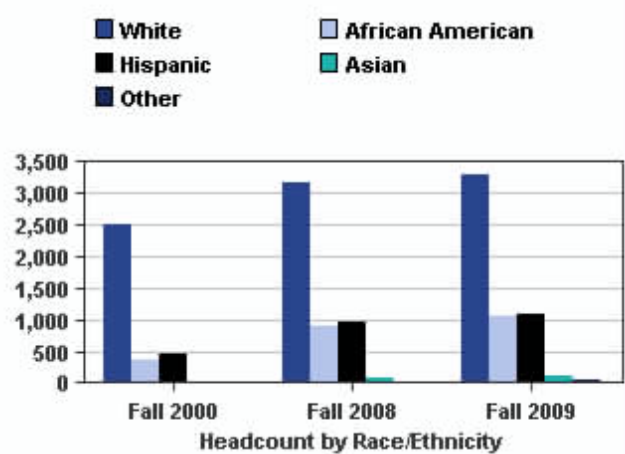
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2008		Fall 2009		% Change Fall 2000 to 2009	Institutional Closing the Gaps Target-Fall 2010	Closing the Gaps Completion
Total	3,381		5,178		5,659		67.4%	5,909	96%
White	2,521	(74.6%)	3,161	(61.0%)	3,306	(58.4%)	31.1%	3,384	98%
African American	363	(10.7%)	904	(17.5%)	1,070	(18.9%)	194.8%	1,100	97%
Hispanic	444	(13.1%)	950	(18.3%)	1,081	(19.1%)	143.5%	1,187	91%
Asian	29	(0.9%)	81	(1.6%)	98	(1.7%)	237.9%		
Native American	21	(0.6%)	44	(0.8%)	54	(1.0%)	157.1%		
International	3	(0.1%)	9	(0.2%)	14	(0.2%)	366.7%		
Other	0	(0.0%)	29	(0.6%)	36	(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 2000		FY 2008		FY 2009		% Change FY 2000 to 2009
Total	5,724		10,443		11,178		95.3%
White	4,239	(74.1%)	7,011	(67.1%)	6,320	(56.5%)	49.1%
African American	669	(11.7%)	1,513	(14.5%)	1,686	(15.1%)	152.0%
Hispanic	708	(12.4%)	1,565	(15.0%)	1,762	(15.8%)	148.9%
Asian	67	(1.2%)	223	(2.1%)	208	(1.9%)	210.4%
Native American	35	(0.6%)	68	(0.7%)	67	(0.6%)	91.4%
International	6	(0.1%)	34	(0.3%)	37	(0.3%)	516.7%
Other	0	(0.0%)	29	(0.3%)	1,098	(9.8%)	N/A

Participation - Contextual Measures

3. Enrollment by Semester	FY 2004	FY 2008	FY 2009	% Change FY 2000 to 2009
Fall	3,487	6,009	6,630	90.1%
Academic	1,866	3,511	4,570	144.9%
Technical	1,389	1,568	915	- 34.1%
Continuing Education	232	930	1,145	393.5%
Spring	3,356	5,498	6,146	83.1%
Academic	1,871	3,139	4,285	129.0%
Technical	1,334	1,606	992	- 25.6%
Continuing Education	151	753	869	475.5%
Summer I	1,657	3,701	3,806	129.7%
Academic	893	1,379	1,986	122.4%
Technical	576	891	577	0.2%
Continuing Education	188	1,431	1,243	561.2%
Summer II	893	986	1,116	25.0%
Academic	482	0	0	-100.0%
Technical	223	0	0	-100.0%
Continuing Education	188	986	1,116	493.6%

Service Area Representation

4. Gap between demographic groups in the area and enrollment.	FY 2005	FY 2008	FY 2009		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	Service difference (% Enr. - % Pop.)
Race/Ethnicity					
White	4.5%	3.1%	57.7%	58.5%	0.9%
African American	1.7%	4.3%	15.2%	20.6%	5.4%
Hispanic	-4.9%	-6.1%	22.8%	17.7%	-5.1%
Other	-1.3%	-1.3%	4.4%	3.2%	-1.2%
Gender					
Male	-16.2%	-18.4%	51.4%	32.2%	-19.2%
Female	16.2%	18.4%	48.6%	67.8%	19.2%

5. Annual Semester Credit and Contact Hours	FY 2000	FY 2008	FY 2009	% Change FY 2000 to 2009
Annual Semester Credit Hours (SCH)	66,061	96,912	106,266	60.9%
Academic	46,559	77,986	84,433	81.3%
Technical	19,502	18,926	21,833	12.0%
Annual Contact Hours	1,493,593	2,148,042	2,348,790	57.3%
Academic	891,224	1,457,016	1,572,297	76.4%
Technical	569,171	581,056	664,064	16.7%
Continuing Education	33,198	109,970	112,429	238.7%

6. Financial Aid: Students Receiving Pell Grants	FY 2000	FY 2008	FY 2009	% Change FY 2000 to 2009
Total	22.1%	34%	35.1%	58.8%
White	16.7%	25.3%	26.4%	58.1%
African American	47.3%	64.0%	62.5%	32.1%
Hispanic	29.8%	39.2%	39.5%	32.6%
Asian	14.3%	22.5%	17.3%	21.0%
Native American	44.4%	35.0%	38.6%	- 13.1%
International	33.3%	21.4%	11.1%	- 66.7%
Other	0.0%	27.3%	34.5%	N/A
Gender				
Male	15.7%	26.3%	26.1%	66.2%
Female	26.3%	37.9%	39.6%	50.6%

7. Full-Time/Part-Time Undergraduate Students	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to 2009
Full-Time Credential Seeking Students				
Total	1,324	1,939	2,195	65.8%
White	959	1,109	1,158	20.8%
African American	179	387	500	179.3%
Hispanic	173	363	451	160.7%
Asian	6	36	40	566.7%
Native American	4	22	25	525.0%
International	3	4	8	166.7%
Other	0	18	13	N/A
Gender				
Male	536	691	823	53.5%
Female	788	1,248	1,372	74.1%

Part-Time Credential Seeking Students				
Total	2,057	3,031	3,250	58.0%
White	1,562	1,907	2,009	28.6%
African American	184	487	531	188.6%
Hispanic	271	562	602	122.1%
Asian	23	40	56	143.5%
Native American	17	20	24	41.2%
International	0	5	6	N/A
Other	0	10	22	N/A
Gender				
Male	749	984	1,058	41.3%
Female	1,308	2,047	2,192	67.6%

8. First-Time In College Students	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to 2009
Full-Time Credential Seeking Students				
Total	426	458	526	23.5%
White	285	242	243	- 14.7%
African American	68	84	131	92.6%
Hispanic	69	110	135	95.7%
Asian	2	4	7	250.0%
Native American	2	4	7	250.0%
International	0	1	0	N/A
Other	0	13	3	N/A
Gender				
Male	180	199	235	30.6%
Female	246	259	291	18.3%

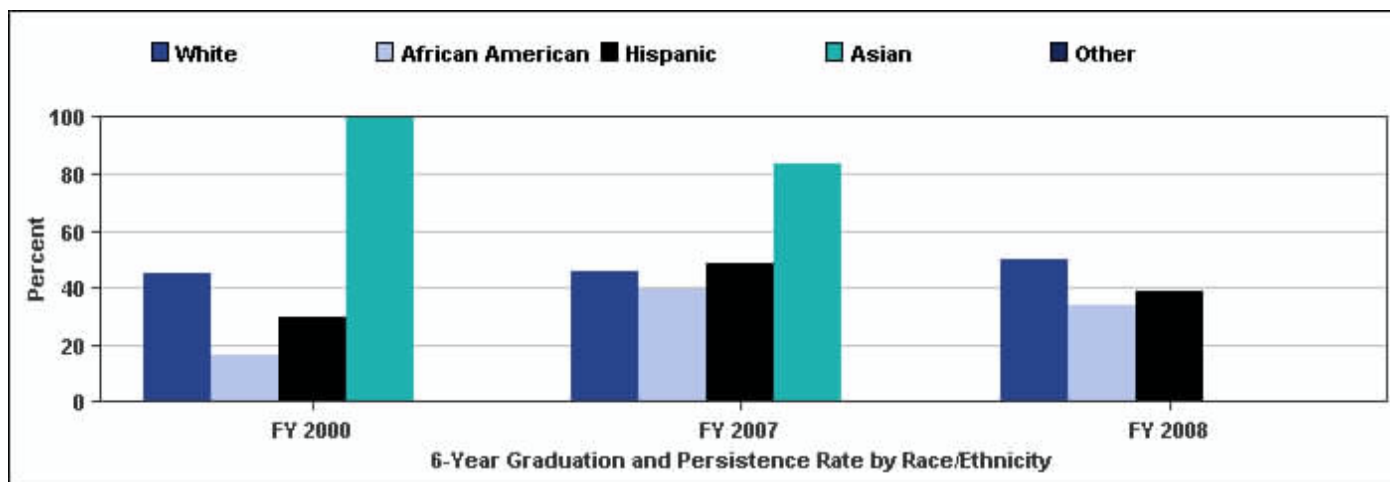
Part-Time Credential Seeking Students				
Total	684	266	325	- 52.5%
White	558	137	161	- 71.1%
African American	33	58	72	118.2%
Hispanic	82	65	79	- 3.7%
Asian	7	2	4	- 42.9%
Native American	4	2	2	- 50.0%
International	0	0	1	N/A
Other	0	2	6	N/A
Gender				
Male	281	92	119	- 57.7%
Female	403	174	206	- 48.9%

9. Community College Activities: Non-funded and Non-reported	FY 2009	
Contract Training: Enrollment and Contact Hours	Enrollment:	Contact Hours:
Adult Basic Education: Enrollment as Reported to TEA		
Alternative Certification: Enrollment and Contact Hours	Enrollment: 428	Contact Hours: 2844.25
G.E.D.: Enrolled in G.E.D. Program		
G.E.D.: Test Takers		
G.E.D.: Passed the Test		92

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 2007 (Entering Fall 2001 Cohort)	FY 2008 (Entering Fall 2002 Cohort)	Point Change FY 2000 to FY 2008
Total	39.1%	45.7%	45%	5.9
Race/Ethnicity				
White	44.9%	45.7%	50.2%	5.3
African American	16.7%	39.4%	33.8%	17.1
Hispanic	29.8%	48.6%	39%	9.2
Asian	100%	83.3%	0%	-100.0
Native American	0%	66.7%	0%	0.0
International	0%	0%	100%	100.0
Other	0%	0%	0%	0.0
Gender				
Male	41.7%	42.5%	40.5%	- 1.2
Female	36.8%	49%	48.2%	11.4

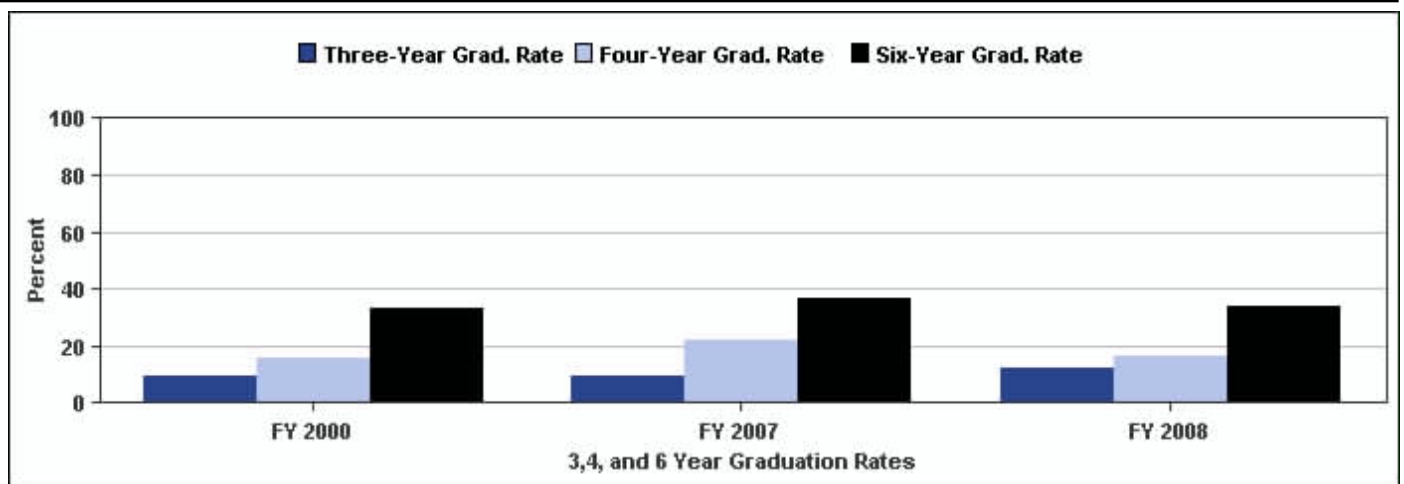


Source: CBM001, CBM002, and CBM009

3-, 4-, and 6-Year Graduation Rates

11. First-time, full-time entering, credential-seeking undergraduates who have graduated.

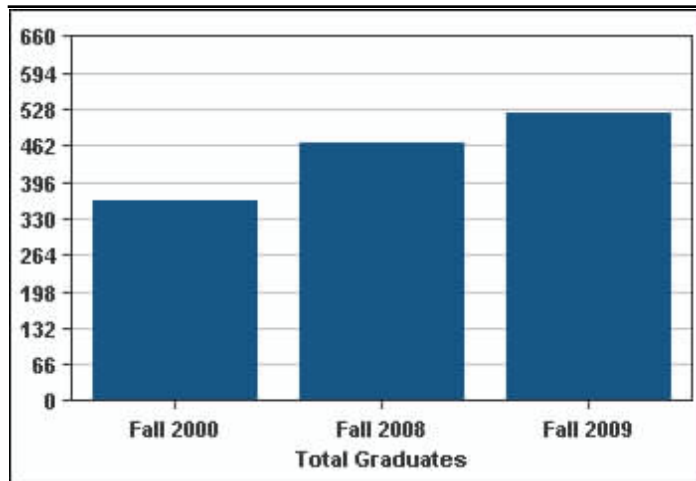
	FY 2000			FY 2007			FY 2008			Point Change FY 2000 to FY 2008
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
3-Year graduation rate (Total)	1997	32	(9.6%)	2004	46	(9.5%)	2005	51	(12.0%)	2.4
Baccalaureate or Above	0	(0.0%)		1	(0.2%)		1	(0.2%)		0.2
Associates	22	(6.6%)		30	(6.2%)		35	(8.2%)		1.6
Certificate	10	(3.0%)		15	(3.1%)		15	(3.5%)		0.5
No Award	301	(90.4%)		436	(90.5%)		374	(88.0%)		- 2.4
4-Year graduation rate (Total)	1996	53	(15.4%)	2003	106	(22.0%)	2004	79	(16.4%)	1.0
Baccalaureate or Above	2	(0.6%)		25	(5.2%)		14	(2.9%)		2.3
Associates	33	(9.6%)		53	(11.0%)		45	(9.3%)		- 0.3
Certificate	18	(5.2%)		28	(5.8%)		20	(4.1%)		- 1.1
No Award	291	(84.6%)		375	(78.0%)		403	(83.6%)		- 1.0
6-Year graduation rate (Total)	1994	100	(33.1%)	2001	147	(36.5%)	2002	149	(33.9%)	0.8
Baccalaureate or Above	52	(17.2%)		61	(15.1%)		67	(15.2%)		- 2.0
Associates	30	(9.9%)		63	(15.6%)		53	(12.0%)		2.1
Certificate	18	(6.0%)		23	(5.7%)		29	(6.6%)		0.6
No Award	202	(66.9%)		256	(63.5%)		291	(66.1%)		- 0.8



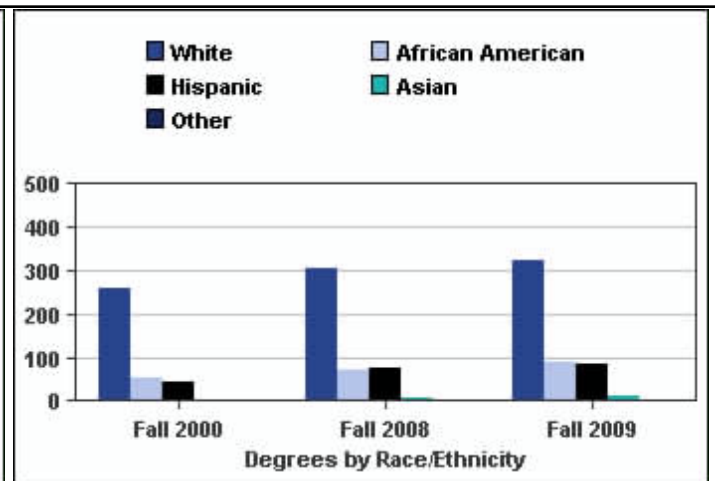
Source: CBM001, CBM002, and CBM009

Degrees and Certificates

12. Number of awards, certificates by type, core completers and field of study completers.						
	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	364	466	520	42.9%	540	96%
White	260	306	322	23.8%		
African American	54	70	90	66.7%		
Hispanic	44	74	86	95.5%		
Asian	4	6	13	225.0%		
Native American	2	2	7	250.0%		
International	0	6	2	N/A		
Other	0	2	0	N/A		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	205	320	318	55.1%	347	92%
Certificate 1	104	142	188	80.8%		
Certificate 2	55	4	13	-76.4%		
Advanced Technology Certificates	N/A	N/A	1	N/A		
Other Completers:						
ESC	N/A	N/A	1	N/A		
Core Completers	N/A	123	104	N/A		
Field of Study	N/A	N/A	N/A	N/A		
Gender						
Male	96	116	148	54.2%		
Female	268	350	372	38.8%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.									
	FY 2000 detail			FY 2008 detail			FY 2009 detail		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	517	(100%)	2002	1,029	(100%)	2003	776	(100%)
0-12 hours		14	(2.7%)		98	(9.5%)		19	(2.4%)
13-24 hours		9	(1.7%)		72	(7.0%)		28	(3.6%)
25-29 hours		8	(1.5%)		22	(2.1%)		17	(2.2%)
30-42 hours		30	(5.8%)		23	(2.2%)		33	(4.3%)
43+ hours		65	(12.6%)		144	(14.0%)		113	(14.6%)
Non Transfer Completers		65	(12.6%)		104	(10.1%)		83	(10.7%)
Non Completers		326	(63.1%)		566	(55.0%)		483	(62.2%)
All Transfers Total		126	(24.4%)		359	(34.9%)		210	(27.1%)
Awarded Core		0	(0.0%)		48	(4.7%)		40	(5.2%)

Developmental Education

14. Students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Under-prepared students are given 3 years.

	Fall 2005 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)
Number of FTIC students	707						
Met state standards in all areas							
Math	309	2	135	43.7%	87	64.4%	28.2%
Reading	309	17	245	79.3%	164	66.9%	53.1%
Writing	309	12	210	68%	165	78.6%	53.4%
All students below state standard							
Math	210	N/A	54	25.7%	34	63%	16.2%
Reading	136	N/A	91	66.9%	61	67%	44.9%
Writing	115	N/A	69	60%	50	72.5%	43.5%
Not met state standards:							
In all three areas							
Math	48	N/A	12	25%	10	83.3%	20.8%
Reading	48	N/A	22	45.8%	16	72.7%	33.3%
Writing	48	N/A	24	50%	16	66.7%	33.3%
Math							
Not requiring developmental education	76	0	34	44.7%	17	50%	22.4%
Requiring developmental education	162	N/A	42	25.9%	24	57.1%	14.8%
Unknown / Not tested	112	N/A	3	2.7%	3	100%	2.7%
Reading							
Not requiring developmental education	153	3	125	81.7%	68	54.4%	44.4%
Requiring developmental education	88	N/A	69	78.4%	45	65.2%	51.1%
Unknown / Not tested	109	N/A	10	9.2%	4	40%	3.7%
Writing							
Not requiring developmental education	175	2	125	71.4%	86	68.8%	49.1%
Requiring developmental education	67	N/A	45	67.2%	34	75.6%	50.7%
Unknown / Not tested	108	N/A	12	11.1%	8	66.7%	7.4%

Success - Contextual Measures

15. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2007	Entering Cohort Fall 2008	Point Change Fall 2000 to Fall 2008
First-time Undergraduate Persistence rate after one year				
Total	66.6%	66%	60.8%	- 5.8
Same institution	55.3%	51.4%	51%	- 4.3
Other institutions	11.3%	14.7%	9.8%	- 1.5
White	67.6%	68.8%	63.2%	- 4.4
Same institution	56.4%	54.9%	54.5%	- 1.9
Other institutions	11.1%	13.9%	8.7%	- 2.4
African American	56.9%	58.3%	54.8%	- 2.1
Same institution	44.6%	44.2%	40.5%	- 4.1
Other institutions	12.3%	14.2%	14.3%	2.0
Hispanic	73.5%	66.7%	65.1%	- 8.4
Same institution	61.7%	50%	55%	- 6.7
Other institutions	11.7%	16.7%	10.1%	- 1.6
Asian	0%	76.2%	50%	50.0
Same institution	0%	52.4%	50%	50.0
Other institutions	0%	23.8%	0%	0.0
Native American	50%	62.5%	75%	25.0
Same institution	50%	50%	75%	25.0
Other institutions	0%	12.5%	0%	0.0
International	0%	0%	0%	0.0
Same institution	0%	0%	0%	0.0
Other institutions	0%	0%	0%	0.0
Other	0%	75%	23.1%	23.1
Same institution	0%	75%	15.4%	15.4
Other institutions	0%	0%	7.7%	7.7

First-time Undergraduate Persistence rate after two years	Entering Cohort Fall 2000	Entering Cohort Fall 2006	Entering Cohort Fall 2007	Point Change Fall 2000 to Fall 2007
Total	56.3%	53%	54.8%	- 1.5
Same institution	26.6%	29.1%	25%	- 1.6
Other institutions	29.6%	23.9%	29.8%	0.2
White	60.2%	55.2%	60.1%	- 0.1
Same institution	27.3%	26.4%	28.3%	1.0
Other institutions	32.8%	28.8%	31.8%	- 1.0
African American	46.6%	46.2%	46.2%	- 0.4
Same institution	18.3%	31.2%	23.1%	4.8
Other institutions	28.3%	15.1%	23.1%	- 5.2
Hispanic	50.7%	52.2%	49%	- 1.7
Same institution	32.3%	35.7%	20.8%	- 11.5
Other institutions	18.4%	16.5%	28.1%	9.7
Asian	0%	44.4%	76.5%	76.5
Same institution	0%	11.1%	5.9%	5.9
Other institutions	0%	33.3%	70.6%	70.6
Native American	0%	100%	62.5%	62.5
Same institution	0%	0%	50%	50.0
Other institutions	0%	100%	12.5%	12.5
International	0%	66.7%	0%	0.0
Same institution	0%	66.7%	0%	0.0
Other institutions	0%	0%	0%	0.0
Other	0%	50%	0%	0.0
Same institution	0%	0%	0%	0.0
Other institutions	0%	50%	0%	0.0

16. Awards in STEM Fields	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion
Fields						
Computer Science	62	27	20	- 67.7%	20	100%
Engineering	5	4	12	140.0%	15	80%
Math	0	1	1	N/A	5	20%
Physical Science	0	0	1	N/A	0	N/A
Level						
Associates	39	21	19	- 51.3%		
Cert 1	28	11	15	- 46.4%		
Cert 2	0	0	0	N/A		

17. Awards in Nursing	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009
Total	84	114	152	81.0%
Associates	29	50	66	127.6%
Cert 1	0	64	86	N/A
Cert 2	55	0	0	-100.0%
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. Awards in Allied Health	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009
Total	65	61	79	21.5%
Associates	29	29	33	13.8%
Cert 1	36	28	33	- 8.3%
Cert 2	0	4	13	N/A
Advanced Technology Certificate	0	0	0	N/A
ESC	0	0	1	N/A
Core Completers	0	0	0	N/A
Field of Study	0	0	0	N/A

19. Teacher Preparation and Certification	FY 2007	FY 2008
Students taking the certification exams	N/A	N/A
Race/Ethnicity		
White	N/A	N/A
African American	N/A	N/A
Hispanic	N/A	N/A
Other	N/A	N/A
Gender		
Male	N/A	N/A
Female	N/A	N/A
Students passing the certification exams	N/A%	N/A%
Race/Ethnicity		
White	N/A%	N/A%
African American	N/A%	N/A%
Hispanic	N/A%	N/A%
Other	N/A%	N/A%
Gender		
Male	N/A%	N/A%
Female	N/A%	N/A%

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 (*).

20. Graduate Status After Graduation	FY 2007		FY 2008		Point Change FY 2007 to FY 2008
Academic					
Employed Only	53	40.2%	59	34.1%	11.3%
Employed and Enrolled (in Senior Institutions)	25	18.9%	56	32.4%	124.0%
Enrolled Only (in Senior Institutions)	28	21.2%	29	16.8%	3.6%
Enrolled Only (in Community Colleges)	4	3.0%	6	3.5%	50.0%
Not Found	22	16.7%	23	13.3%	4.5%
Technical					
Employed Only	236	89.1%	166	66.7%	- 29.7%
Employed and Enrolled (in Senior Institutions)	6	2.3%	53	21.3%	783.3%
Enrolled Only (in Senior Institutions)	3	1.1%	7	2.8%	133.3%
Enrolled Only (in Community Colleges)	5	1.9%	11	4.4%	120.0%
Not Found	15	5.7%	12	4.8%	- 20.0%

21. Marketable Skills Awards	FY 2000	FY 2008	FY 2009	Point Change FY 2000 to FY 2009
Marketable Skills Completers	N/A	0	0	N/A
Race/Ethnicity				
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

Gender

Male

Female

N/A

0

0

N/A

N/A

0

0

N/A

22. Associate of Arts in Teaching Awards	FY 2000	FY 2004	FY 2005	Point Change FY 2000 to FY 2005
Total	0	1	6	N/A
Race/Ethnicity				
White	0	1	3	N/A
African American	0	0	2	N/A
Hispanic	0	0	1	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
Gender				
Male	0	0	0	N/A
Female	0	1	6	N/A

Developmental Education 23. Under-prepared students are given 2 years to satisfy their TSI obligation.	Fall 2005 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)
Number of FTIC students	707						
Met state standards in all areas							
Math	309	42	13.6%	N/A	N/A	N/A	N/A
Reading	309	1	0.3%	N/A	N/A	N/A	N/A
Writing	309	0	0%	N/A	N/A	N/A	N/A
All students below state standard							
Math	210	187	89%	58	73	31%	34.8%
Reading	136	90	66.2%	40	72	44.4%	52.9%
Writing	115	73	63.5%	34	60	46.6%	52.2%
Not met state standards:							
In all three areas							
Math	48	41	85.4%	10	13	24.4%	27.1%
Reading	48	39	81.3%	12	18	30.8%	37.5%
Writing	48	29	60.4%	15	24	51.7%	50%
Math							
Not requiring developmental education	76	16	21.1%	N/A	N/A	N/A	N/A
Requiring developmental education	162	146	90.1%	48	60	32.9%	37%
Unknown / Not tested	112	28	25%	18	53	64.3%	47.3%
Reading							
Not requiring developmental education	153	26	17%	N/A	N/A	N/A	N/A
Requiring developmental education	88	51	58%	28	54	54.9%	61.4%
Unknown / Not tested	109	14	12.8%	9	56	64.3%	51.4%
Writing							
Not requiring developmental education	175	2	1.1%	N/A	N/A	N/A	N/A
Requiring developmental education	67	44	65.7%	19	36	43.2%	53.7%
Unknown / Not tested	108	8	7.4%	4	55	50%	50.9%

24. Developmental Education: Underprepared and prepared students returning in fall.	Fall 2005 Cohort		
	Total	Number returning (Fall 2006)	Percent returning (Fall 2006)
Number of FTIC students	707		
Met state standards in all areas	309	176	57%
Not met state standards:			
In all three areas	48	25	52.1%
Math			
Not requiring developmental education	76	50	65.8%
Requiring developmental education	162	90	55.6%
Unknown / Not tested	112	35	31.3%
Reading			
Not requiring developmental education	153	88	57.5%
Requiring developmental education	88	54	61.4%
Unknown / Not tested	109	33	30.3%
Writing			
Not requiring developmental education	175	100	57.1%
Requiring developmental education	67	42	62.7%
Unknown / Not tested	108	33	30.6%

25. Course Completion Rate for Undergraduate State Funded Credit Hours	Fall 2000	Fall 2007	Fall 2008	%/Point Change Fall 2000 to Fall 2008
Beginning semester credit hours	29,623	44,362	47,788	61.3%
Ending semester credit hours	26,614	38,267	42,126	58.3%
Completion rate	89.8%	86.3%	88.2%	- 1.7

Excellence - Key Measures

Licensure Rate

26. Pass rate for programs whose graduates are required to pass a licensure exam to practice in the field.				
	2006 Pass Rate	2007 Pass Rate	2008 Pass Rate	2009 Pass Rate
Associate Degree Nursing (RN)	100%	90.2%	94.0%	90.0%
Dental Hygiene	100%	100%	100%	100%
Respiratory Therapy	100%	100%	93.3%	82%
LVN (Main Campus)	93.5%	92.5%	97.7%	100%
LVN (Taylor Center)	100%	85.0%	100%	100%

Excellence - Contextual Measures

27. Certification and Licensure	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
Pass rate on state or national exams.	93.58%	93.85%	94.7%	1.1

28. Significant Recognitions - 2008:

Number of members in Phi Theta Kappa	119
Number of students eligible for Phi Theta Kappa membership	
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.	

Significant Recognitions - 2009:

Number of members in Phi Theta Kappa	
Number of students eligible for Phi Theta Kappa membership	
Number of students in service learning programs	
Exemplary programs or citations/Other national recognitions: Temple College was chosen as an Achieving the Dream Community College	
Temple College Dental Hygiene Program had 100% licensure passing rates since its inception 12 years ago	
The Texas Skill Standards Board (TSSB) granted Program Recognition under its replication policy to the Biotechnology Associate of Applied Science (AAS) Degree at Temple College. Temple College adopted the common technical core curriculum, integrated with the Biotechnology and Biomedical Skill Standards for Research, Development, and Manufacturing, agreed to by three other TSSB-recognized biotechnology programs.	

Institutional Efficiency and Effectiveness - Key Measures

Administrative Cost Ratio

29. Institutional support as a percent of total operating expenses.				
	FY 2000	FY 2008	FY 2009	Point Change FY 2000 to FY 2009
Administrative costs as a percent of total expenditures	12.2%	15.9%	14.7%	2.5

Tuition and Fees

30. Tuition and fees for 30 SCH.				
	FY 2000	FY 2008	FY 2009	Percent Change FY 2000 to FY 2009
Tuition and fees for 15 SCH	\$1,125	\$2,178	\$1,946	73.0%

Institutional Efficiency and Effectiveness - Contextual Measures

31. Faculty	Fall 2000	Fall 2008	Fall 2009	Percent Change Fall 2000 to Fall 2009
Full-Time Total	90	133	131	45.6%
Race/Ethnicity				
White	78 (86.7%)	113 (85.0%)	114 (87.0%)	46.2%
African American	4 (4.4%)	6 (4.5%)	4 (3.1%)	0.0%
Hispanic	8 (8.9%)	10 (7.5%)	9 (6.9%)	12.5%
Asian	0 (0.0%)	3 (2.3%)	2 (1.5%)	N/A
Native American	0 (0.0%)	1 (0.8%)	2 (1.5%)	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
Gender				
Male	40 (44.4%)	60 (45.1%)	62 (47.3%)	55.0%
Female	50 (55.6%)	73 (54.9%)	69 (52.7%)	38.0%
Part-Time Total	117	128	156	33.3%
Race/Ethnicity				
White	111 (94.9%)	113 (88.3%)	131 (84.0%)	18.0%
African American	1 (0.9%)	6 (4.7%)	7 (4.5%)	600.0%
Hispanic	3 (2.6%)	5 (3.9%)	14 (9.0%)	366.7%
Asian	1 (0.9%)	3 (2.3%)	1 (0.6%)	0.0%
Native American	1 (0.9%)	1 (0.8%)	1 (0.6%)	0.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	0 (0.0%)	2 (1.3%)	N/A
Gender				
Male	67 (57.3%)	62 (48.4%)	72 (46.2%)	7.5%
Female	50 (42.7%)	66 (51.6%)	84 (53.8%)	68.0%

	Fall 2000	Fall 2008	Fall 2009	Percent/Point Change Fall 2000 to Fall 2009
32. FTE Student/FTE Faculty Ratio	16:1	19:1	19:1	18.8%
33. Contact Hours	585,182	895,272	883,856	51.0%
Contact Hours taught by full-time faculty	73.7%	77.7%	72.5%	- 1.2
Contact Hours taught by part-time faculty	26.3%	22.3%	27.5%	1.2