

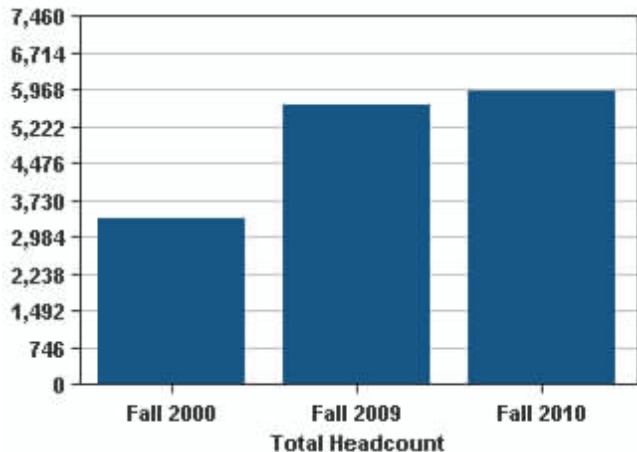
Temple College

Accountability Report

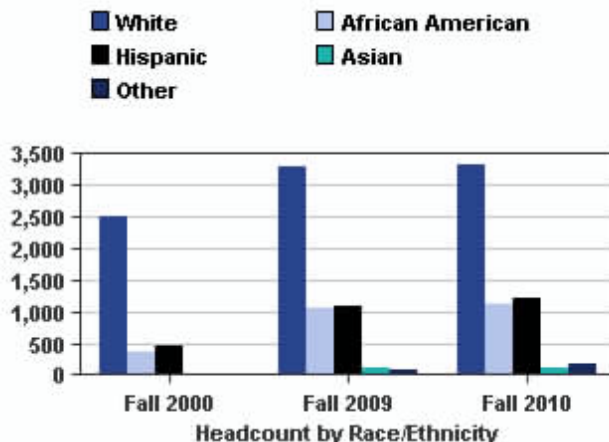
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2009		Fall 2010		% Change Fall 2000 to Fall 2010	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total	3,381		5,659		5,966		76.5%	5,909	101 %
White	2,521	(74.6%)	3,306	(58.4%)	3,342	(56.0%)	32.6%	3,384	99%
African American	363	(10.7%)	1,070	(18.9%)	1,127	(18.9%)	210.5%	1,100	102%
Multi-racial one of which is African American	0	(0.0%)	0	(0.0%)	1	(0.0%)	N/A		
Hispanic	444	(13.1%)	1,081	(19.1%)	1,203	(20.2%)	170.9%	1,187	101%
Asian	29	(0.9%)	98	(1.7%)	95	(1.6%)	227.6%		
International	3	(0.1%)	14	(0.2%)	13	(0.2%)	333.3%		
Other	21	(0.6%)	90	(1.6%)	185	(3.1%)	781.0%		



Source: Coordinating Board Management (CBM) Report 001



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URRS

2. Uniform Recruitment and Retention Strategy (URRS)	
<p>Temple College's main recruitment strategy is TC College Connection. We have 17 ISDs actively involved. Our Data Sharing Agreements which are signed annually by each Superintendent assures that we have 100% participation by area seniors including all underrepresented students. During the last school year, we had 2,187 students involved in College Connection. Of those, 53.9% transitioned into college the following fall with 40.3% choosing Temple College.</p> <p>The Student Enrollment Services Division provides access to resources, academic advising, and financial aid. In 2009, we purchased Retention Alert for our student management system. The early warning system allows us to intervene when a faculty member identifies an at-risk student. Once identified, contact is made with the student by email, phone, or personal visit by one or more Case Managers that have been assigned to the student to discuss corrective actions. We had 880 cases during the initial semester of Retention Alert.</p>	

Annual Unduplicated Enrollment

3. Annual unduplicated enrollment including credit, non-credit and dual-credit students.							
	FY 2000		FY 2009		FY 2010		% Change FY 2000 to FY 2010
Total	5,724		11,178		10,572		84.7%
White	4,239	(74.1%)	6,320	(56.5%)	5,987	(56.6%)	41.2%
African American	669	(11.7%)	1,686	(15.1%)	1,789	(16.9%)	167.4%
Hispanic	708	(12.4%)	1,762	(15.8%)	1,803	(17.1%)	154.7%
Asian	67	(1.2%)	208	(1.9%)	215	(2.0%)	220.9%
Native American	35	(0.6%)	67	(0.6%)	81	(0.8%)	131.4%
International	6	(0.1%)	37	(0.3%)	34	(0.3%)	466.7%
Other	0	(0.0%)	1,098	(9.8%)	663	(6.3%)	N/A

Participation - Contextual Measures

4. Enrollment by Semester	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010
Fall	3,487	6,630	6,747	93.5%
Academic	1,866	4,570	4,908	163.0%
Technical	1,389	915	1,056	- 24.0%
Continuing Education	232	1,145	783	237.5%
Spring	3,356	6,146	6,158	83.5%
Academic	1,871	4,285	4,527	142.0%
Technical	1,334	992	1,104	- 17.2%
Continuing Education	151	869	527	249.0%
Summer I	1,657	3,806	3,930	137.2%
Academic	893	1,986	2,290	156.4%
Technical	576	577	747	29.7%
Continuing Education	188	1,243	893	375.0%
Summer II	893	1,116	669	- 25.1%
Academic	482	0	0	-100.0%
Technical	223	0	0	-100.0%
Continuing Education	188	1,116	669	255.9%

Service Area Representation

5. Gap between demographic groups in the area and enrollment.	FY 2005	FY 2009	FY 2010		
	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%	0.9%	56.8%	55.7%	-1.1%
African American	1.7%	5.4%	14.9%	21.6%	6.7%
Hispanic	-4.9%	-5.1%	23.6%	18.7%	-4.9%
Other	-1.3%	-1.2%	4.7%	4.0%	-0.7%
Gender					
Male	-16.2%	-19.2%	51.7%	32.8%	-18.9%
Female	16.2%	19.2%	48.3%	67.2%	18.9%

6. Annual Semester Credit and Contact Hours	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010
Annual Semester Credit Hours (SCH)	66,061	106,266	120,277	82.1%
Academic	46,559	84,433	96,256	106.7%
Technical	19,502	21,833	24,021	23.2%
Annual Contact Hours	1,493,593	2,348,790	2,591,630	73.5%
Academic	891,224	1,572,297	1,781,000	99.8%
Technical	569,171	664,064	714,248	25.5%
Continuing Education	33,198	112,429	96,382	190.3%

7. Financial Aid: Students Receiving Pell Grants	Fall 1999	Fall 2007	Fall 2008	Point Change Fall 1999 to Fall 2008
Total	22.1%	34%	35.1%	13.0
White	16.7%	25.3%	26.4%	9.7
African American	47.3%	64.0%	62.5%	15.2
Hispanic	29.8%	39.2%	39.5%	9.7
Asian	14.3%	22.5%	17.3%	3.0
Native American	44.4%	35.0%	38.6%	- 5.8
International	33.3%	21.4%	11.1%	- 22.2
Other	0.0%	27.3%	34.5%	34.5
Gender				
Male	15.7%	26.3%	26.1%	10.4
Female	26.3%	37.9%	39.6%	13.3

8. Full-Time/Part-Time Undergraduate Students		Fall 2000	Fall 2009	Fall 2010	% Change Fall 2000 to Fall 2010
Full-Time Credential Seeking Students					
Total*		1,324	2,195	2,260	70.7%
White		959	1,158	1,146	19.5%
African American		179	500	534	198.3%
Multi-racial one of which is African American		0	0	0	N/A
Hispanic		173	451	478	176.3%
Asian		6	40	40	566.7%
International		3	8	5	66.7%
Other		4	38	57	1325.0%
Gender					
Male		536	823	798	48.9%
Female		788	1,372	1,462	85.5%
Part-Time Credential Seeking Students					
Total*		2,057	3,250	3,467	68.5%
White		1,562	2,009	2,027	29.8%
African American		184	531	557	202.7%
Multi-racial one of which is African American		0	0	1	N/A
Hispanic		271	602	696	156.8%
Asian		23	56	55	139.1%
International		0	6	8	N/A
Other		17	46	123	623.5%
Gender					
Male		749	1,058	1,170	56.2%
Female		1,308	2,192	2,297	75.6%

9. First-Time In College Students		Fall 2000	Fall 2009	Fall 2010	% Change Fall 2000 to Fall 2010
Full-Time Credential Seeking Students					
Total*		426	526	526	23.5%
White		285	243	260	- 8.8%
African American		68	131	126	85.3%
Multi-racial one of which is African American		0	0	0	N/A
Hispanic		69	135	118	71.0%
Asian		2	7	8	300.0%
International		0	0	0	N/A
Other		2	10	14	600.0%
Gender					
Male		180	235	215	19.4%
Female		246	291	311	26.4%
Part-Time Credential Seeking Students					
Total*		684	325	333	- 51.3%
White		558	161	163	- 70.8%
African American		33	72	78	136.4%
Multi-racial one of which is African American		0	0	0	N/A
Hispanic		82	79	74	- 9.8%
Asian		7	4	6	- 14.3%
International		0	1	1	N/A
Other		4	8	11	175.0%
Gender					
Male		281	119	145	- 48.4%
Female		403	206	188	- 53.3%

*Federal reporting of race/ethnicity categories changed effective fall 2010. The new reporting categories will make longitudinal comparisons problematic. Hispanics are identified by an ethnicity question that is separate from the racial question. Hispanic students, except international ones, are identified by the ethnicity question. In addition to the "African American" non-Hispanic category, there is a listing for "Multi-Racial one of which is African American." "Asian" includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International students are shown separately and excluded from the race/ethnicity breakouts.

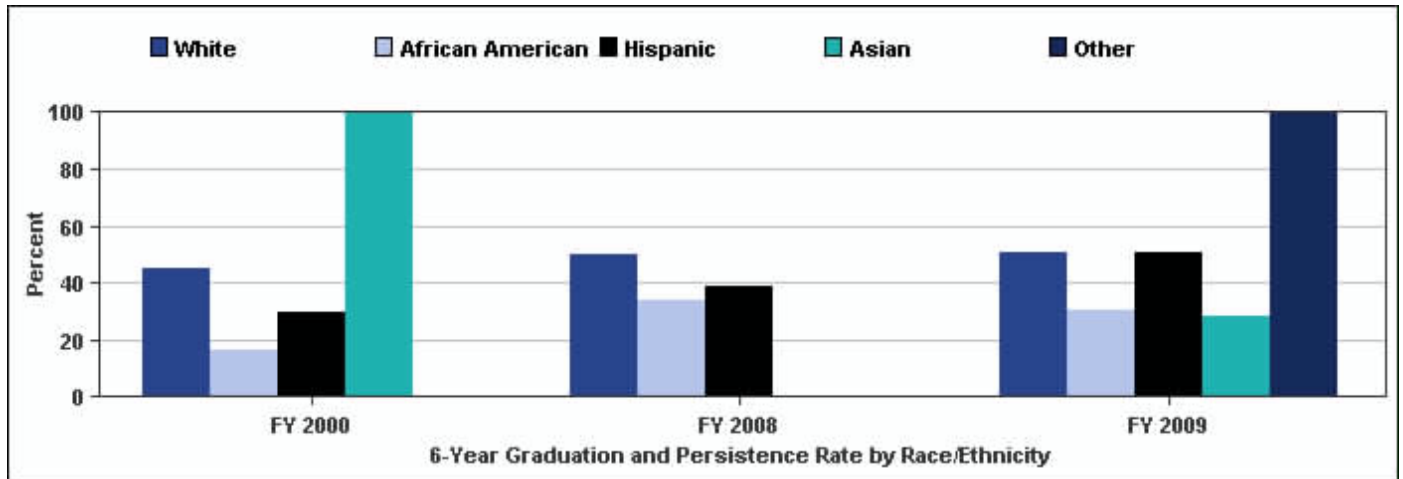
10. Community College Activities: Non-funded and Non-reported	FY 2009		FY 2010	
Contract Training: Enrollment and Contact Hours	Enrollment: N/A	Contact Hours: N/A	Enrollment: N/A	Contact Hours: N/A
Adult Basic Education: Enrollment as Reported to TEA	2,488		25,597	
Alternative Certification: Enrollment and Contact Hours	Enrollment: N/A	Contact Hours: N/A	Enrollment: N/A	Contact Hours: N/A
G.E.D.: Enrolled in G.E.D. Program	N/A		N/A	
G.E.D.: Test Takers	N/A		N/A	
G.E.D.: Passed the Test	92		84	

Success - Key Measures

Graduation and Persistence Rate

11. First-time, full-time, credential-seeking, undergraduates who have graduated or are still enrolled.				
	FY 2000 (Entering Fall 1994 Cohort)	FY 2008 (Entering Fall 2002 Cohort)	FY 2009 (Entering Fall 2003 Cohort)	Point Change FY 2000 to FY 2009
Total	39.1%	45%	46.6%	7.5
Race/Ethnicity				
White	44.9%	50.2%	50.5%	5.6
African American	16.7%	33.8%	30.5%	13.8
Hispanic	29.8%	39%	50.8%	21.0
Asian	100%	0%	28.6%	- 71.4
Native American	0%	0%	0%	0.0
International	0%	100%	16.7%	16.7
Other	0%	0%	100%	100.0
Gender				
Male	41.7%	40.5%	43.9%	2.2
Female	36.8%	48.2%	48.8%	12.0

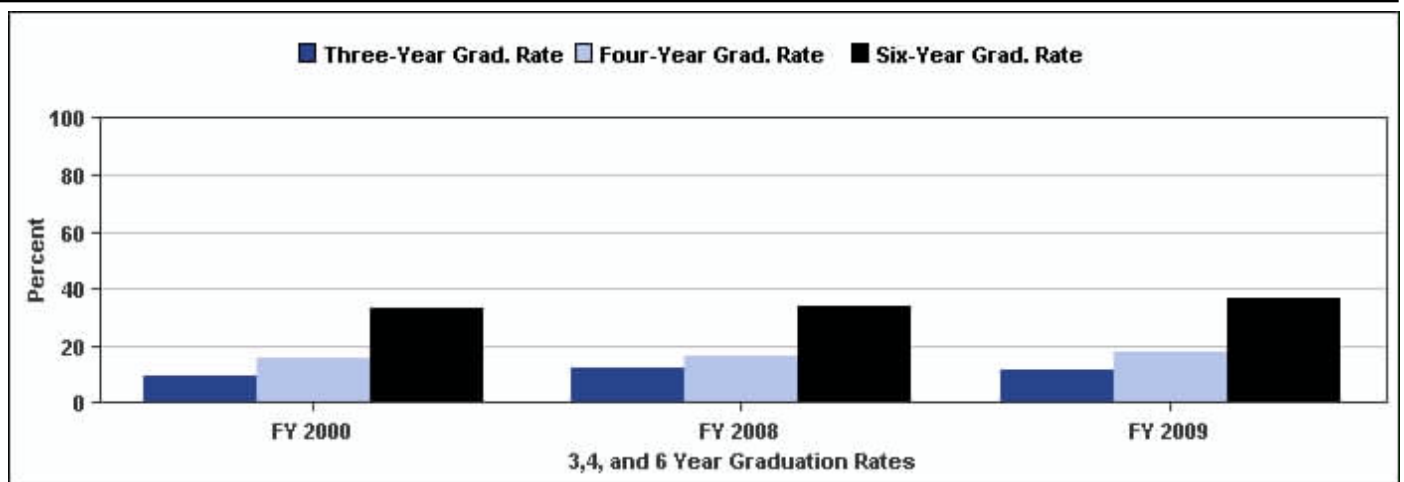
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Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

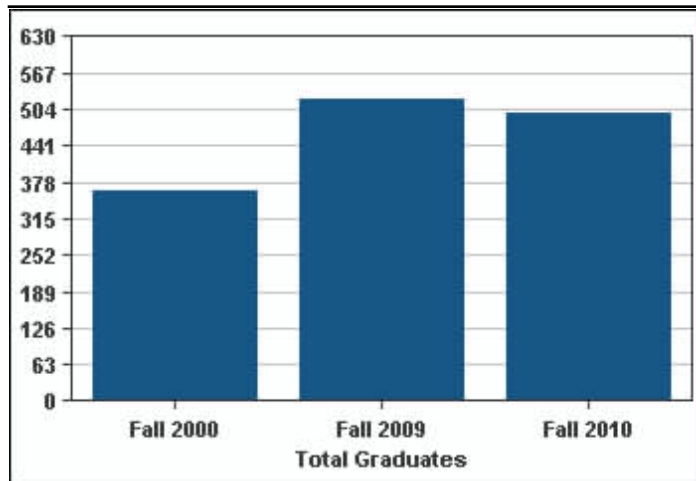
12. First-time, full-time entering, credential-seeking, undergraduates who have graduated.										
	FY 2000			FY 2008			FY 2009			Point Change FY 2000 to FY 2009
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
3-Year graduation rate (Total)	1997	32	(9.6%)	2005	51	(12.0%)	2006	61	(11.4%)	1.8
Baccalaureate or Above		0	(0.0%)		1	(0.2%)		1	(0.2%)	0.2
Associates		22	(6.6%)		35	(8.2%)		46	(8.6%)	2.0
Certificate		10	(3.0%)		15	(3.5%)		14	(2.6%)	-0.4
No Award		301	(90.4%)		374	(88.0%)		474	(88.6%)	-1.8
4-Year graduation rate (Total)	1996	53	(15.4%)	2004	79	(16.4%)	2005	76	(17.9%)	2.5
Baccalaureate or Above		2	(0.6%)		14	(2.9%)		7	(1.6%)	1.0
Associates		33	(9.6%)		45	(9.3%)		50	(11.8%)	2.2
Certificate		18	(5.2%)		20	(4.1%)		19	(4.5%)	-0.7
No Award		291	(84.6%)		403	(83.6%)		349	(82.1%)	-2.5
6-Year graduation rate (Total)	1994	100	(33.1%)	2002	149	(33.9%)	2003	175	(36.4%)	3.3
Baccalaureate or Above		52	(17.2%)		67	(15.2%)		102	(21.2%)	4.0
Associates		30	(9.9%)		53	(12.0%)		45	(9.4%)	-0.5
Certificate		18	(6.0%)		29	(6.6%)		28	(5.8%)	-0.2
No Award		202	(66.9%)		291	(66.1%)		306	(63.6%)	-3.3



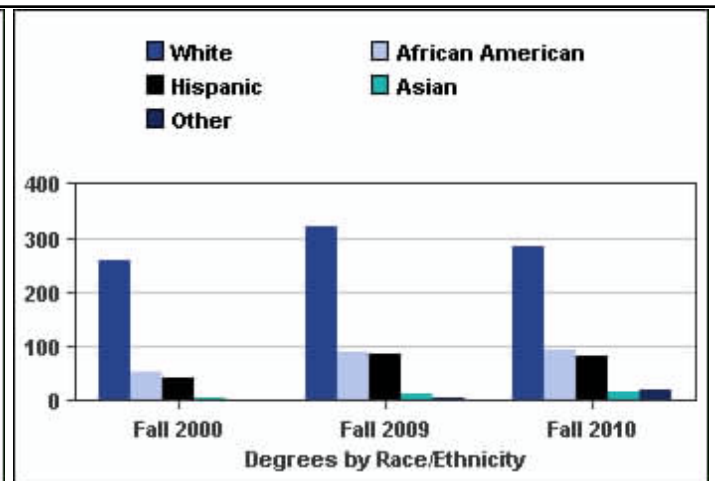
Source: CBM001, CBM002, and CBM009

Degrees and Certificates

13. Number of awards, certificates by type, core completers and field of study completers.						
	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	364	520	496	36.3%	650	76%
White	260	322	284	9.2%		
African American	54	90	93	72.2%		
Multi-racial one of which is African American	0	0	0	N/A		
Hispanic	44	86	82	86.4%		
Asian	4	13	17	325.0%		
International	0	2	1	N/A		
Other	2	7	19	850.0%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	205	318	337	64.4%	443	76%
Certificate 1	104	188	151	45.2%		
Certificate 2	55	13	5	-90.9%		
Advanced Technology Certificates	N/A	1	3	N/A		
Other Completers:						
ESC	N/A	1	N/A	N/A		
Core Completers	N/A	104	293	N/A		
Field of Study	N/A	N/A	N/A	N/A		
Gender						
Male	96	148	128	33.3%		
Female	268	372	368	37.3%		



Source: CBM009



Source: CBM009

Transfers

14. Transfers to a senior institution.										
	FY 2000			FY 2009			FY 2010			Point Change FY 2000 to FY 2010
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
Cohort	1994	517	(100%)	2003	776	(100%)	2004	824	(100%)	
0-12 hours		14	(2.7%)		19	(2.4%)		26	(3.2%)	0.5
13-24 hours		9	(1.7%)		28	(3.6%)		24	(2.9%)	1.2
25-29 hours		8	(1.5%)		17	(2.2%)		15	(1.8%)	0.3
30-42 hours		30	(5.8%)		33	(4.3%)		33	(4.0%)	- 1.8
43+ hours		65	(12.6%)		113	(14.6%)		106	(12.9%)	0.3
Non Transfer Completers		65	(12.6%)		83	(10.7%)		89	(10.8%)	- 1.8
Non Completers		326	(63.1%)		483	(62.2%)		531	(64.4%)	1.3
All Transfers Total		126	(24.4%)		210	(27.1%)		204	(24.8%)	0.4
Awarded Core		0	(0.0%)		40	(5.2%)		35	(4.2%)	4.2

Developmental Education

15. 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 2006 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	860						
Met state standards in all areas							
Math	314	2	126	40.1%	74	58.7%	23.6%
Reading	314	23	247	78.7%	174	70.4%	55.4%
Writing	314	14	208	66.2%	150	72.1%	47.8%
All students below state standard							
Math	339	N/A	90	26.5%	48	53.3%	14.2%
Reading	196	N/A	123	62.8%	82	66.7%	41.8%
Writing	163	N/A	88	54%	54	61.4%	33.1%
Not met state standards:							
In all three areas							
Math	81	N/A	15	18.5%	6	40%	7.4%
Reading	81	N/A	39	48.1%	24	61.5%	29.6%
Writing	81	N/A	42	51.9%	19	45.2%	23.5%
Math							
Not requiring developmental education	79	0	32	40.5%	23	71.9%	29.1%
Requiring developmental education	258	N/A	75	29.1%	42	56%	16.3%
Unknown / Not tested	128	N/A	18	14.1%	15	83.3%	11.7%
Reading							
Not requiring developmental education	230	5	178	77.4%	101	56.7%	43.9%
Requiring developmental education	115	N/A	84	73%	58	69%	50.4%
Unknown / Not tested	120	N/A	26	21.7%	22	84.6%	18.3%
Writing							
Not requiring developmental education	261	4	200	76.6%	127	63.5%	48.7%
Requiring developmental education	82	N/A	46	56.1%	35	76.1%	42.7%
Unknown / Not tested	122	N/A	26	21.3%	24	92.3%	19.7%

Success - Contextual Measures

16. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2008	Entering Cohort Fall 2009	Point Change Fall 2000 to Fall 2009
First-time Undergraduate Persistence rate after one year				
Total	66.6%	60.8%	62.9%	- 3.7
Same institution	55.3%	51%	53.6%	- 1.7
Other institutions	11.3%	9.8%	9.3%	- 2.0
White	67.6%	63.2%	62.1%	- 5.5
Same institution	56.4%	54.5%	53.5%	- 2.9
Other institutions	11.1%	8.7%	8.6%	- 2.5
African American	56.9%	54.8%	64.1%	7.2
Same institution	44.6%	40.5%	53.4%	8.8
Other institutions	12.3%	14.3%	10.7%	- 1.6
Hispanic	73.5%	65.1%	63.7%	- 9.8
Same institution	61.7%	55%	53.3%	- 8.4
Other institutions	11.7%	10.1%	10.4%	- 1.3
Asian	0%	50%	71.4%	71.4
Same institution	0%	50%	71.4%	71.4
Other institutions	0%	0%	0%	0.0
Native American	50%	75%	57.1%	7.1
Same institution	50%	75%	57.1%	7.1
Other institutions	0%	0%	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%	23.1%	33.3%	33.3
Same institution	0%	15.4%	33.3%	33.3
Other institutions	0%	7.7%	0%	0.0

First-time Undergraduate Persistence rate after two years	Entering Cohort Fall 2000	Entering Cohort Fall 2007	Entering Cohort Fall 2008	Point Change Fall 2000 to Fall 2008
Total	56.3%	54.8%	47.1%	- 9.2
Same institution	26.6%	25%	28.6%	2.0
Other institutions	29.6%	29.8%	18.5%	- 11.1
White	60.2%	60.1%	48.7%	- 11.5
Same institution	27.3%	28.3%	30.1%	2.8
Other institutions	32.8%	31.8%	18.6%	- 14.2
African American	46.6%	46.2%	43.4%	- 3.2
Same institution	18.3%	23.1%	20.5%	2.2
Other institutions	28.3%	23.1%	22.9%	- 5.4
Hispanic	50.7%	49%	47.7%	- 3.0
Same institution	32.3%	20.8%	30.8%	- 1.5
Other institutions	18.4%	28.1%	16.8%	- 1.6
Asian	0%	76.5%	50%	50.0
Same institution	0%	5.9%	50%	50.0
Other institutions	0%	70.6%	0%	0.0
Native American	0%	62.5%	50%	50.0
Same institution	0%	50%	50%	50.0
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%	0%	38.5%	38.5
Same institution	0%	0%	23.1%	23.1
Other institutions	0%	0%	15.4%	15.4

17. Awards in STEM Fields	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Fields						
Computer Science	62	20	27	- 56.5%	25	108%
Engineering	5	12	14	180.0%	20	70%
Math	0	1	0	N/A	10	0%
Physical Science	0	1	0	N/A	0	N/A
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	39	19	23	- 41.0%		
Cert 1	28	15	18	- 35.7%		
Cert 2	0	0	0	N/A		
Degrees in Critical Fields Advanced Technology Certificate	0	0	0	N/A		

18. Awards in Nursing	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	84	152	144	71.4%	165	87%
Associates	29	66	65	124.1%		
Cert 1	0	86	79	N/A		
Cert 2	55	0	0	-100.0%		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		
Field of Study	0	0	0	N/A		

19. Awards in Allied Health	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	65	79	48	- 26.2%	75	64%
Associates	29	33	23	- 20.7%		
Cert 1	36	33	20	- 44.4%		
Cert 2	0	13	5	N/A		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	1	0	N/A		

20. Teacher Production and Certification	FY 2007	FY 2008	FY 2009
Students taking the certification exams	N/A	N/A	N/A
Race/Ethnicity			
White	N/A	N/A	N/A
African American	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A
Other	N/A	N/A	N/A
Gender			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A
Students passing the certification exams	N/A%	N/A%	N/A%
Race/Ethnicity			
White	N/A%	N/A%	N/A%
African American	N/A%	N/A%	N/A%
Hispanic	N/A%	N/A%	N/A%
Other	N/A%	N/A%	N/A%
Gender			
Male	N/A%	N/A%	N/A%
Female	N/A%	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 (*).

21. Graduate Status After Graduation	FY 2007		FY 2008		FY 2009		Point Change FY 2007 to FY 2009
Academic							
Employed Only	53	40.2%	86	49.7%	62	39.5%	9.0
Employed and Enrolled (in Senior Institutions)	25	18.9%	29	16.8%	22	14.0%	- 3.0
Enrolled Only (in Senior Institutions)	28	21.2%	29	16.8%	38	24.2%	10.0
Enrolled Only (in Community Colleges)	4	3.0%	6	3.5%	9	5.7%	5.0
Not Found	22	16.7%	23	13.3%	26	16.6%	4.0
Technical							
Employed Only	236	89.1%	214	85.9%	267	85.0%	31.0
Employed and Enrolled (in Senior Institutions)	6	2.3%	5	2.0%	9	2.9%	3.0
Enrolled Only (in Senior Institutions)	3	1.1%	7	2.8%	5	1.6%	2.0
Enrolled Only (in Community Colleges)	5	1.9%	11	4.4%	12	3.8%	7.0
Not Found	15	5.7%	12	4.8%	21	6.7%	6.0

22. Marketable Skills Awards	FY 2002	FY 2009	FY 2010	Point Change FY 2002 to FY 2010
Marketable Skills Completers	0	0	0	N/A
Race/Ethnicity				
White	0	0	0	N/A
African American	0	0	0	N/A
Hispanic	0	0	0	N/A
Multi-racial one of which is African American	0	0	0	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	0	0	N/A

Gender

Male

Female

0
0

0
0

0
0

N/A
N/A

	FY 2000	FY 2009	FY 2010	Percent Change FY 2000 to FY 2010
23. Associate of Arts in Teaching Awards				
Total	0	6	3	N/A
Race/Ethnicity				
White	0	3	2	N/A
African American	0	2	0	N/A
Hispanic	0	1	0	N/A
Multi-racial one of which is African American	0	0	0	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	0	1	N/A
Gender				
Male	0	0	0	N/A
Female	0	6	3	N/A

Developmental Education	Fall 2006 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)
24. Under-prepared students are given 2 years to satisfy their TSI obligation.							
Number of FTIC students	860						
Met state standards in all areas							
Math	314	29	9.2%	N/A	N/A	N/A	N/A
Reading	314	10	3.2%	N/A	N/A	N/A	N/A
Writing	314	4	1.3%	N/A	N/A	N/A	N/A
All students below state standard							
Math	339	237	69.9%	59	90	24.9%	26.5%
Reading	196	150	76.5%	37	73	24.7%	37.2%
Writing	163	114	69.9%	35	62	30.7%	38%
Not met state standards:							
In all three areas							
Math	81	54	66.7%	8	16	14.8%	19.8%
Reading	81	73	90.1%	14	18	19.2%	22.2%
Writing	81	58	71.6%	13	25	22.4%	30.9%
Math							
Not requiring developmental education	79	7	8.9%	N/A	N/A	N/A	N/A
Requiring developmental education	258	183	70.9%	51	74	27.9%	28.7%
Unknown / Not tested	128	19	14.8%	8	64	42.1%	50%
Reading							
Not requiring developmental education	230	35	15.2%	N/A	N/A	N/A	N/A
Requiring developmental education	115	77	67%	23	55	29.9%	47.8%
Unknown / Not tested	120	12	10%	8	73	66.7%	60.8%
Writing							
Not requiring developmental education	261	0	0%	N/A	N/A	N/A	N/A
Requiring developmental education	82	56	68.3%	22	37	39.3%	45.1%
Unknown / Not tested	122	13	10.7%	8	74	61.5%	60.7%

25. Developmental Education: Underprepared and prepared students returning in fall.	Fall 2006 Cohort		
	Total	Number returning (Fall 2007)	Percent returning (Fall 2007)
Number of FTIC students	860		
Met state standards in all areas	314	189	60.2%
Not met state standards:			
In all three areas	81	42	51.9%
Math			
Not requiring developmental education	79	44	55.7%
Requiring developmental education	258	149	57.8%
Unknown / Not tested	128	49	38.3%
Reading			
Not requiring developmental education	230	131	57%
Requiring developmental education	115	69	60%
Unknown / Not tested	120	42	35%
Writing			
Not requiring developmental education	261	152	58.2%
Requiring developmental education	82	48	58.5%
Unknown / Not tested	122	42	34.4%

26. Course Completion Rate for Undergraduate State Funded Semester Credit Hours	Fall 2000	Fall 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
	Beginning semester credit hours	29,623	47,788	52,837
Ending semester credit hours	26,614	42,126	46,591	75.1%

Completion rate

89.8%

88.2%

88.2%

- 1.7

Excellence - Key Measures

Licensure Rate

27. Pass rate for excellent programs whose graduates are required to pass a licensure exam to practice in the field.				
	2007 Pass Rate	2008 Pass Rate	2009 Pass Rate	2010 Pass Rate
Associate Degree Nursing (RN)	90.2%	94.0%	90.0%	NA
Dental Hygiene	100%	100%	100%	NA
Respiratory Therapy	100%	93.3%	82%	NA
LVN (Main Campus)	92.5%	97.7%	100%	NA
LVN (Taylor Center)	85.0%	100%	100%	NA
				NA
				NA
				NA
				NA
				NA

Excellence - Contextual Measures

28. Certification and Licensure	FY 2003	FY 2009	FY 2010	% Change FY 2003 to FY 2010
Pass rate on state or national exams.	86.2%	94.7%	N/A	N/A

Quality Enhancement Plan

29. Quality Enhancement Plan
<p>The Quality Enhancement Plan (QEP) at Temple College reflects the mission of the College, which is to educate a diverse population of students. The goal of the QEP is to enable students to successfully transition through foundation mathematics courses in order to complete core mathematics courses. Literature review and statistical data support an interest and need for this QEP topic. Research suggests that of all foundation courses, mathematics presents the most pronounced obstacle for students. In addition, students who complete foundation mathematics courses still have difficulty completing core-curriculum mathematics courses. The statistical data for Temple College show the enrollment numbers for foundation mathematics courses are higher than other foundation courses; however, the success and retention rates are lower for foundation mathematics courses than other foundation courses. http://www.templejc.edu/SACS2010/QEP.htm</p>

Excellent Programs

30. Excellent Programs

Highlighted Excellent Programs 1

Temple College Dental Hygiene Program had 100% licensure passing rates since its inception 13 years ago. http://www.templejc.edu/dept/Dental/News.htm
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Highlighted Excellent Programs 2

<p>Texas Bioscience Institute, Temple College is a recognized exemplar by the Texas High School Project. The Texas Bioscience Institute is a Middle College program in which students receive college credit while still in high school. Supported by a unique network of partnerships, TBI brings together ten different school districts, two private schools, home school students, numerous universities, the Temple Bioscience community, the Cancer Research Center, Scott & White Hospital, Texas A&M Medical School, Veterans Health Care Cardiovascular Center, and numerous other programs. The mission of TBI is to develop young scientists, with a focus in biotechnology/medical areas. Rigorous college level courses, participation in seminars focusing on research projects and observing in scientific laboratories engaged in cutting-edge research, and opportunities to engage in reflective discussions are all part of this academic focus and the TBI experience. http://thsp.org/cms/Onebc89.html?pagelid=533008</p>
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31. Significant Recognitions - 2009

Number of members in Phi Theta Kappa	82
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.	

Significant Recognitions - 2010:

Number of members in Phi Theta Kappa	149
Number of students eligible for Phi Theta Kappa membership	
Number of students in service learning programs	
Exemplary programs or citations/Other national recognitions:	

Institutional Efficiency and Effectiveness - Key Measures

Institutional Support

32. Institutional support as a percent of total operating expenses.				
	FY 2000	FY 2009	FY 2010	Point Change FY 2000 to FY 2010
Institutional support as a percent of total operating expenditures	12.2%	14.7%		N/A

Tuition and Fees

33. Tuition and fees for 30 SCH.				
	FY 2000	FY 2010	FY 2011	Percent Change FY 2000 to FY 2011
Tuition and fees for 30 SCH in two semesters	\$1,125	\$2,045	\$2,400	113.3%

Institutional Efficiency and Effectiveness - Contextual Measures

34. Faculty	Fall 2000	Fall 2009	Fall 2010	Percent Change Fall 2000 to Fall 2010
Full-Time Total*	90	131	131	45.6%
Race/Ethnicity				
White	78 (86.7%)	114 (87.0%)	110 (84.0%)	41.0%
African American	4 (4.4%)	4 (3.1%)	5 (3.8%)	25.0%
Multi-racial one of which is African American	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Hispanic	8 (8.9%)	9 (6.9%)	10 (7.6%)	25.0%
Asian	0 (0.0%)	2 (1.5%)	4 (3.1%)	N/A
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	2 (1.5%)	2 (1.5%)	N/A
Gender				
Male	40 (44.4%)	62 (47.3%)	57 (43.5%)	42.5%
Female	50 (55.6%)	69 (52.7%)	74 (56.5%)	48.0%
Part-Time Total*	117	156	155	32.5%
Race/Ethnicity				
White	111 (94.9%)	131 (84.0%)	135 (87.1%)	21.6%
African American	1 (0.9%)	7 (4.5%)	7 (4.5%)	600.0%
Multi-racial one of which is African American	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Hispanic	3 (2.6%)	14 (9.0%)	12 (7.7%)	300.0%
Asian	1 (0.9%)	1 (0.6%)	1 (0.6%)	0.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	1 (0.9%)	3 (1.9%)	0 (0.0%)	-100.0%
Gender				
Male	67 (57.3%)	72 (46.2%)	76 (49.0%)	13.4%
Female	50 (42.7%)	84 (53.8%)	79 (51.0%)	58.0%

*Federal reporting of race/ethnicity categories changed effective fall 2010. The new reporting categories will make longitudinal comparisons problematic. Hispanics are identified by an ethnicity question that is separate from the racial question. Hispanic students, except international ones, are identified by the ethnicity question. In addition to the "African American" non-Hispanic category, there is a listing for "Multi-Racial one of which is African American." "Asian" includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International students are shown separately and excluded from the race/ethnicity breakdowns.

	Fall 2000	Fall 2009	Fall 2010	Percent/Point Change Fall 2000 to Fall 2010
35. FTE Student/FTE Faculty Ratio	16:1	19:1	21:1	31.3%
36. Contact Hours	585,182	883,856	929,980	58.9%
Taught by full-time faculty	73.7%	72.5%	71.9%	- 1.8
Taught by part-time faculty	26.3%	27.5%	28.1%	1.8

Milestones

	FY 2008	FY 2009	FY 2010	% Change FY 2008 to FY 2010
37 Milestones				
Annual Momentum Point Total	4,313	3,064	4,965	15.1%
Math Readiness	255	211	230	- 9.8%
Reading/Writing Readiness	278	193	175	- 37.1%
Students Who Pass First College-Level Math Course	586	421	570	- 2.7%
Students Who Complete 15 SCH	1,589	925	1,938	22.0%
Students Who Complete 30 SCH	908	548	1,175	29.4%
Students Who Transfer to a 4-Year Institution	216	246	268	24.1%
Students Who Receive a Degree or Certificate	481	520	609	26.6%