

Temple College

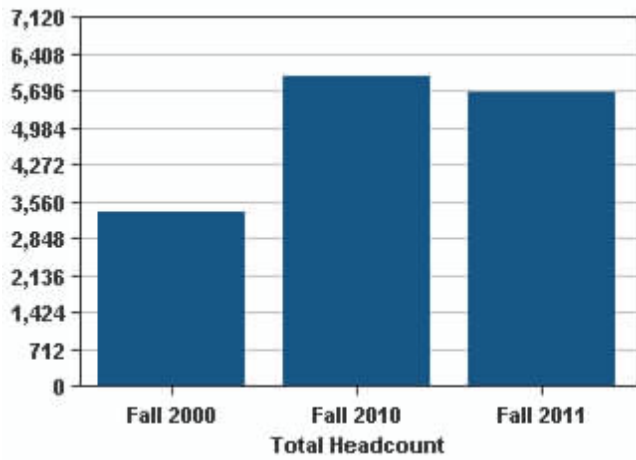
Accountability Report

January 2012

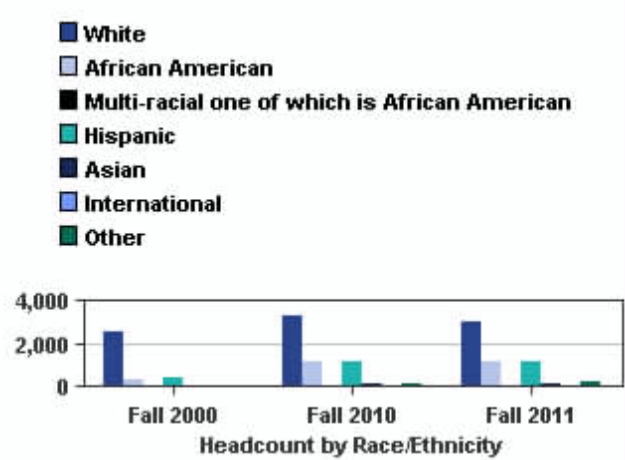
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2010		Fall 2011		% Change Fall 2000 to Fall 2011	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
Total	3,381		5,966		5,692		68.4%	5,909	96.3 %
White	2,521	(74.6%)	3,342	(56.0%)	3,003	(52.8%)	19.1%	3,384	88.7%
African American	363	(10.7%)	1,127	(18.9%)	1,188	(20.9%)	227.3%	1,100	108.0%
Multi-racial one of which is African American	0		1	(0.0%)	4	(0.1%)	N/A		
Hispanic	444	(13.1%)	1,203	(20.2%)	1,185	(20.8%)	166.9%	1,187	99.8%
Asian	29	(0.9%)	95	(1.6%)	104	(1.8%)	258.6%		
International	3	(0.1%)	13	(0.2%)	6	(0.1%)	100.0%		
Other	21	(0.6%)	185	(3.1%)	202	(3.5%)	861.9%		
Gender									
Male	1,285	(38.0%)	2,036	(34.1%)	1,876	(33.0%)	46.0%		
Female	2,096	(62.0%)	3,930	(65.9%)	3,816	(67.0%)	82.1%		



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 2010		FY 2011		% Change FY 2000 to 2011
Total	5,724		10,572		11,082		93.6%
White	4,239	(74.1%)	5,985	(56.6%)	5,820	(52.5%)	37.3%
African American	669	(11.7%)	1,787	(16.9%)	1,921	(17.3%)	187.1%
Multi-racial one of which is African American	0		0		2	(0.0%)	N/A
Hispanic	708	(12.4%)	1,800	(17.0%)	1,937	(17.5%)	173.6%
Asian	67	(1.2%)	215	(2.0%)	199	(1.8%)	197.0%
International	6	(0.1%)	35	(0.3%)	31	(0.3%)	416.7%
Other	35	(0.6%)	750	(7.1%)	1,172	(10.6%)	3248.6%
Gender							
Male	2,164	(37.8%)	3,772	(37.0%)	3,881	(35.0%)	79.3%
Female	3,560	(62.2%)	6,800	(63.0%)	7,201	(65.0%)	102.3%

Participation - Contextual Measures

3. Enrollment by Semester	FY 2000	FY 2010	FY 2011	% Change FY 2000 to 2011
Fall	3,487	6,747	7,074	102.9%
Academic	1,868	4,923	5,048	170.2%
Technical	1,389	1,056	1,225	- 11.8%
Continuing Education	230	768	801	248.3%
Spring	3,535	6,891	6,589	86.4%
Academic	1,874	4,536	4,568	143.8%
Technical	1,334	1,104	1,309	- 1.9%
Continuing Education	327	1,251	712	117.7%
Summer	1,880	3,702	3,621	92.6%
Academic	1,087	2,298	2,079	91.3%
Technical	616	747	802	30.2%
Continuing Education	177	657	740	318.1%

Service Area Representation

4. Gap between demographic groups in the area and enrollment.	FY 2005	FY 2010	FY 2011		
	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%	- 1.1%	56.0%	53.8%	- 2.1%
African American	1.7%	6.7%	14.9%	21.8%	6.9%
Hispanic	- 4.9%	- 4.9%	24.4%	19.2%	- 5.2%
Other	- 1.3%	- 0.7%	4.7%	5.2%	0.5%
Gender					
Male	- 16.2%	- 18.9%	51.8%	33.2%	- 18.6%
Female	16.2%	18.9%	48.2%	66.8%	18.6%

5. Annual Semester Credit and Contact Hours	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011
Annual Semester Credit Hours (SCH)	66,061	120,277	124,964	89.2%
Academic	46,559	96,256	99,428	113.6%
Technical	19,502	24,021	25,536	30.9%
Annual Contact Hours	1,493,593	2,591,630	2,655,815	77.8%
Academic	891,224	1,781,000	1,812,952	103.4%
Technical	569,171	714,248	731,588	28.5%
Continuing Education	33,198	96,382	111,275	235.2%

6. Financial Aid: Students Receiving Pell Grants	Fall 1999	Fall 2008	Fall 2009	Point Change Fall 1999 to Fall 2009
Total	22.1%	35.1%	42.7%	20.6
White	16.7%	26.4%	33.8%	17.1
African American	47.3%	62.5%	67.5%	20.2
Multi-racial one of which is African American	0.0%	0.0%	0.0%	0.0
Hispanic	29.8%	39.5%	47.6%	17.8
Asian	14.3%	17.3%	25.5%	11.2
International	33.3%	11.1%	14.3%	- 19.0
Other	44.4%	37.0%	35.6%	- 8.8
Gender				
Male	15.7%	26.1%	33.5%	17.8
Female	26.3%	39.6%	47.4%	21.1

7. Full-Time/Part-Time Undergraduate Students

	Fall 2000	Fall 2010	Fall 2011	% Change Fall 2000 to Fall 2011
Full-Time Credential Seeking Students				
Total*	1,324	2,260	2,267	71.2%
White	959	1,146	1,139	18.8%
African American	179	534	509	184.4%
Multi-racial one of which is African American	0	0	2	N/A
Hispanic	173	478	483	179.2%
Asian	6	40	46	666.7%
International	3	5	2	- 33.3%
Other	4	57	86	2050.0%
Gender				
Male	536	798	820	53.0%
Female	788	1,462	1,447	83.6%
Part-Time Credential Seeking Students				
Total*	2,057	3,467	3,197	55.4%
White	1,562	2,027	1,725	10.4%
African American	184	557	638	246.7%
Multi-racial one of which is African American	0	1	2	N/A
Hispanic	271	696	667	146.1%
Asian	23	55	54	134.8%
International	0	8	3	N/A
Other	17	123	108	535.3%
Gender				
Male	749	1,170	983	31.2%
Female	1,308	2,297	2,214	69.3%

8. First-Time In College Students	Fall 2000	Fall 2010	Fall 2011	% Change Fall 2000 to Fall 2011
Full-Time Credential Seeking Students				
Total*	426	526	500	17.4%
White	285	260	208	- 27.0%
African American	68	126	141	107.4%
Multi-racial one of which is African American	0	0	0	N/A
Hispanic	69	118	117	69.6%
Asian	2	8	10	400.0%
International	0	0	2	N/A
Other	2	14	22	1000.0%
Gender				
Male	180	215	229	27.2%
Female	246	311	271	10.2%
Part-Time Credential Seeking Students				
Total*	684	333	340	- 50.3%
White	558	163	144	- 74.2%
African American	33	78	102	209.1%
Multi-racial one of which is African American	0	0	0	N/A
Hispanic	82	74	68	- 17.1%
Asian	7	6	4	- 42.9%
International	0	1	0	N/A
Other	4	11	22	450.0%
Gender				
Male	281	145	120	- 57.3%
Female	403	188	220	- 45.4%

*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are non-international, non-Hispanic students who selected two or more races. 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 as a separate category. In Institutional Targets, "Multi-Racial one of which is African American" are included in the African American target.

9. Community College Activities: Non-funded and Non-reported	FY 2010		FY 2011	
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	25,597		N/A	
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	84		N/A	

Fall 2011 Unduplicated Enrollment Detail - Temple College

By Age

Age	Count	Percent
Less than 18	926	16.3%
18 to 21	1,676	29.4%
22 to 24	616	10.8%
25 to 29	820	14.4%
30 to 34	595	10.5%
Over 35	1,059	18.6%
N/A	0	0.0%

By Status

Status	Count	Percent
Full-Time	2,333	41.0%
Part-Time	3,359	59.0%

By Type Major

Type Major	Count	Percent
Academic	4,422	77.7%
Technical	1,270	22.3%

By Enrollment Status

Status	Count	Percent
In-District	2,174	38.2%
Out-of-District	3,458	60.8%
Out-of-State	60	1.1%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	913	16.0%

FY 2011 Unduplicated Enrollment Detail - Temple College

By Age

Age	Count	Percent
Less than 18	1,317	11.9%
18 to 21	2,698	24.3%
22 to 24	1,246	11.2%
25 to 29	1,759	15.9%
30 to 34	1,180	10.6%
Over 35	2,882	26.0%
N/A	0	0.0%

By Type Major

Type Major	Count	Percent
Academic	6,660	60.1%
Technical	1,933	17.4%
Continuing Education	2,489	22.5%

By Enrollment Status

Status	Count	Percent
In-District	2,938	26.5%
Out-of-District	5,530	49.9%
Out-of-State	125	1.1%
Continuing Education	2,489	22.5%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	1,350	12.2%

FY 2011 Unduplicated Total by Semester Detail - Temple College

By Age

Age	Fall	Spring	Summer
Less than 18	1,200	629	127
18 to 21	1,925	1,915	848
22 to 24	789	773	434
25 to 29	1,012	1,037	729
30 to 34	677	729	485
Over 35	1,471	1,506	998
N/A	0	0	0

By Race/Ethnicity

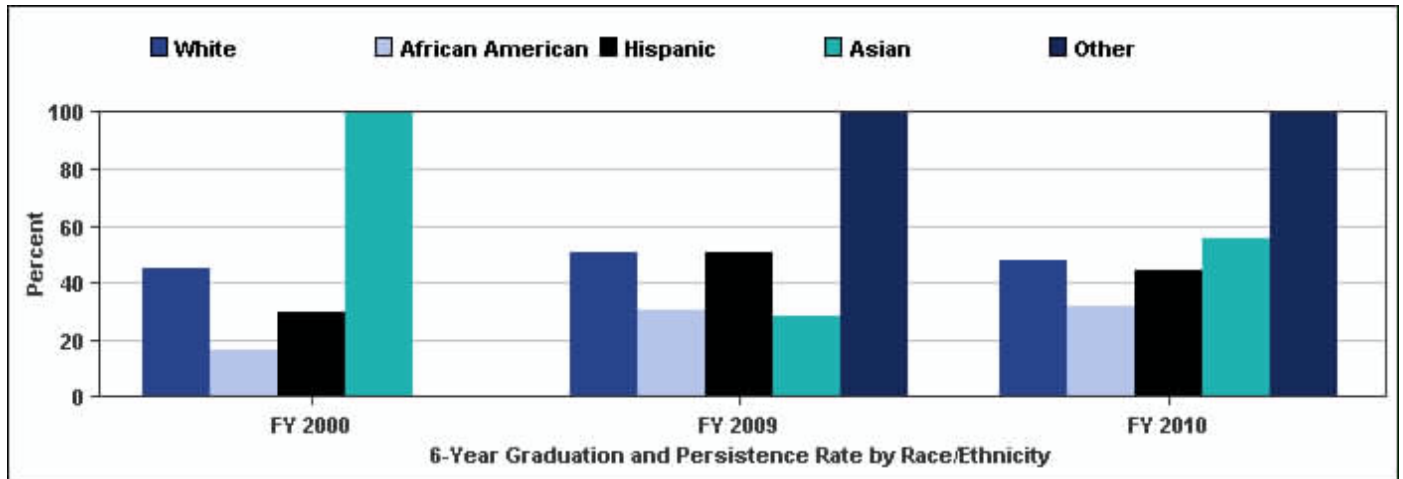
Race/Ethnicity	Fall	Spring	Summer
White	3,903	3,530	1,843
African American	1,247	1,210	717
Multi-racial one of which is African American	1	2	1
Hispanic	1,357	1,264	609
Asian	119	117	66
International	18	14	12
Other	429	452	373

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 2009 (Entering Fall 2003 Cohort)	FY 2010 (Entering Fall 2004 Cohort)	Point Change FY 2000 to FY 2010
Total	39.1%	46.6%	44.8%	5.7
Race/Ethnicity				
White	44.9%	50.5%	47.7%	2.8
African American	16.7%	30.5%	31.8%	15.1
Hispanic	29.8%	50.8%	44.1%	14.3
Asian	100.0%	28.6%	55.6%	- 44.4
Native American	0.0%	0.0%	80.0%	80.0
International	0.0%	16.7%	0.0%	0.0
Other	0.0%	100.0%	100.0%	100.0
Gender				
Male	41.7%	43.9%	39.8%	- 1.9
Female	36.8%	48.8%	49.2%	12.4

*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.

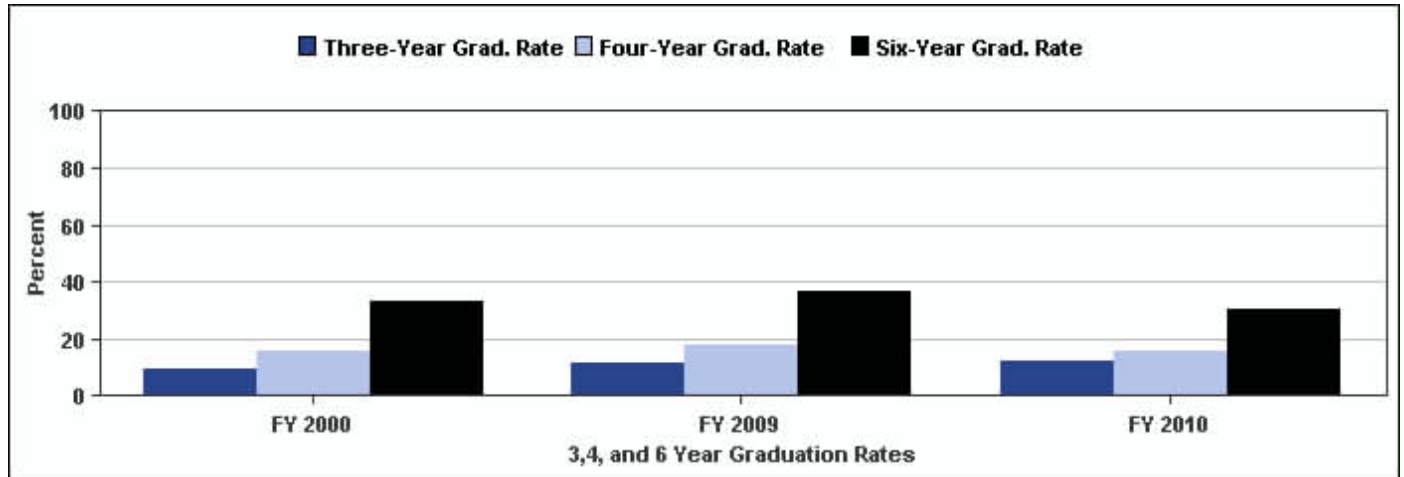


Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

11. First-time, full-time entering, credential-seeking, undergraduates who have graduated.										
	FY 2000			FY 2009			FY 2010			Point Change FY 2000 to FY 2010
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		
3-Year graduation rate (Total)	1997	32	(9.6%)	2006	61	(11.4%)	2007	67	(12.4%)	2.8
Baccalaureate or Above		0	(0.0%)		1	(0.2%)		1	(0.2%)	0.2
Associates		22	(6.6%)		46	(8.6%)		55	(10.2%)	3.6
Certificate		10	(3.0%)		14	(2.6%)		11	(2.0%)	- 1.0
No Award		301	(90.4%)		474	(88.6%)		473	(87.6%)	- 2.8
4-Year graduation rate (Total)	1996	53	(15.4%)	2005	76	(17.9%)	2006	85	(15.9%)	0.5
Baccalaureate or Above		2	(0.6%)		7	(1.6%)		11	(2.1%)	1.5
Associates		33	(9.6%)		50	(11.8%)		60	(11.2%)	1.6
Certificate		18	(5.2%)		19	(4.5%)		14	(2.6%)	- 2.6
No Award		291	(84.6%)		349	(82.1%)		450	(84.1%)	- 0.5
6-Year graduation rate (Total)	1994	100	(33.1%)	2003	175	(36.4%)	2004	146	(30.3%)	- 2.8
Baccalaureate or Above		52	(17.2%)		102	(21.2%)		67	(13.9%)	- 3.3
Associates		30	(9.9%)		45	(9.4%)		51	(10.6%)	0.7
Certificate		18	(6.0%)		28	(5.8%)		28	(5.8%)	- 0.2
No Award		202	(66.9%)		306	(63.6%)		336	(69.7%)	2.8

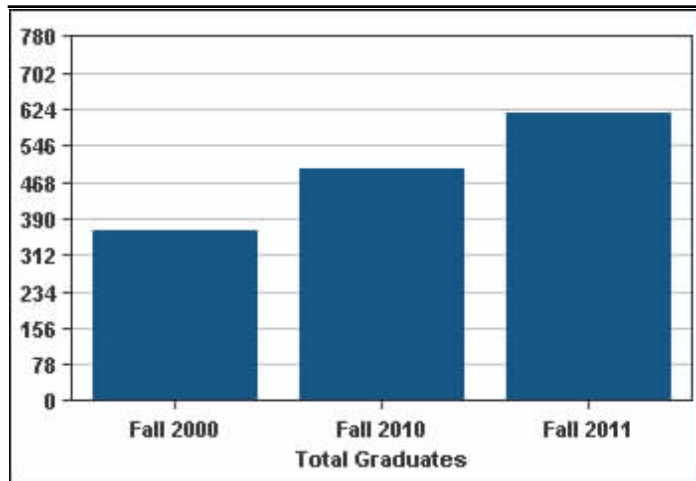
For more data on the 6-year graduation rate, go to: <http://www.txhighereddata.org/Interactive/GradRates.cfm>



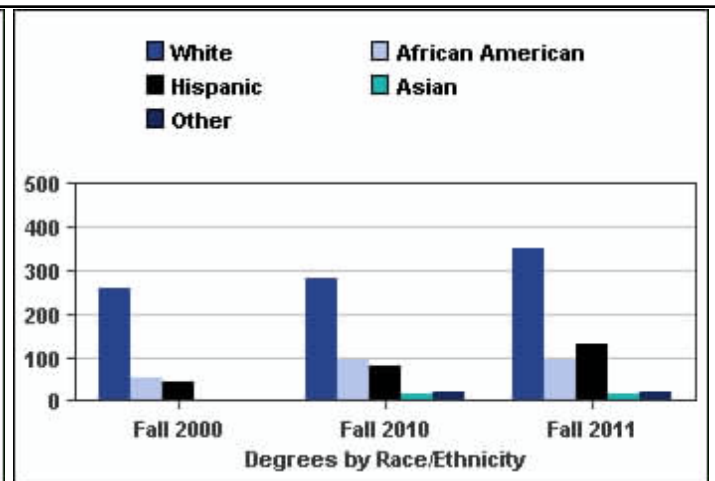
Source: CBM001, CBM002, and CBM009

Degrees and Certificates

12. Number of awards, certificates by type, core completers and field of study completers.						
	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	364	496	616	69.2%	650	94.8%
White	260	284	350	34.6%		
African American	54	93	96	77.8%		
Multi-racial one of which is African American	0	0	0	N/A		
Hispanic	44	82	130	195.5%		
Asian	4	17	15	275.0%		
International	0	1	4	N/A		
Other	2	19	21	950.0%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	205	337	417	103.4%	443	94.1%
Certificate 1	104	151	182	75.0%		
Certificate 2	55	5	17	-69.1%		
Advanced Technology Certificates	N/A	3	N/A	N/A		
Other Completers:						
ESC	N/A	N/A	N/A	N/A		
Core Completers	N/A	293	417	N/A		
Field of Study	N/A	N/A	N/A	N/A		
Gender						
Male	96	128	181	88.5%		
Female	268	368	435	62.3%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.									
	FY 2000			FY 2010			FY 2011		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	517	(100%)	2004	824	(100%)	2005	745	(100%)
0-12 hours		14	(2.7%)		26	(3.2%)		19	(2.6%)
13-24 hours		9	(1.7%)		24	(2.9%)		22	(3.0%)
25-29 hours		8	(1.5%)		15	(1.8%)		15	(2.0%)
30-42 hours		30	(5.8%)		33	(4.0%)		24	(3.2%)
43+ hours		65	(12.6%)		106	(12.9%)		99	(13.3%)
Non Transfer Completers		65	(12.6%)		89	(10.8%)		104	(14.0%)
Non Completers		326	(63.1%)		531	(64.4%)		462	(62.0%)
All Transfers Total		126	(24.4%)		204	(24.8%)		179	(24.0%)
Awarded Core		0	(0.0%)		35	(4.2%)		32	(4.3%)

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 2007 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	850						
Met state standards in all areas							
Math	303	2	149	49.2%	102	68.5%	34.3%
Reading	303	28	240	79.2%	183	76.3%	69.6%
Writing	303	11	207	68.3%	175	84.5%	61.4%
All students below state standard							
Math	343	N/A	81	23.6%	42	51.9%	12.2%
Reading	255	N/A	162	63.5%	108	66.7%	42.4%
Writing	188	N/A	93	49.5%	63	67.7%	33.5%
Not met state standards:							
In all three areas							
Math	121	N/A	22	18.2%	10	45.5%	8.3%
Reading	121	N/A	63	52.1%	47	74.6%	38.8%
Writing	121	N/A	54	44.6%	33	61.1%	27.3%
Math							
Not requiring developmental education	79	1	40	50.6%	19	47.5%	24.1%
Requiring developmental education	222	N/A	59	26.6%	32	54.2%	14.4%
Unknown / Not tested	125	N/A	38	30.4%	33	86.8%	26.4%
Reading							
Not requiring developmental education	172	3	142	82.6%	89	62.7%	51.7%
Requiring developmental education	134	N/A	99	73.9%	61	61.6%	45.5%
Unknown / Not tested	120	N/A	42	35.0%	39	92.9%	32.5%
Writing							
Not requiring developmental education	240	6	178	74.2%	119	66.9%	49.6%
Requiring developmental education	67	N/A	39	58.2%	30	76.9%	44.8%
Unknown / Not tested	119	N/A	39	32.8%	35	89.7%	29.4%

Success - Contextual Measures

15. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2009	Entering Cohort Fall 2010	Point Change Fall 2000 to Fall 2010
First-time Undergraduate Persistence rate after one year				
Total	66.7%	62.9%	57.0%	- 9.7
Same institution	55.3%	53.6%	45.8%	- 9.5
Other institutions	11.4%	9.3%	11.2%	- 0.2
White	67.6%	62.1%	59.2%	- 8.4
Same institution	56.5%	53.5%	48.5%	- 8.0
Other institutions	11.2%	8.6%	10.8%	- 0.4
African American	56.9%	64.1%	52.4%	- 4.5
Same institution	44.6%	53.4%	37.3%	- 7.3
Other institutions	12.3%	10.7%	15.1%	2.8
Hispanic	73.5%	63.7%	53.4%	- 20.1
Same institution	61.8%	53.3%	45.8%	- 16.0
Other institutions	11.8%	10.4%	7.6%	- 4.2
Asian	0.0%	71.4%	62.5%	62.5
Same institution	0.0%	71.4%	50.0%	50.0
Other institutions	0.0%	0.0%	12.5%	12.5
International	0.0%	0.0%	0.0%	0.0
Same institution	0.0%	0.0%	0.0%	0.0
Other institutions	0.0%	0.0%	0.0%	0.0
Other	50.0%	50.0%	85.7%	35.7
Same institution	50.0%	50.0%	71.4%	21.4
Other institutions	0.0%	0.0%	14.3%	14.3

	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 two years				
Total	56.4%	47.1%	48.3%	- 8.1
Same institution	26.7%	28.6%	29.9%	3.2
Other institutions	29.7%	18.5%	18.4%	- 11.3
White	60.2%	48.7%	50.0%	- 10.2
Same institution	27.4%	30.1%	28.3%	0.9
Other institutions	32.8%	18.6%	21.7%	- 11.1
African American	46.7%	43.4%	44.3%	- 2.4
Same institution	18.3%	20.5%	27.5%	9.2
Other institutions	28.3%	22.9%	16.8%	- 11.5
Hispanic	50.8%	47.7%	48.1%	- 2.7
Same institution	32.3%	30.8%	34.8%	2.5
Other institutions	18.5%	16.8%	13.3%	- 5.2
Asian	0.0%	50.0%	57.1%	57.1
Same institution	0.0%	50.0%	28.6%	28.6
Other institutions	0.0%	0.0%	28.6%	28.6
International	0.0%	0.0%	0.0%	0.0
Same institution	0.0%	0.0%	0.0%	0.0
Other institutions	0.0%	0.0%	0.0%	0.0
Other	0.0%	41.2%	55.6%	55.6
Same institution	0.0%	29.4%	33.3%	33.3
Other institutions	0.0%	11.8%	22.2%	22.2

16. Awards in STEM Fields	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Fields						
Computer Science	62	27	53	- 14.5%	25	212.0%
Engineering	5	14	10	100.0%	20	50.0%
Math	0	0	1	N/A	10	10.0%
Physical Science	0	0	0	N/A	0	N/A
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	39	23	29	- 25.6%		
Cert 1	28	18	33	17.9%		
Cert 2	0	0	2	N/A		
Degrees in Critical Fields Advanced Technology Certificate	0	0	0	N/A		

17. Awards in Nursing	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	84	144	150	78.6%	165	90.9%
Associates	29	65	78	169.0%		
Cert 1	0	79	72	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		

18. Awards in Allied Health	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	65	48	77	18.5%	75	102.7%
Associates	29	23	34	17.2%		
Cert 1	36	20	28	-22.2%		
Cert 2	0	5	15	N/A		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		

19. Teacher Production and Certification	FY 2008	FY 2009	FY 2010
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 (*).

20. Graduate Status After Graduation	FY 2008		FY 2009		FY 2010		Point Change FY 2008 to FY 2010
Academic							
Employed Only	86	49.7%	62	39.5%	84	43.5%	-2.0
Employed and Enrolled (in Senior Institutions)	29	16.8%	22	14.0%	27	14.0%	-2.0
Enrolled Only (in Senior Institutions)	29	16.8%	38	24.2%	45	23.3%	16.0
Enrolled Only (in Community Colleges)	6	3.5%	9	5.7%	6	3.1%	0.0
Not Found	23	13.3%	26	16.6%	31	16.1%	8.0
Technical							
Employed Only	214	85.9%	267	85.0%	224	85.5%	10.0
Employed and Enrolled (in Senior Institutions)	5	2.0%	9	2.9%	4	1.5%	-1.0
Enrolled Only (in Senior Institutions)	7	2.8%	5	1.6%	2	0.8%	-5.0
Enrolled Only (in Community Colleges)	11	4.4%	12	3.8%	11	4.2%	0.0
Not Found	12	4.8%	21	6.7%	21	8.0%	9.0

For additional data on students graduating from and leaving institutions, go to: <http://www.txhighereddata.org/reports/performance/ctcasalf/exitcohorts>.

21. Marketable Skills Awards	FY 2002	FY 2010	FY 2011	Point Change FY 2002 to FY 2011
Marketable Skills Completers	0	0	0	N/A
Race/Ethnicity				
White	0	0	0	N/A
African American	0	0	0	N/A
Multi-racial one of which is African American	0	0	0	N/A
Hispanic	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	0	0	0	N/A
Female	0	0	0	N/A

22. Associate of Arts in Teaching Awards	FY 2000	FY 2010	FY 2011	Percent Change FY 2000 to FY 2011
Total	0	3	8	N/A
Race/Ethnicity				
White	0	2	6	N/A
African American	0	0	1	N/A
Hispanic	0	0	0	N/A
Multi-racial one of which is African American	0	0	0	N/A
Asian	0	0	1	N/A
International	0	0	0	N/A
Other	0	1	0	N/A
Gender				
Male	0	0	0	N/A
Female	0	3	8	N/A

Fall 2007 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)
Developmental Education							
23. Under-prepared students are given 2 years to satisfy their TSI obligation.							
Number of FTIC students	850						
Met state standards in all areas							
Math	303	41	13.5%	N/A	N/A	N/A	N/A
Reading	303	1	0.3%	N/A	N/A	N/A	N/A
Writing	303	1	0.3%	N/A	N/A	N/A	N/A
All students below state standard							
Math	343	314	91.5%	128	141	40.8%	41.1%
Reading	255	198	77.6%	104	145	52.5%	56.9%
Writing	188	120	63.8%	63	106	52.5%	56.4%
Not met state standards:							
In all three areas							
Math	121	107	88.4%	37	43	34.6%	35.5%
Reading	121	105	86.8%	51	61	48.6%	50.4%
Writing	121	82	67.8%	43	65	52.4%	53.7%
Met state standards in at least one area:							
Math							
Not requiring developmental education	79	19	24.1%	N/A	N/A	N/A	N/A
Requiring developmental education	222	207	93.2%	91	98	44.0%	44.1%
Unknown / Not tested	125	22	17.6%	17	94	77.3%	75.2%
Reading							
Not requiring developmental education	172	17	9.9%	N/A	N/A	N/A	N/A
Requiring developmental education	134	93	69.4%	53	84	57.0%	62.7%
Unknown / Not tested	120	15	12.5%	10	91	66.7%	75.8%
Writing							
Not requiring developmental education	240	2	0.8%	N/A	N/A	N/A	N/A
Requiring developmental education	67	38	56.7%	20	41	52.6%	61.2%
Unknown / Not tested	119	7	5.9%	5	91	71.4%	76.5%

For additional detail on developmental education outcomes, including yearly changes, go to: <http://www.txhighereddata.org/reports/performance/devded/>

Fall 2007 Cohort			
	Total	Number returning (Fall 2008)	Percent returning (Fall 2008)
24. Developmental Education: Underprepared and prepared students returning in fall.			
Number of FTIC students	850		
Met state standards in all areas	303	204	67.3%
Not met state standards:			
In all three areas	121	61	50.4%
Math			
Not requiring developmental education	79	53	67.1%
Requiring developmental education	222	121	54.5%
Unknown / Not tested	125	65	52.0%
Reading			
Not requiring developmental education	172	100	58.1%
Requiring developmental education	134	76	56.7%
Unknown / Not tested	120	63	52.5%
Writing			
Not requiring developmental education	240	140	58.3%
Requiring developmental education	67	37	55.2%
Unknown / Not tested	119	62	52.1%

	Fall 2000	Fall 2009	Fall 2010	%/Point Change Fall 2000 to Fall 2010
25. Course Completion Rate for Undergraduate State Funded Semester Credit Hours				
Beginning semester credit hours	29,623	52,837	56,569	91.0%
Ending semester credit hours	26,614	46,591	48,987	84.1%
Completion rate	89.8%	88.2%	86.6%	- 3.2

Graduates Detail (FY 2011)- Temple College

Success

By 2015, increase by 50 percent the number of degrees, certificates, and other identifiable student successes from high quality programs.

By Level, Race/Ethnicity:

Race/Ethnicity	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
White	230	107	13	0	350
African American	63	33	0	0	96
Multi-racial one of which is African American	0	0	0	0	0
Hispanic	95	32	3	0	130
Asian	13	2	0	0	15
International	2	2	0	0	4
Other	14	6	1	0	21

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	112	54	15	0	181
Female	305	128	2	0	435

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	221	0	0	0	221
Technical	196	182	17	0	395
Continuing Education	0	0	0	0	0

Graduates Success Detail (FY 2010)- Temple College

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	50	59.5%
African American	12	14.3%
Hispanic	15	17.9%
Asian	1	1.2%
Native American	1	1.2%
International	0	0.0%
Other	5	6.0%

Gender:

Gender	Number	Percent of Cohort
Male	28	33.3%
Female	56	66.7%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	15	55.6%
African American	5	18.5%
Hispanic	6	22.2%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%

Other 1 3.7%

Gender:

Gender	Number	Percent of Cohort
Male	3	11.1%
Female	24	88.9%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	20	44.4%
African American	15	33.3%
Hispanic	8	17.8%
Asian	2	4.4%
Native American	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	17	37.8%
Female	28	62.2%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	5	83.3%
African American	1	16.7%
Hispanic	0	0.0%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	1	16.7%
Female	5	83.3%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	19	61.3%
African American	5	16.1%
Hispanic	5	16.1%
Asian	1	3.2%
Native American	1	3.2%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	10	32.3%
Female	21	67.7%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
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White	131	58.5%
African American	40	17.9%
Hispanic	35	15.6%
Asian	8	3.6%
Native American	2	0.9%
International	0	0.0%
Other	8	3.6%

Gender:

Gender	Number	Percent of Cohort
Male	47	21.0%
Female	177	79.0%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	2	50.0%
African American	1	25.0%
Hispanic	1	25.0%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	1	25.0%
Female	3	75.0%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	2	100.0%
African American	0	0.0%
Hispanic	0	0.0%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	0	0.0%
Female	2	100.0%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	3	27.3%
African American	6	54.5%
Hispanic	1	9.1%
Asian	1	9.1%
Native American	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	0	0.0%

Female 11 100.0%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	12	57.1%
African American	7	33.3%
Hispanic	2	9.5%
Asian	0	0.0%
Native American	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	2	9.5%
Female	19	90.5%

Transfer Detail (FY 2011) - Temple College

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2011 Cohort	745	(100%)	490	(100%)	255	(100%)
0-12 hours	19	(2.6%)	16	(3.3%)	3	(1.2%)
13-24 hours	22	(3.0%)	22	(4.5%)	0	(0.0%)
25-29 hours	15	(2.0%)	14	(2.9%)	1	(0.4%)
30-42 hours	24	(3.2%)	23	(4.7%)	1	(0.4%)
43+ hours	99	(13.3%)	93	(19.0%)	93	(19.0%)
Non Transfer Completers	104	(14.0%)	51	(10.4%)	53	(20.8%)
Non Completers	462	(62.0%)	271	(55.3%)	191	(74.9%)
All Transfers Total	179	(24.0%)	168	(34.3%)	11	(4.3%)
Awarded Core	32	(4.3%)	28	(5.7%)	4	(1.6%)

Excellence - Key Measures

Licensure Rate

26. Pass rate for excellent programs whose graduates are required to pass a licensure exam to practice in the field.								
CIP	Program	2008		2009		2010		
		Number Passing	Pass Rate	Number Passing	Pass Rate	Number Passing	Pass Rate	
51060200	Dental Hygiene/Hygienist	9	100.0%	10	100.0%	12	91.7%	
43010400	Criminal Justice/Safety Studies	4	100.0%	21	100.0%	18	100.0%	
51380100	Registered Nursing/Registered Nurse	52	90.4%	68	95.6%	63	96.8%	
51390100	Licensed Practical/Vocational Nurse Training	62	100.0%	84	100.0%	74	100.0%	

Excellence - Contextual Measures

27. Certification and Licensure	FY 2004	FY 2010	FY 2011	Point Change FY 2004 to FY 2011
Pass rate on state or national exams.	85.5%	94.6%	N/A	N/A

Quality Enhancement Plan

28. 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

29. 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 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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30. 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:	

Significant Recognitions - 2011:

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:	

Institutional Efficiency and Effectiveness - Key Measures

Institutional Support

31. Institutional support as a percent of total operating expenses.				
	FY 2000	FY 2010	FY 2011	Point Change FY 2000 to FY 2011
Institutional support as a percent of total operating expenditures	12.2%	N/A	N/A	N/A

Tuition and Fees

32. Tuition and fees for 30 SCH.				
	FY 2000	FY 2011	FY 2012	Percent Change FY 2000 to FY 2012
Tuition and fees for 30 SCH in two semesters	\$1,125	\$2,400	\$2,640	134.7%

Institutional Efficiency and Effectiveness - Contextual Measures

33. 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%

*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are non-international, non-Hispanic students who selected two or more races. 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 as a separate category. In Institutional Targets, "Multi-Racial one of which is African American" are included in the African American target.

	Fall 2000	Fall 2009	Fall 2010	Percent/Point Change Fall 2000 to Fall 2010
34. FTE Student/FTE Faculty Ratio	16:1	19:1	21:1	31.3%
35. 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

Institutional Efficiency and Effectiveness - Finance Measures

Finances per FTE Student

36. Funds by source divided by full-time equivalent students				
	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011
Total revenues per FTE student	7,657	11,583	12,344	61.2%
State funds per FTE student	3,110 (40.6%)	2,503 (21.6%)	2,365 (19.2%)	- 24.0%

Local funds per FTE student	1,472 (19.2%)	1,747 (15.1%)	1,675 (13.6%)	13.8%
Tuition and Fees per FTE student	1,463 (19.1%)	3,703 (32.0%)	3,938 (31.9%)	169.2%
Federal revenue per FTE student	989 (12.9%)	3,308 (28.6%)	3,785 (30.7%)	282.7%

37. Expenditures per full-time equivalent students

	FY 2000	FY 2010	FY 2011	% Change FY 2000 to FY 2011
Total expenditures per FTE student	7,629	9,122	8,826	15.7%
Instructional expenditures per FTE student	3,962 (51.9%)	3,063 (33.6%)	3,067 (34.7%)	- 22.6%
Institution Support expenditures per FTE student	804 (10.5%)	1,296 (14.2%)	1,295 (14.7%)	61.1%
Academic Support expenditures per FTE student	388 (5.1%)	568 (6.2%)	567 (6.4%)	46.1%

38. Financial Viability Ratio

	FY 2003	FY 2010	FY 2011	Point Change FY 2003 to FY 2011
Financial Viability Ratio	0.3%	0.5%	0.5%	0.2%

For more information on community college finances, go to the Community College Annual Reporting and Analysis Tool (CARAT) at: <https://www1.theccb.state.tx.us/apps/CARAT/>

Milestones

	FY 2009	FY 2010	FY 2011	% Change FY 2009 to FY 2011
39 Milestones				
Annual Momentum Point Total	3,830	5,842	N/A	N/A
Math Readiness	211	230	N/A	N/A
Reading/Writing Readiness	193	175	N/A	N/A
Students Who Pass First College-Level Math Course	421	570	N/A	N/A
Students Who Complete 15 SCH	925	1,938	N/A	N/A
Students Who Complete 30 SCH	548	1,175	N/A	N/A
Students Who Transfer to a 4-Year Institution	492	536	N/A	N/A
Students Who Receive a Degree or Certificate	1,040	1,218	N/A	N/A