


Temple College

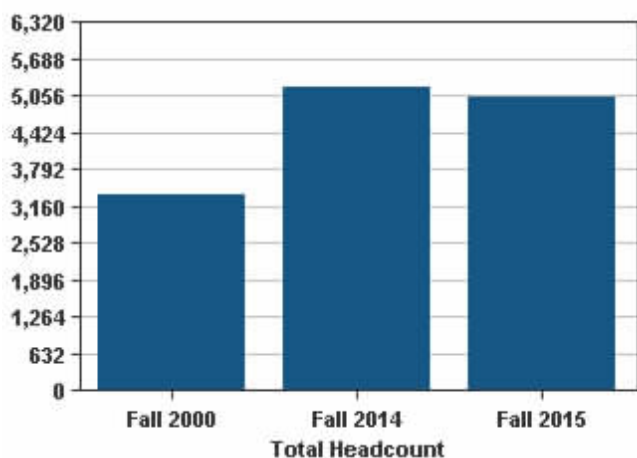
Accountability Report

January 2016

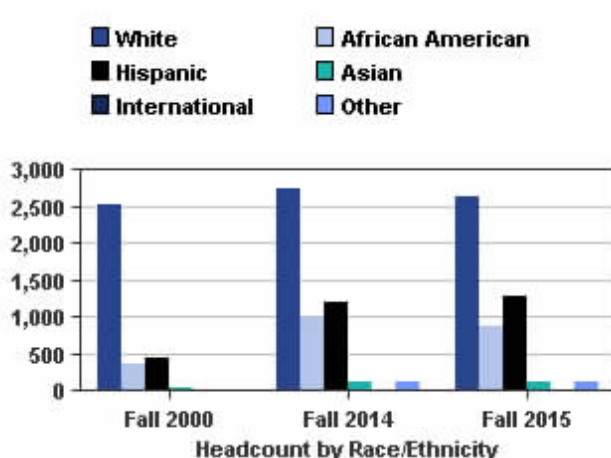
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated) 									
	Fall 2000		Fall 2014		Fall 2015		% Change Fall 2000 to 2015	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total (does not include flex entry)	3,381		5,197		5,048		49.3%	7,159	70.5 %
White	2,521	(74.6%)	2,751	(52.9%)	2,626	(52.0%)	4.2%	3,774	69.6%
African American	363	(10.7%)	979	(18.8%)	870	(17.2%)	139.7%	1,250	69.6%
Hispanic	444	(13.1%)	1,214	(23.4%)	1,296	(25.7%)	191.9%	1,717	75.5%
Asian	29	(0.9%)	122	(2.3%)	117	(2.3%)	303.4%		
International	3	(0.1%)	7	(0.1%)	9	(0.2%)	200.0%		
Other	21	(0.6%)	124	(2.4%)	130	(2.6%)	519.0%		
Gender									
Male	1,285	(38.0%)	1,758	(34.5%)	1,713	(33.9%)	33.3%		
Female	2,096	(62.0%)	3,439	(65.5%)	3,335	(66.1%)	59.1%		
Flex Entry	6		213		N/A		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 2014		FY 2015		% Change FY 2000 to 2015		
Total	5,724		10,451		9,738		70.1%		
White	4,239	(74.1%)	5,224	(50.0%)	4,751	(48.8%)	12.1%		
African American	669	(11.7%)	1,822	(17.4%)	1,687	(17.3%)	152.2%		
Hispanic	708	(12.4%)	1,900	(18.2%)	2,002	(20.6%)	182.8%		
Asian	67	(1.2%)	269	(2.6%)	231	(2.4%)	244.8%		
International	6	(0.1%)	10	(0.1%)	15	(0.2%)	150.0%		
Other	35	(0.6%)	1,226	(11.7%)	1,052	(10.8%)	2905.7%		
Gender									
Male	2,166	(37.8%)	4,044	(36.2%)	3,539	(36.3%)	63.4%		
Female	3,558	(62.2%)	6,407	(63.8%)	6,199	(63.7%)	74.2%		

Participation - Contextual Measures

3. Enrollment by Semester 				
	FY 2000	FY 2014	FY 2015	% Change FY 2000 to 2015
Fall	3,487	6,640	6,331	81.6%
Academic	1,868	4,739	4,602	146.4%
Technical	1,389	1,053	876	- 36.9%
Continuing Education	230	848	853	270.9%
Spring	3,535	6,599	6,245	76.7%
Academic	1,874	4,365	4,305	129.7%
Technical	1,334	985	884	- 33.7%
Continuing Education	327	1,249	1,056	222.9%

Summer	1,880	3,407	3,118	65.9%
Academic	1,087	2,025	1,961	80.4%
Technical	616	594	473	- 23.2%
Continuing Education	177	788	684	286.4%

Service Area Representation

4. Gap between demographic groups in the area and enrollment.



	FY 2005	FY 2014	FY 2015		
	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%	- 4.3%	53.9%	49.4%	- 4.5%
African American	1.7%	8.6%	13.9%	21.9%	8.0%
Hispanic	- 4.9%	- 3.1%	24.8%	23.6%	- 1.2%
Other	- 1.3%	- 1.2%	7.4%	5.1%	- 2.3%
Gender					
Male	- 16.2%	- 15.8%	49.6%	33.4%	- 16.2%
Female	16.2%	15.8%	50.4%	66.6%	16.2%

5. Annual Semester Credit and Contact Hours



	FY 2000	FY 2014	FY 2015	% Change FY 2000 to 2015
Annual Semester Credit Hours (SCH)	66,061	112,909	106,522	61.2%
Academic	46,559	92,906	87,974	89.0%
Technical	19,502	20,003	18,548	- 4.9%
Annual Contact Hours	1,493,593	2,433,203	2,290,826	53.4%
Academic	891,224	1,716,528	1,628,250	82.7%
Technical	569,171	587,220	551,332	- 3.1%
Continuing Education	33,198	129,455	111,244	235.1%
Distance Education Hours				
Hybrid/Blended on campus	0	0	0	N/A
Fully-distance education/Internet	1,793	34,837	34,283	1812.0%

6. Financial Aid: Students Receiving Pell Grants



	Fall 1999	Fall 2012	Fall 2013	Point Change Fall 1999 to Fall 2013
Total*	22.1%	50.8%	49.9%	27.8
White	16.7%	41.4%	40.1%	23.4
African American	47.3%	75.4%	73.2%	25.9
Hispanic	29.8%	52.4%	50.8%	21.0
Asian	14.3%	39.0%	38.7%	24.4
International	33.3%	66.7%	50.0%	16.7
Other	44.4%	56.2%	63.2%	18.8
Gender				
Male	15.7%	41.2%	42.9%	27.2
Female	26.3%	55.7%	53.5%	27.2

*Please note: The source for this Pell data is the Coordinating Board's financial aid database; Pell data found in the institutional online resumes is produced using IPEDS data and may not match.

7. Full-Time/Part-Time Undergraduate Students



	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	3,381	5,013	4,881	44.4%
Full-Time Credential Seeking Students				
Total*	1,324	1,711	1,638	23.7%
White	959 (72.4%)	874 (51.1%)	837 (51.1%)	- 12.7%
African American	179 (13.5%)	357 (20.9%)	302 (18.4%)	68.7%
Hispanic	173 (13.1%)	381 (22.3%)	414 (25.3%)	139.3%
Asian	6 (0.5%)	52 (3.0%)	29 (1.8%)	383.3%
International	3 (0.2%)	3 (0.2%)	4 (0.2%)	33.3%
Other	4 (0.3%)	44 (2.6%)	52 (3.2%)	1200.0%
Gender				
Male	536 (40.5%)	658 (38.5%)	630 (38.5%)	17.5%
Female	788 (59.5%)	1,053 (61.5%)	1,008 (61.5%)	27.9%
Part-Time Credential Seeking Students				
Total*	2,057	3,302	3,243	57.7%
White	1,562 (75.9%)	1,773 (53.7%)	1,692 (52.2%)	8.3%
African American	184 (8.9%)	593 (18.0%)	541 (16.7%)	194.0%
Hispanic	271 (13.2%)	794 (24.0%)	849 (26.2%)	213.3%
Asian	23 (1.1%)	64 (1.9%)	80 (2.5%)	247.8%
International	0 (0.0%)	3 (0.1%)	5 (0.2%)	N/A
Other	17 (0.8%)	75 (2.3%)	76 (2.3%)	347.1%
Gender				

Male	749	(36.4%)	1,043	(31.6%)	1,024	(31.6%)	36.7%
Female	1,308	(63.6%)	2,259	(68.4%)	2,219	(68.4%)	69.6%

8. First-Time In College Students 

	Fall 2000		Fall 2014		Fall 2015		% Change Fall 2000 to Fall 2015
Credential-Seeking Undergraduate Students (Full- and Part- Time)							
Total	1,110		674		685		- 38.3%
Full-Time Credential Seeking Students							
Total*	426		351		431		1.2%
White	285	(66.9%)	169	(48.1%)	205	(47.6%)	- 28.1%
African American	68	(16.0%)	80	(22.8%)	85	(19.7%)	25.0%
Hispanic	69	(16.2%)	93	(26.5%)	120	(27.8%)	73.9%
Asian	2	(0.5%)	6	(1.7%)	4	(0.9%)	100.0%
International	0	(0.0%)	1	(0.3%)	1	(0.2%)	N/A
Other	2	(0.5%)	2	(0.6%)	16	(3.7%)	700.0%
Gender							
Male	180	(42.3%)	155	(44.2%)	180	(41.8%)	0.0%
Female	246	(57.7%)	196	(55.8%)	251	(58.2%)	2.0%
Part-Time Credential Seeking Students							
Total*	684		323		254		- 62.9%
White	558	(81.6%)	144	(44.6%)	106	(41.7%)	- 81.0%
African American	33	(4.8%)	66	(20.4%)	50	(19.7%)	51.5%
Hispanic	82	(12.0%)	100	(31.0%)	85	(33.5%)	3.7%
Asian	7	(1.0%)	5	(1.5%)	3	(1.2%)	- 57.1%
International	0	(0.0%)	0	(0.0%)	0	(0.0%)	N/A
Other	4	(0.6%)	8	(2.5%)	10	(3.9%)	150.0%
Gender							
Male	281	(41.1%)	130	(40.2%)	111	(43.7%)	- 60.5%
Female	403	(58.9%)	193	(59.8%)	143	(56.3%)	- 64.5%

*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. 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.

9. Community College Activities: Non-funded and Non-reported 

	FY 2014	FY 2015
Contract Training: Enrollment	N/A	N/A
Adult Basic Education: Enrollment as Reported to TWC	N/A	N/A
G.E.D.: Enrolled in G.E.D. Program	N/A	N/A

Fall 2015 Unduplicated Enrollment Detail - Temple College

By Age

Age	Count	Percent
Less than 18	944	18.7%
18 to 21	1,675	33.2%
22 to 24	478	9.5%
25 to 29	622	12.3%
30 to 34	448	8.9%
Over 35	881	17.5%
N/A	0	0.0%

By Status

Status	Count	Percent
Full-Time	1,667	33.0%
Part-Time	3,381	67.0%

By Type Major

Type Major	Count	Percent
Academic	4,311	85.4%
Technical	737	14.6%

By Enrollment Status

Status	Count	Percent
In-District	2,051	40.6%
Out-of-District	2,953	58.5%
Out-of-State	44	0.9%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	946	18.7%

FY 2015 Unduplicated Enrollment Detail - Temple College

By Age

Age	Count	Percent
Less than 18	1,028	10.6%
18 to 21	2,324	23.9%
22 to 24	1,047	10.8%
25 to 29	1,509	15.5%
30 to 34	1,144	11.7%
Over 35	2,661	27.3%
N/A	25	0.3%

By Type Major

Type Major	Count	Percent
Academic	6,124	62.9%
Technical	1,332	13.7%
Continuing Education	2,282	23.4%

By Enrollment Status

Status	Count	Percent
In-District	2,984	30.6%
Out-of-District	4,375	44.9%
Out-of-State	97	1.0%
Continuing Education	2,282	23.4%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	1,034	10.6%

FY 2015 Unduplicated Total by Semester Detail - Temple College

By Age


Age	Fall	Spring	Summer
Less than 18	946	520	101
18 to 21	1,705	1,759	804
22 to 24	695	628	389
25 to 29	884	938	575
30 to 34	657	707	403
Over 35	1,444	1,693	821
N/A	0	0	25

By Race/Ethnicity

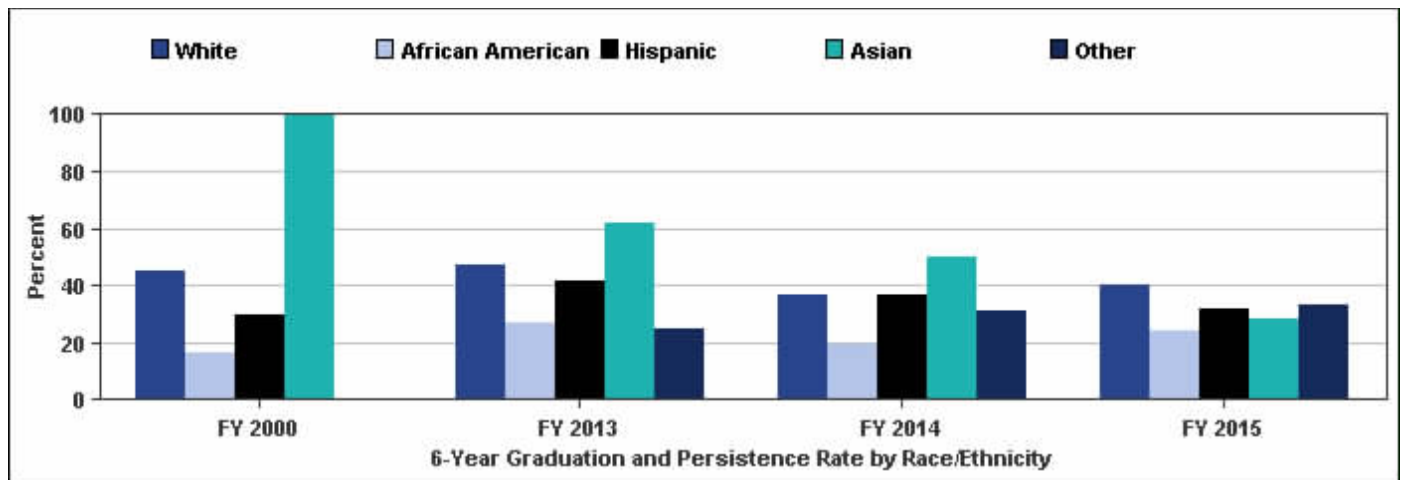
Race/Ethnicity	Fall	Spring	Summer
White	3,284	3,167	1,444
African American	1,087	1,074	564
Multi-racial one of which is African American	0	0	0
Hispanic	1,374	1,355	670
Asian	161	151	73
International	8	11	9
Other	417	487	358

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 2013 (Entering Fall 2007 Cohort)	FY 2014 (Entering Fall 2008 Cohort)	FY 2015 (Entering Fall 2009 Cohort)	Point Change FY 2000 to FY 2015
Total*	39.1%	41.5%	33.2%	34.0%	- 5.1
Race/Ethnicity					
White	44.9%	47.1%	36.8%	40.3%	- 4.6
African American	16.7%	26.7%	19.0%	24.4%	7.7
Hispanic	29.8%	41.7%	36.4%	31.9%	2.1
Asian	100.0%	61.9%	50.0%	28.6%	- 71.4
Native American	0.0%	25.0%	25.0%	42.9%	42.9
International	0.0%	0.0%	0.0%	0.0%	0.0
Other (Unknown)	0.0%	25.0%	30.8%	33.3%	33.3
Gender					
Male	41.7%	37.8%	32.2%	31.5%	- 10.2
Female	36.8%	44.1%	34.0%	36.1%	- 0.7



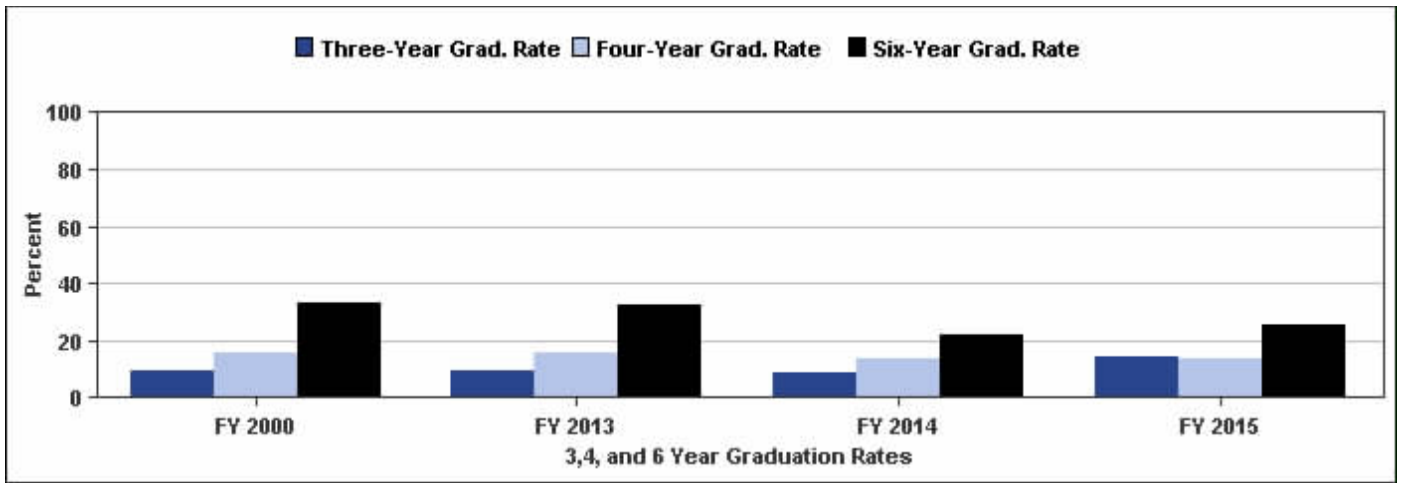
Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

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

	FY 2000		FY 2013		FY 2014		FY 2015		Point Change FY 2000 to FY 2015
	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	
3-Year graduation rate (Total)	1997	32 (9.6%)	2010	51 (9.7%)	2011	42 (8.4%)	2012	44 (14.2%)	4.6
Baccalaureate or Above	0	(0.0%)	0	(0.0%)	2	(0.4%)	0	(0.0%)	0.0
Associates	22	(6.6%)	38	(7.2%)	34	(6.8%)	36	(11.6%)	5.0
Certificate	10	(3.0%)	13	(2.5%)	6	(1.2%)	8	(2.6%)	- 0.4
No Award	301	(90.4%)	475	(90.3%)	458	(91.6%)	266	(85.8%)	- 4.6
4-Year graduation rate (Total)	1996	53 (15.4%)	2009	81 (15.4%)	2010	70 (13.3%)	2011	68 (13.6%)	- 1.8
Baccalaureate or Above	2	(0.6%)	6	(1.1%)	11	(2.1%)	7	(1.4%)	0.8
Associates	33	(9.6%)	63	(12.0%)	44	(8.4%)	54	(10.8%)	1.2
Certificate	18	(5.2%)	12	(2.3%)	15	(2.9%)	7	(1.4%)	- 3.8
No Award	291	(84.6%)	445	(84.6%)	456	(86.7%)	432	(86.4%)	1.8
6-Year graduation rate (Total)	1994	100 (33.1%)	2007	177 (32.8%)	2008	100 (21.8%)	2009	133 (25.3%)	- 7.8
Baccalaureate or Above	52	(17.2%)	94	(17.4%)	34	(7.4%)	53	(10.1%)	- 7.1
Associates	30	(9.9%)	70	(13.0%)	54	(11.8%)	64	(12.2%)	2.3
Certificate	18	(6.0%)	13	(2.4%)	12	(2.6%)	16	(3.0%)	- 3.0
No Award	202	(66.9%)	363	(67.2%)	358	(78.2%)	393	(74.7%)	7.8

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

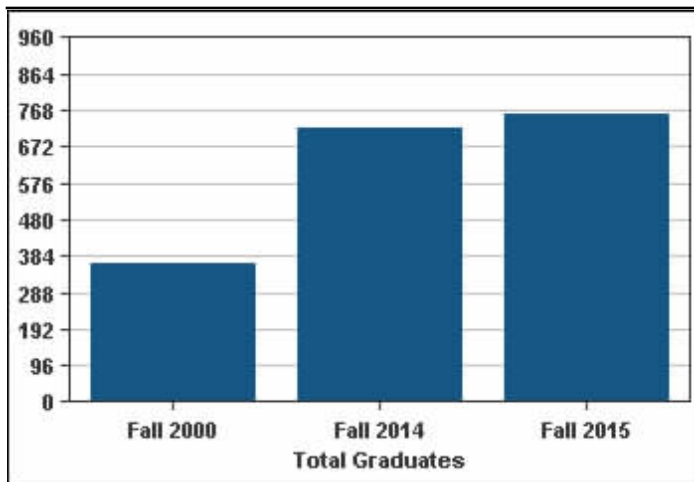


Source: CBM001, CBM002, and CBM009

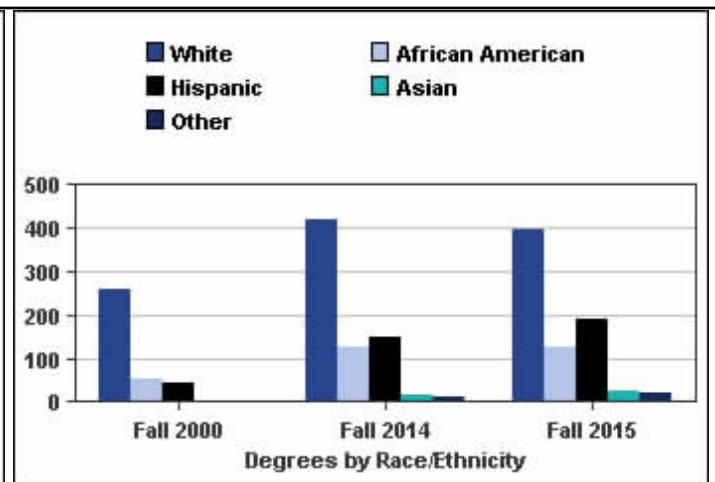
Degrees and Certificates

12. Number of awards, certificates by type, core completers and field of study completers.

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	364	719	760	108.8%	650	117%
White	260	419	398	53.1%		
African American	54	124	124	129.6%		
Hispanic	44	149	191	334.1%		
Asian	4	14	23	475.0%		
International	0	0	2	N/A		
Other	2	13	22	1000.0%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	205	510	563	174.6%	461	122.1%
Certificate 1	104	199	186	78.8%		
Certificate 2	55	10	11	-80.0%		
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	354	365	N/A		
Field of Study	N/A	N/A	N/A	N/A		
Gender						
Male	96	230	275	186.5%		
Female	268	489	485	81.0%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.

	FY 2000			FY 2014			FY 2015		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	517	(100%)	2008	727	(100%)	2009	846	(100%)
0-12 hours	14	(2.7%)		8	(1.1%)		5	(0.6%)	
13-24 hours	9	(1.7%)		10	(1.4%)		9	(1.1%)	
25-29 hours	8	(1.5%)		3	(0.4%)		10	(1.2%)	
30-42 hours	30	(5.8%)		15	(2.1%)		14	(1.7%)	
43+ hours	65	(12.6%)		82	(11.3%)		98	(11.6%)	
All Transfers Total	126	(24.4%)		118	(16.2%)		136	(16.1%)	
Non Transfer Completers	65	(12.6%)		85	(11.7%)		88	(10.4%)	
Non Completers	326	(63.1%)		524	(72.1%)		622	(73.5%)	
Awarded Core	0	(0.0%)		38	(5.2%)		54	(6.4%)	

Developmental Education

14. The percent of underprepared and prepared students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year.

Underprepared students are given 3 years.

Fall 2011 Cohort			
Total/Area Counts (a)	Received credit pre-matriculation (b)	College level course completion (grade A, B, or C) (c)	College level course completion (grade A, B, C) including pre-matriculation credit (percent of total) (b+c)/(a)

Summary Data				
Number of FTIC students	840			
Met state standards in all three areas	343			
Did not meet state standards in one, two, or all three areas (at entry)	350			
Unknown* (unduplicated)	147			
Data by Subject Area				
Met Standard				
Math	411	0	148	36.0%
Reading	545	26	313	62.2%
Writing	488	16	288	62.3%
Did Not Meet Standard				
Math	288	N/A	20	6.9%
Reading	155	N/A	28	18.1%
Writing	213	N/A	38	17.8%
Unknown** (waived or military exemption)				
Math**	141	N/A	6	4.3%
Reading**	140	N/A	17	12.1%
Writing**	139	N/A	20	14.4%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	343	0	135	39.4%
Reading	343	24	231	74.3%
Writing	343	15	223	69.4%
Did Not Meet Standard in All Three Areas				
Math	114	N/A	5	4.4%
Reading	114	N/A	13	11.4%
Writing	114	N/A	14	12.3%

The data for this accountability measure is tracked for one year for students who met TSI and for one, two, and three years for students who did not meet TSI for this report.

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.


Success - Contextual Measures


15. Persistence Rates


	Entering Cohort Fall 2000	Entering Cohort Fall 2013	Entering Cohort Fall 2014	Point Change Fall 2000 to Fall 2014
First-time Undergraduate Persistence rate after one year				
Total	66.7%	54.8%	57.8%	- 8.9

Same institution	55.3%	44.7%	49.9%	- 5.4
Other institutions	11.4%	10.1%	8.0%	- 3.4
White	67.6%	54.2%	62.1%	- 5.5
Same institution	56.5%	44.1%	52.1%	- 4.4
Other institutions	11.2%	10.2%	10.1%	- 1.1
African American	56.9%	51.5%	47.5%	- 9.4
Same institution	44.6%	39.4%	40.0%	- 4.6
Other institutions	12.3%	12.1%	7.5%	- 4.8
Hispanic	73.5%	54.0%	60.2%	- 13.3
Same institution	61.8%	46.0%	55.9%	- 5.9
Other institutions	11.8%	8.0%	4.3%	- 7.5
Asian	0.0%	55.6%	66.7%	66.7
Same institution	0.0%	44.4%	50.0%	50.0
Other institutions	0.0%	11.1%	16.7%	16.7
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%	73.1%	0.0%	- 50.0
Same institution	50.0%	65.4%	0.0%	- 50.0
Other institutions	0.0%	7.7%	0.0%	0.0


	Entering Cohort Fall 2000	Entering Cohort Fall 2012	Entering Cohort Fall 2013	Point Change Fall 2000 to Fall 2013
First-time Undergraduate Persistence rate after two years				
Total	56.4%	42.4%	43.8%	- 12.6
Same institution	26.7%	24.7%	26.4%	- 0.3
Other institutions	29.7%	17.8%	17.4%	- 12.3
White	60.2%	47.9%	44.2%	- 16.0
Same institution	27.4%	26.4%	25.6%	- 1.8
Other institutions	32.8%	21.5%	18.6%	- 14.2
African American	46.7%	29.9%	38.1%	- 8.6
Same institution	18.3%	19.4%	22.7%	4.4
Other institutions	28.3%	10.4%	15.5%	- 12.8
Hispanic	50.8%	41.4%	46.4%	- 4.4
Same institution	32.3%	22.9%	28.6%	- 3.7
Other institutions	18.5%	18.6%	17.9%	- 0.6
Asian	0.0%	66.7%	33.3%	33.3
Same institution	0.0%	33.3%	22.2%	22.2
Other institutions	0.0%	33.3%	11.1%	11.1
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%	45.0%	58.3%	58.3
Same institution	0.0%	35.0%	41.7%	41.7
Other institutions	0.0%	10.0%	16.7%	16.7

16. Awards in STEM Fields 	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Fields						
Computer Science	62	69	58	- 6.5%	25	232.0%
Engineering	5	10	10	100.0%	20	50.0%
Math	0	2	1	N/A	10	10.0%
Physical Science	0	0	3	N/A	0	N/A
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	39	33	31	- 20.5%		
Cert 1	28	45	40	42.9%		
Cert 2	0	3	1	N/A		
Degrees in Critical Fields Advanced Technology Certificate	0	0	0	N/A		


17. Awards in Nursing 	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Total	84	146	136	61.9%	165	82.4%
Associates	29	80	80	175.9%		
Cert 1	0	66	56	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 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
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Total	65	58	70	7.7%	75	93.3%
Bachelor of Applied Technology	0	0	0	N/A		
Associates	29	29	31	6.9%		
Cert 1	36	22	29	- 19.4%		
Cert 2	0	7	10	N/A		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		


19. Teacher Production and Certification 		FY 2012	FY 2013	FY 2014
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 2012		FY 2013		FY 2014		Point Change FY 2012 to FY 2014
Academic								
Employed Only		141	46.2%	146	42.7%	120	35.5%	- 10.7
Employed and Enrolled (in Senior Institutions)		49	16.1%	57	16.7%	63	18.6%	2.5
Enrolled Only (in Senior Institutions)		60	19.7%	60	17.5%	65	19.2%	- 0.5
Enrolled Only (in Community Colleges)		14	4.6%	17	5.0%	23	6.8%	2.2
Not Found		41	13.4%	62	18.1%	67	19.8%	6.4
Technical								
Employed Only		275	81.1%	275	86.2%	240	80.0%	- 1.1
Employed and Enrolled (in Senior Institutions)		8	2.4%	2	0.6%	6	2.0%	- 0.4
Enrolled Only (in Senior Institutions)		5	1.5%	3	0.9%	3	1.0%	- 0.5
Enrolled Only (in Community Colleges)		23	6.8%	12	3.8%	18	6.0%	- 0.8
Not Found		28	8.3%	27	8.5%	33	11.0%	2.7

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 2014	FY 2015	Point Change FY 2002 to FY 2015
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
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 2014	FY 2015	Percent Change FY 2000 to FY 2015
Total		0	5	4	N/A
Race/Ethnicity					
White		0	2	1	N/A
African American		0	0	0	N/A
Hispanic		0	2	2	N/A
Asian		0	0	1	N/A
International		0	0	0	N/A


Other	0	1	0	N/A
Gender				
Male	0	2	0	N/A
Female	0	3	4	N/A

Developmental Education 23. The percent of underprepared students who satisfied TSI obligation within 2 years 	Fall 2011 Cohort							
	Total/Area Counts (a)	Number attempting developmental education (b)	Percent attempting developmental education (includes DevEd interventions) (b/a)	TSI obligations met (of those attempting developmental education) (d)	TSI obligations met through any means (of total) (e)	TSI obligations met (percent of those attempting developmental education) (d/b)	TSI obligations met (percent of total as reported by institution) (e/a)	TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†(a)
Summary Data								
Number of FTIC students	840							
Met state standards in all three areas	343							
Did not meet state standards in one, two, or all three areas (at entry)	350							
Unknown* (unduplicated)	147							
Data by Subject Area								
Met Standard								
Math	411	174	42.3%	N/A	N/A	N/A	N/A	N/A
Reading	545	87	16.0%	N/A	N/A	N/A	N/A	N/A
Writing	488	47	9.6%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	288	253	87.8%	118	119	46.6%	41.3%	41.7%
Reading	155	115	74.2%	61	67	53.0%	43.2%	43.9%
Writing	213	159	74.6%	85	90	53.5%	42.3%	42.7%
Unknown** (waived or military exemption)								
Math**	141	42	29.8%	N/A	N/A	N/A	N/A	N/A
Reading**	140	15	10.7%	N/A	N/A	N/A	N/A	N/A
Writing**	139	19	13.7%	N/A	N/A	N/A	N/A	N/A
Most- and Least-Prepared Populations								
Met state standards in all areas								
Math	343	130	37.9%	N/A	N/A	N/A	N/A	N/A
Reading	343	30	8.7%	N/A	N/A	N/A	N/A	N/A
Writing	343	23	6.7%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas								
Math	114	82	71.9%	26	27	31.7%	23.7%	24.6%
Reading	114	76	66.7%	35	40	46.1%	35.1%	36.0%
Writing	114	75	65.8%	32	34	42.7%	29.8%	30.7%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.


†Passed is the number of students who passed a first college-level course as shown on measure #14.

24. The number and percent of underprepared and prepared students who return the following fall 	Fall 2011 Cohort		
	Total (a)	Number returning (Fall 2012) (b)	Percent returning (Fall 2012) (b/a)
Summary Data			
Number of FTIC students	840	385	46
Met state standards in all areas	343	196	57.1%
Did not meet state standards in one, two, or all three areas	350	149	42.6%
Did not meet state standards in all three areas	114	43	37.7%
Unknown* (unduplicated)	147	40	27.2%
Data by Subject Area			
Met Standard by Area			
Math	411	226	55.0%
Reading	545	285	52.3%
Writing	488	261	53.5%
Did Not Meet Standard by Area			
Math	288	119	41.3%

Reading	155	63	40.6%
Writing	213	87	40.8%
Unknown** by Area (waived or military exemption)			
Math	141	40	28.4%
Reading	140	37	26.4%
Writing	139	37	26.6%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

	Fall 2000	Fall 2013	Fall 2014	%/Point Change Fall 2000 to Fall 2014
25. Course Completion Rate for Undergraduate State Funded Semester Credit				
Hours 				
Beginning semester credit hours	29,623	50,990	47,935	61.8%
Ending semester credit hours	26,614	44,310	41,670	56.6%
Completion rate	89.8%	86.9%	86.9%	- 2.9

Graduates Detail (FY 2015) - 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	300	91	7	0	398
African American	88	36	0	0	124
Hispanic	139	50	2	0	191
Asian	19	3	1	0	23
International	2	0	0	0	2
Other	15	6	1	0	22

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	186	80	9	0	275
Female	377	106	2	0	485

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	387	0	0	0	387
Technical	176	186	11	0	373
Continuing Education	0	0	0	0	0

Graduates Success Detail (FY 2014) - Temple College

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	69	57.5%
African American	17	14.2%
Hispanic	32	26.7%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	2	1.7%

Gender:

Gender	Number	Percent of Cohort
Male	40	33.3%
Female	80	66.7%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	29	46.0%
African American	9	14.3%
Hispanic	22	34.9%
Asian	1	1.6%
Native American		N/A
International	0	0.0%

Other 2 3.2%

Gender:

Gender	Number	Percent of Cohort
Male	12	19.0%
Female	51	81.0%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	34	52.3%
African American	10	15.4%
Hispanic	14	21.5%
Asian	6	9.2%
Native American		N/A
International	0	0.0%
Other	1	1.5%

Gender:

Gender	Number	Percent of Cohort
Male	33	50.8%
Female	32	49.2%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	14	60.9%
African American	5	21.7%
Hispanic	2	8.7%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	2	8.7%

Gender:

Gender	Number	Percent of Cohort
Male	6	26.1%
Female	17	73.9%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	37	55.2%
African American	12	17.9%
Hispanic	16	23.9%
Asian	2	3.0%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	22	32.8%
Female	45	67.2%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	150	62.5%
African American	40	16.7%
Hispanic	42	17.5%
Asian	4	1.7%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	60	25.0%
Female	180	75.0%

Graduates - Employed and Enrolled in a Senior Institution

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		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	4	66.7%
Female	2	33.3%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	1	33.3%
African American	2	66.7%
Hispanic	0	0.0%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	1	33.3%

Gender:

Gender	Number	Percent of Cohort
Male	1	33.3%
Female	2	66.7%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	7	38.9%
African American	9	50.0%
Hispanic	1	5.6%
Asian	0	0.0%
Native American		N/A
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	6	33.3%

Female 12 66.7%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	21	63.6%
African American	7	21.2%
Hispanic	4	12.1%
Asian	1	3.0%
Native American		N/A
International	5	15.2%
Other		N/A

Gender:

Gender	Number	Percent of Cohort
Male	9	27.3%
Female	24	72.7%

Transfer Detail (through FY 2015)- Temple College

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2015 Cohort	846	(100%)	685	(100%)	161	(100%)
0-12 hours	5	(0.6%)	4	(0.6%)	1	(0.6%)
13-24 hours	9	(1.1%)	8	(1.2%)	1	(0.6%)
25-29 hours	10	(1.2%)	10	(1.5%)	0	(0.0%)
30-42 hours	14	(1.7%)	14	(2.0%)	0	(0.0%)
43+ hours	98	(11.6%)	90	(13.1%)	8	(5.0%)
Non Transfer Completers	88	(10.4%)	68	(9.9%)	20	(12.4%)
Non Completers	622	(73.5%)	491	(71.7%)	131	(81.4%)
All Transfers Total	136	(16.1%)	126	(18.4%)	10	(6.2%)
Awarded Core	54	(6.4%)	52	(7.6%)	2	(1.2%)

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	2012		2013		2014	
		Number Takers	Pass Rate	Number Takers	Pass Rate	Number Takers	Pass Rate
43010700	Criminal Justice/Police Science	22	100.0%	26	100.0%	32	100.0%
51060200	Dental Hygiene/Hygienist	12	100.0%	9	100.0%	10	100.0%
51090800	Respiratory Care Therapy/Therapist	20	100.0%	16	100.0%	13	100.0%
51090900	Surgical Technology/Technologist	15	93.3%	15	100.0%	13	92.3%
51390100	Licensed Practical/Vocational Nurse Training	83	98.8%	69	97.1%	63	96.8%

Excellence - Contextual Measures

27. Certification and Licensure



	FY 2008	FY 2014	FY 2015	Point Change FY 2008 to FY 2015
Pass rate on state or national exams.	N/A	94.2%	95.0%	N/A

Pass rate on state or national exams.

For more information, see the [licensure report](#).

Quality Enhancement Plan

28. Quality Enhancement Plan, Including Reaffirmation Year



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>

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>

Highlighted Excellent Programs 2

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>

30. Significant Recognitions - 2014:



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:	

Significant Recognitions - 2015:

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 2014	FY 2015	Point Change FY 2000 to FY 2015
Institutional support as a percent of total operating expenditures	N/A	16.5%	16.3%	N/A

Tuition and Fees

32. Tuition and fees for 30 SCH.

	FY 2000	FY 2015	FY 2016	Percent Change FY 2000 to FY 2016
Tuition and fees for 30 SCH in two semesters	\$1,125	\$2,640	\$2,670	137.3%

Institutional Efficiency and Effectiveness - Contextual Measures

33. Faculty

	Fall 2000	Fall 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
Full-Time Total*	90	106	105	16.7%
Race/Ethnicity				
White	78 (86.7%)	92 (86.8%)	94 (89.5%)	20.5%
African American	4 (4.4%)	4 (3.8%)	2 (1.9%)	- 50.0%
Hispanic	8 (8.9%)	8 (7.5%)	7 (6.7%)	- 12.5%
Asian	0 (0.0%)	2 (1.9%)	2 (1.9%)	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%)	55 (51.9%)	57 (54.3%)	42.5%
Female	50 (55.6%)	51 (48.1%)	48 (45.7%)	- 4.0%
Part-Time Total*	117	155	141	20.5%
Race/Ethnicity				
White	111 (94.9%)	135 (87.1%)	120 (85.1%)	8.1%
African American	1 (0.9%)	4 (2.6%)	6 (4.3%)	500.0%
Hispanic	3 (2.6%)	10 (6.5%)	9 (6.4%)	200.0%
Asian	1 (0.9%)	4 (2.6%)	4 (2.8%)	300.0%
International	0 (0.0%)	1 (0.6%)	0 (0.0%)	N/A
Other	1 (0.9%)	1 (0.6%)	2 (1.4%)	100.0%
Gender				
Male	67 (57.3%)	49 (31.6%)	48 (34.0%)	- 28.4%
Female	50 (42.7%)	106 (68.4%)	93 (66.0%)	86.0%

*Hispanic faculty members, except international ones, are counted as Hispanic. Faculty who are "Multi-Racial one of which is African American" are included with the African American faculty. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International faculty are shown as a separate category.

	Fall 2000	Fall 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
34. FTE Student/FTE Faculty Ratio	16:1	22:1	22:1	37.5%

	Fall 2000	Fall 2013	Fall 2014	Percent Change Fall 2000 to Fall 2014
35. Contact Hours	585,182	946,976	902,286	54.2%
Taught by full-time faculty	73.7%	71.0%	74.2%	0.5
Taught by part-time faculty	26.3%	29.0%	25.8%	- 0.5

Institutional Efficiency and Effectiveness - Finance Measures


Finances per FTE Student

36. Funds by source divided by full-time equivalent students

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total revenues per FTE student	N/A	11,402	10,565	N/A
State funds per FTE student	N/A (N/A)	2,601 (22.8%)	2,878 (27.2%)	N/A
Local funds per FTE student	N/A (N/A)	2,398 (21.0%)	1,322 (12.5%)	N/A
Tuition and Fees per FTE student	N/A (N/A)	2,976 (26.1%)	2,983 (28.2%)	N/A
Federal revenue per FTE student	N/A (N/A)	3,427 (30.1%)	3,381 (32.0%)	N/A

37. Expenditures per full-time equivalent students 


	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
Total expenditures per FTE student	N/A	9,805	10,095	N/A
Instructional expenditures per FTE student	N/A (N/A)	3,582 (36.5%)	3,723 (36.9%)	N/A
Institution Support expenditures per FTE student	N/A (N/A)	1,618 (16.5%)	1,644 (16.3%)	N/A
Academic Support expenditures per FTE student	N/A (N/A)	667 (6.8%)	697 (6.9%)	N/A

38. Financial Viability Ratio 

	FY 2003	FY 2014	FY 2015	Point Change FY 2003 to FY 2015
Financial Viability Ratio	N/A	1.77%	1.17%	N/A

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/>

Success Points

	FY 2013	FY 2014	FY 2015	% Change FY 2013 to FY 2015
39 Success Points 				
Annual Success Point Total	7,871.0	8,198.0	8,618.0	9.5%
Math Readiness	292.0	312.0	251.0	- 14.0%
Read Readiness	121.5	116.0	76.5	- 37.0%
Write Readiness	136.0	136.5	83.0	- 39.0%
Students Who Complete 15 SCH	1,475.0	1,541.0	1,561.0	5.8%
Students Who Complete 30 SCH	992.0	918.0	948.0	- 4.4%
Students Who Transfer to a 4-Year Institution	1,188.0	1,176.0	1,286.0	8.2%
Students Who Pass First College-Level Math Course	660.0	776.0	862.0	30.6%
Students Who Pass First College-Level Read Course	727.5	845.5	901.5	23.9%
Students Who Pass First College-Level Write Course	573.5	797.5	936.0	63.2%
Degrees, Core Curriculum or Certificates (Unduplicated)	1,134.0	1,044.0	1,182.0	4.2%
Degrees or Certificates in Critical Fields	571.5	535.5	531.0	- 7.1%