

Temple College

Accountability Report

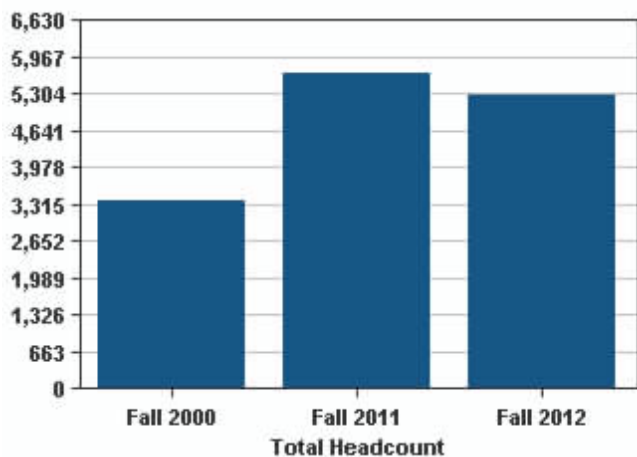
January 2013

Participation - Key Measures

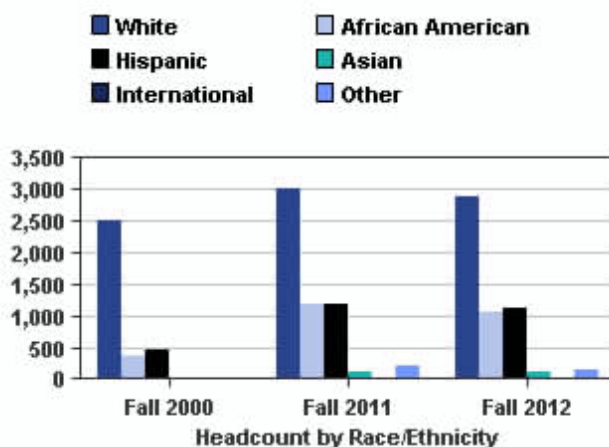
Enrollment

1. Fall Headcount (Unduplicated)

	Fall 2000		Fall 2011		Fall 2012		% Change Fall 2000 to 2012	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
Total	3,381		5,692		5,303		56.8%	7,159	74.1%
White	2,521	(74.6%)	3,003	(52.8%)	2,877	(54.3%)	14.1%	3,774	76.2%
African American	363	(10.7%)	1,192	(20.9%)	1,047	(19.7%)	188.4%	1,250	83.8%
Hispanic	444	(13.1%)	1,185	(20.8%)	1,120	(21.1%)	152.3%	1,717	65.2%
Asian	29	(0.9%)	104	(1.8%)	100	(1.9%)	244.8%		
International	3	(0.1%)	6	(0.1%)	6	(0.1%)	100.0%		
Other	21	(0.6%)	202	(3.5%)	153	(2.9%)	628.6%		
Gender									
Male	1,285	(38.0%)	1,876	(34.1%)	1,783	(33.6%)	38.8%		
Female	2,096	(62.0%)	3,816	(65.9%)	3,520	(66.4%)	67.9%		



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 2011		FY 2012		% Change FY 2000 to 2012
Total	5,724		11,082		10,730		87.5%
White	4,239	(74.1%)	5,820	(52.5%)	5,335	(49.7%)	25.9%
African American	669	(11.7%)	1,923	(17.4%)	2,041	(19.0%)	205.1%
Hispanic	708	(12.4%)	1,937	(17.5%)	1,898	(17.7%)	168.1%
Asian	67	(1.2%)	199	(1.8%)	212	(2.0%)	216.4%
International	6	(0.1%)	31	(0.3%)	21	(0.2%)	250.0%
Other	35	(0.6%)	1,172	(10.6%)	1,223	(11.4%)	3394.3%
Gender							
Male	2,164	(37.8%)	3,881	(35.7%)	3,706	(34.5%)	71.3%
Female	3,560	(62.2%)	7,201	(64.3%)	7,024	(65.5%)	97.3%

Participation - Contextual Measures

3. Enrollment by Semester	FY 2000	FY 2011	FY 2012	% Change FY 2000 to 2012
Fall	3,487	7,074	6,802	95.1%
Academic	1,868	5,048	4,700	151.6%
Technical	1,389	1,225	1,300	- 6.4%
Continuing Education	230	801	802	248.7%
Spring	3,535	7,176	6,779	91.8%
Academic	1,874	4,568	4,378	133.6%
Technical	1,334	1,309	1,221	- 8.5%
Continuing Education	327	1,299	1,180	260.9%
Summer	1,880	3,621	3,522	87.3%
Academic	1,087	2,079	2,021	85.9%
Technical	616	802	703	14.1%
Continuing Education	177	740	798	350.8%

Service Area Representation	FY 2005	FY 2011	FY 2012		
	Service difference (% Enr. - % Pop.)	Service difference (% Enr. - % Pop.)	Percent population in service area	Percent credit enrollment	Service difference (% Enr. - % Pop.)
4. Gap between demographic groups in the area and enrollment.					
Race/Ethnicity					
White	4.5%	- 2.1%	55.7%	51.0%	- 4.7%
African American	1.7%	6.9%	14.0%	23.8%	9.9%
Hispanic	- 4.9%	- 5.2%	23.3%	19.6%	- 3.7%
Other	- 1.3%	0.5%	6.9%	5.5%	- 1.4%
Gender					
Male	- 16.2%	- 18.6%	49.7%	32.6%	- 17.1%
Female	16.2%	18.6%	50.3%	67.4%	17.1%

5. Annual Semester Credit and Contact Hours	FY 2000	FY 2011	FY 2012	% Change FY 2000 to 2012
Annual Semester Credit Hours (SCH)	66,061	124,964	119,958	81.6%
Academic	46,559	99,428	94,377	102.7%
Technical	19,502	25,536	25,581	31.2%
Annual Contact Hours	1,493,593	2,655,815	2,578,009	72.6%
Academic	891,224	1,812,952	1,721,848	93.2%
Technical	569,171	731,588	724,104	27.2%
Continuing Education	33,198	111,275	132,057	297.8%

6. Financial Aid: Students Receiving Pell Grants	Fall 1999	Fall 2009	Fall 2010	Point Change Fall 1999 to Fall 2010
Total*	22.1%	42.7%	47.2%	25.1
White	16.7%	33.8%	39.1%	22.4
African American	47.3%	67.5%	71.5%	24.2
Hispanic	29.8%	47.6%	50.5%	20.7
Asian	14.3%	25.5%	30.5%	16.2
International	33.3%	14.3%	7.7%	- 25.6
Other	44.4%	35.6%	35.1%	- 9.3
Gender				
Male	15.7%	33.5%	38.1%	22.4
Female	26.3%	47.4%	52.0%	25.7

*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 2011	Fall 2012	% Change Fall 2000 to Fall 2012
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	3,381	5,464	5,094	50.7%
Full-Time Credential Seeking Students				
Total*	1,324	2,267	1,876	41.7%
White	959 (72.4%)	1,139 (50.2%)	938 (50.0%)	- 2.2%
African American	179 (13.5%)	511 (22.5%)	394 (21.0%)	120.1%
Hispanic	173 (13.1%)	483 (21.3%)	421 (22.4%)	143.4%
Asian	6 (0.5%)	46 (2.0%)	47 (2.5%)	683.3%
International	3 (0.2%)	2 (0.1%)	2 (0.1%)	- 33.3%
Other	4 (0.3%)	86 (3.8%)	74 (3.9%)	1750.0%
Gender				
Male	536 (40.5%)	820 (36.2%)	699 (37.3%)	30.4%
Female	788 (59.5%)	1,447 (63.8%)	1,177 (62.7%)	49.4%

Part-Time Credential Seeking Students

Total*	2,057		3,197		3,218		56.4%
White	1,562	(75.9%)	1,725	(54.0%)	1,813	(56.3%)	16.1%
African American	184	(8.9%)	640	(20.0%)	621	(19.3%)	237.5%
Hispanic	271	(13.2%)	667	(20.9%)	660	(20.5%)	143.5%
Asian	23	(1.1%)	54	(1.7%)	48	(1.5%)	108.7%
International	0	(0.0%)	3	(0.1%)	4	(0.1%)	N/A
Other	17	(0.8%)	108	(3.4%)	72	(2.2%)	323.5%
Gender							
Male	749	(36.4%)	983	(30.7%)	1,018	(31.6%)	35.9%
Female	1,308	(63.6%)	2,214	(69.3%)	2,200	(68.4%)	68.2%

8. First-Time In College Students

	Fall 2000	Fall 2011	Fall 2012	% Change Fall 2000 to Fall 2012
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	1,110	840	658	- 40.7%

Full-Time Credential Seeking Students

Total*	426		500		345		- 19.0%
White	285	(66.9%)	208	(41.6%)	165	(47.8%)	- 42.1%
African American	68	(16.0%)	141	(28.2%)	77	(22.3%)	13.2%
Hispanic	69	(16.2%)	117	(23.4%)	80	(23.2%)	15.9%
Asian	2	(0.5%)	10	(2.0%)	3	(0.9%)	50.0%
International	0	(0.0%)	2	(0.4%)	0	(0.0%)	N/A
Other	2	(0.5%)	22	(4.4%)	20	(5.8%)	900.0%
Gender							
Male	180	(42.3%)	229	(45.8%)	158	(45.8%)	- 12.2%
Female	246	(57.7%)	271	(54.2%)	187	(54.2%)	- 24.0%

Part-Time Credential Seeking Students

Total*	684		340		313		- 54.2%
White	558	(81.6%)	144	(42.4%)	131	(41.9%)	- 76.5%
African American	33	(4.8%)	102	(30.0%)	82	(26.2%)	148.5%
Hispanic	82	(12.0%)	68	(20.0%)	82	(26.2%)	0.0%
Asian	7	(1.0%)	4	(1.2%)	3	(1.0%)	- 57.1%
International	0	(0.0%)	0	(0.0%)	1	(0.3%)	N/A
Other	4	(0.6%)	22	(6.5%)	14	(4.5%)	250.0%
Gender							
Male	281	(41.1%)	120	(35.3%)	117	(37.4%)	- 58.4%
Female	403	(58.9%)	220	(64.7%)	196	(62.6%)	- 51.4%

*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 2011	FY 2012
Contract Training: Enrollment	N/A	N/A
Adult Basic Education: Enrollment as Reported to TEA	N/A	N/A
G.E.D.: Enrolled in G.E.D. Program	N/A	N/A

Fall 2012 Unduplicated Enrollment Detail - Temple College

By Age

Age	Count	Percent
Less than 18	911	17.2%
18 to 21	1,459	27.5%
22 to 24	573	10.8%
25 to 29	783	14.8%
30 to 34	569	10.7%
Over 35	1,008	19.0%
N/A	0	0.0%

By Status

Status	Count	Percent
Full-Time	1,930	36.4%
Part-Time	3,373	63.6%

By Type Major

Type Major	Count	Percent
Academic	4,232	79.8%
Technical	1,071	20.2%

By Enrollment Status

Status	Count	Percent
In-District	2,010	37.9%
Out-of-District	3,235	61.0%
Out-of-State	58	1.1%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	905	17.1%

FY 2012 Unduplicated Enrollment Detail - Temple College

By Age

Age	Count	Percent
Less than 18	1,029	9.6%
18 to 21	2,490	23.2%
22 to 24	1,265	11.8%
25 to 29	1,813	16.9%
30 to 34	1,273	11.9%
Over 35	2,860	26.7%
N/A	0	0.0%

By Type Major

Type Major	Count	Percent
Academic	6,349	59.2%
Technical	1,902	17.7%
Continuing Education	2,479	23.1%

By Enrollment Status

Status	Count	Percent
In-District	3,051	28.4%
Out-of-District	5,094	47.5%
Out-of-State	106	1.0%
Continuing Education	2,479	23.1%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	1,044	9.7%

FY 2012 Unduplicated Total by Semester Detail - Temple College**By Age**

Age	Fall	Spring	Summer
Less than 18	936	536	129
18 to 21	1,853	1,659	738
22 to 24	724	836	440
25 to 29	1,026	1,161	755
30 to 34	718	820	488
Over 35	1,545	1,767	972
N/A	0	0	0

By Race/Ethnicity

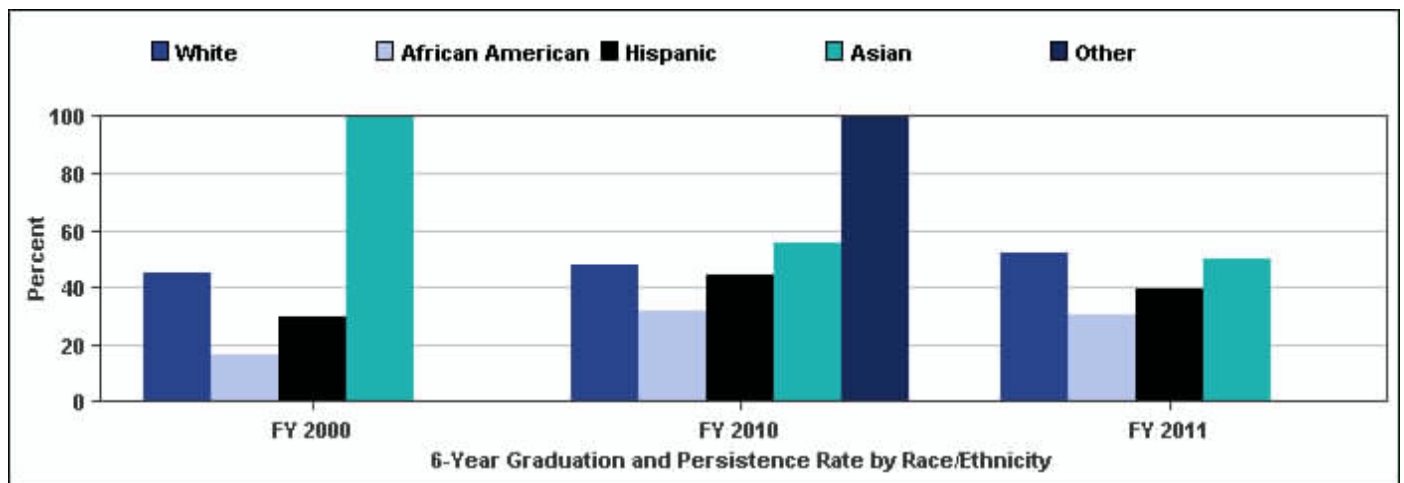
Race/Ethnicity	Fall	Spring	Summer
White	3,552	3,419	1,722
African American	1,319	1,282	737
Hispanic	1,330	1,254	583
Asian	127	130	89
International	11	12	5
Other	463	682	386

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 2010 (Entering Fall 2004 Cohort)	FY 2011 (Entering Fall 2005 Cohort)	Point Change FY 2000 to FY 2011
Total*	39.1%	44.8%	46.1%	7.0
Race/Ethnicity				
White	44.9%	47.7%	52.2%	7.3
African American	16.7%	31.8%	30.6%	13.9
Hispanic	29.8%	44.1%	39.3%	9.5
Asian	100.0%	55.6%	50.0%	- 50.0
Native American	0.0%	80.0%	50.0%	50.0
International	0.0%	0.0%	50.0%	50.0
Other (Unknown)	0.0%	100.0%	0.0%	0.0
Gender				
Male	41.7%	39.8%	39.8%	- 1.9
Female	36.8%	49.2%	50.6%	13.8



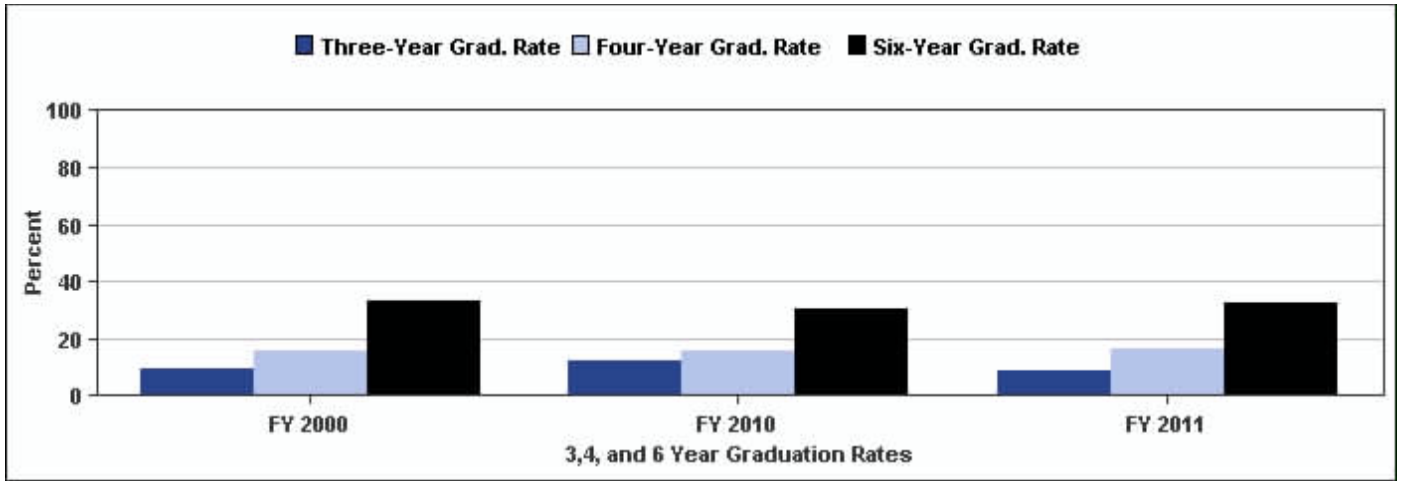
Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

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

	FY 2000		FY 2010		FY 2011		Point Change FY 2000 to FY 2011
	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	Entering Fall Cohort	Rate	
3-Year graduation rate (Total)	1997	32 (9.6%)	2007	67 (12.4%)	2008	40 (8.7%)	- 0.9
Baccalaureate or Above		0 (0.0%)		1 (0.2%)		0 (0.0%)	0.0
Associates		22 (6.6%)		55 (10.2%)		35 (7.6%)	1.0
Certificate		10 (3.0%)		11 (2.0%)		5 (1.1%)	- 1.9
No Award		301 (90.4%)		473 (87.6%)		418 (91.3%)	0.9
4-Year graduation rate (Total)	1996	53 (15.4%)	2006	85 (15.9%)	2007	90 (16.7%)	1.3
Baccalaureate or Above		2 (0.6%)		11 (2.1%)		19 (3.5%)	2.9
Associates		33 (9.6%)		60 (11.2%)		61 (11.3%)	1.7
Certificate		18 (5.2%)		14 (2.6%)		10 (1.9%)	- 3.3
No Award		291 (84.6%)		450 (84.1%)		450 (83.3%)	- 1.3
6-Year graduation rate (Total)	1994	100 (33.1%)	2004	146 (30.3%)	2005	137 (32.2%)	- 0.9
Baccalaureate or Above		52 (17.2%)		67 (13.9%)		60 (14.1%)	- 3.1
Associates		30 (9.9%)		51 (10.6%)		54 (12.7%)	2.8
Certificate		18 (6.0%)		28 (5.8%)		23 (5.4%)	- 0.6
No Award		202 (66.9%)		336 (69.7%)		288 (67.8%)	0.9

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

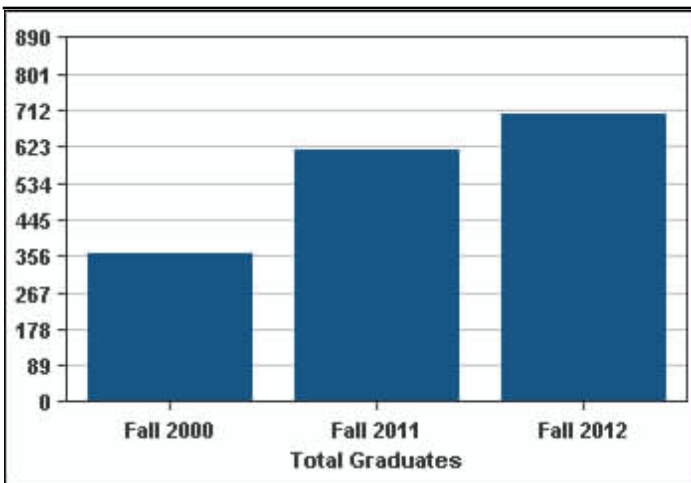


Source: CBM001, CBM002, and CBM009

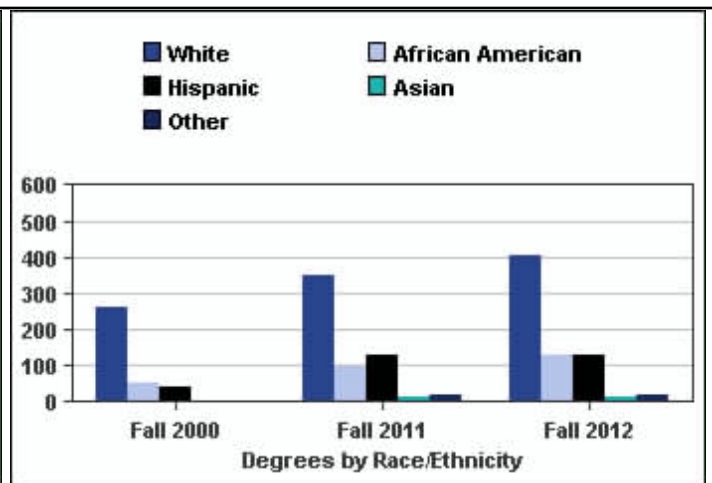
Degrees and Certificates

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

	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	364	616	704	93.4%	650	108%
White	260	350	407	56.5%		
African American	54	96	131	142.6%		
Hispanic	44	130	130	195.5%		
Asian	4	15	14	250.0%		
International	0	4	0	N/A		
Other	2	21	22	1000.0%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	205	417	512	149.8%	461	111.1%
Certificate 1	104	182	181	74.0%		
Certificate 2	55	17	10	-81.8%		
Advanced Technology Certificates	N/A	N/A	1	N/A		
Other Completers:						
ESC	N/A	N/A	N/A	N/A		
Core Completers	N/A	417	508	N/A		
Field of Study	N/A	N/A	N/A	N/A		
Gender						
Male	96	181	193	101.0%		
Female	268	435	511	90.7%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.									
	FY 2000			FY 2011			FY 2012		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	517	(100%)	2005	745	(100%)	2006	877	(100%)
0-12 hours		14	(2.7%)		19	(2.6%)		12	(1.4%)
13-24 hours		9	(1.7%)		22	(3.0%)		23	(2.6%)
25-29 hours		8	(1.5%)		15	(2.0%)		20	(2.3%)
30-42 hours		30	(5.8%)		24	(3.2%)		25	(2.9%)
43+ hours		65	(12.6%)		99	(13.3%)		124	(14.1%)
All Transfers Total		126	(24.4%)		179	(24.0%)		204	(23.3%)
Non Transfer Completers		65	(12.6%)		104	(14.0%)		87	(9.9%)
Non Completers		326	(63.1%)		462	(62.0%)		586	(66.8%)
Awarded Core		0	(0.0%)		32	(4.3%)		42	(4.8%)

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 2008 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	718						
Met state standards in all areas							
Math	261	2	119	45.6%	54	45.4%	20.7%
Reading	261	24	236	90.4%	155	65.7%	59.4%
Writing	261	13	214	82.0%	133	62.1%	51.0%
All students below state standard							
Math	302	N/A	42	13.9%	26	61.9%	8.6%
Reading	197	N/A	118	59.9%	74	62.7%	37.6%
Writing	141	N/A	76	53.9%	43	56.6%	30.5%
Not met state standards:							
In all three areas							
Math	90	N/A	4	4.4%	2	50.0%	2.2%
Reading	90	N/A	41	45.6%	26	63.4%	28.9%
Writing	90	N/A	46	51.1%	23	50.0%	25.6%
Math							
Not requiring developmental education	65	0	30	46.2%	12	40.0%	18.5%
Requiring developmental education	212	N/A	38	17.9%	24	63.2%	11.3%
Unknown / Not tested	90	N/A	0	0.0%	0	0.0%	0.0%
Reading							
Not requiring developmental education	175	3	150	85.7%	99	66.0%	56.6%
Requiring developmental education	107	N/A	77	72.0%	48	62.3%	44.9%
Unknown / Not tested	85	N/A	10	11.8%	6	60.0%	7.1%
Writing							
Not requiring developmental education	231	6	187	81.0%	113	60.4%	48.9%
Requiring developmental education	51	N/A	30	58.8%	20	66.7%	39.2%
Unknown / Not tested	85	N/A	9	10.6%	5	55.6%	5.9%

Success - Contextual Measures

15. Persistence Rates	Entering Cohort Fall 2000	Entering Cohort Fall 2010	Entering Cohort Fall 2011	Point Change Fall 2000 to Fall 2011
First-time Undergraduate Persistence rate after one year				
Total	66.7%	57.0%	50.0%	- 16.7
Same institution	55.3%	45.8%	42.6%	- 12.7
Other institutions	11.4%	11.2%	7.4%	- 4.0
White	67.6%	59.2%	53.8%	- 13.8
Same institution	56.5%	48.5%	45.2%	- 11.3
Other institutions	11.2%	10.8%	8.7%	- 2.5
African American	56.9%	52.4%	43.3%	- 13.6
Same institution	44.6%	37.3%	35.5%	- 9.1
Other institutions	12.3%	15.1%	7.8%	- 4.5
Hispanic	73.5%	53.4%	53.0%	- 20.5
Same institution	61.8%	45.8%	47.0%	- 14.8
Other institutions	11.8%	7.6%	6.0%	- 5.8
Asian	0.0%	62.5%	30.0%	30.0
Same institution	0.0%	50.0%	30.0%	30.0
Other institutions	0.0%	12.5%	0.0%	0.0
International	0.0%	0.0%	50.0%	50.0
Same institution	0.0%	0.0%	50.0%	50.0
Other institutions	0.0%	0.0%	0.0%	0.0
Other	50.0%	85.7%	50.0%	0.0
Same institution	50.0%	71.4%	45.5%	- 4.5
Other institutions	0.0%	14.3%	4.5%	4.5

	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 two years				
Total	56.4%	48.3%	42.1%	- 14.3
Same institution	26.7%	29.9%	26.8%	0.1
Other institutions	29.7%	18.4%	15.3%	- 14.4
White	60.2%	50.0%	43.0%	- 17.2
Same institution	27.4%	28.3%	25.4%	- 2.0
Other institutions	32.8%	21.7%	17.6%	- 15.2
African American	46.7%	44.3%	34.1%	- 12.6
Same institution	18.3%	27.5%	20.6%	2.3
Other institutions	28.3%	16.8%	13.5%	- 14.8
Hispanic	50.8%	48.1%	44.8%	- 6.0
Same institution	32.3%	34.8%	33.6%	1.3
Other institutions	18.5%	13.3%	11.2%	- 7.3
Asian	0.0%	57.1%	25.0%	25.0
Same institution	0.0%	28.6%	25.0%	25.0
Other institutions	0.0%	28.6%	0.0%	0.0
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%	55.6%	91.7%	91.7
Same institution	0.0%	33.3%	58.3%	58.3
Other institutions	0.0%	22.2%	33.3%	33.3

16. Awards in STEM Fields	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Fields						
Computer Science	62	53	43	- 30.6%	25	172.0%
Engineering	5	10	7	40.0%	20	35.0%
Math	0	1	1	N/A	10	10.0%
Physical Science	0	0	1	N/A	0	N/A
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	39	29	17	- 56.4%		
Cert 1	28	33	31	10.7%		
Cert 2	0	2	4	N/A		
Degrees in Critical Fields Advanced Technology Certificate	0	0	0	N/A		

17. Awards in Nursing	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Total	84	150	170	102.4%	165	103.0%
Associates	29	78	91	213.8%		
Cert 1	0	72	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

18. Awards in Allied Health	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	65	77	69	6.2%	75	92.0%
Associates	29	34	41	41.4%		
Cert 1	36	28	22	- 38.9%		
Cert 2	0	15	6	N/A		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		

19. Teacher Production and Certification	FY 2009	FY 2010	FY 2011
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 2009		FY 2010		FY 2011		Point Change FY 2009 to FY 2011
Academic							
Employed Only	62	39.5%	84	43.5%	88	42.7%	3.2
Employed and Enrolled (in Senior Institutions)	22	14.0%	27	14.0%	27	13.1%	- 0.9
Enrolled Only (in Senior Institutions)	38	24.2%	45	23.3%	50	24.3%	0.1
Enrolled Only (in Community Colleges)	9	5.7%	6	3.1%	16	7.8%	2.1
Not Found	26	16.6%	31	16.1%	25	12.1%	- 4.5
Technical							
Employed Only	267	85.0%	224	85.5%	259	80.7%	- 4.3
Employed and Enrolled (in Senior Institutions)	9	2.9%	4	1.5%	7	2.2%	- 0.7
Enrolled Only (in Senior Institutions)	5	1.6%	2	0.8%	4	1.2%	- 0.4
Enrolled Only (in Community Colleges)	12	3.8%	11	4.2%	23	7.2%	3.4
Not Found	21	6.7%	21	8.0%	28	8.7%	2.0

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 2011	FY 2012	Point Change FY 2002 to FY 2012
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 2011	FY 2012	Percent Change FY 2000 to FY 2012
Total	0	8	4	N/A

Race/Ethnicity				
White	0	6	3	N/A
African American	0	1	0	N/A
Hispanic	0	0	1	N/A
Asian	0	1	0	N/A
International	0	0	0	N/A
Other	0	0	0	N/A
Gender				
Male	0	0	1	N/A
Female	0	8	3	N/A

Developmental Education	Fall 2008 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)
23. Under-prepared students are given 2 years to satisfy their TSI obligation.							
Number of FTIC students	718						
Met state standards in all areas							
Math	261	51	19.5%	N/A	N/A	N/A	N/A
Reading	261	4	1.5%	N/A	N/A	N/A	N/A
Writing	261	1	0.4%	N/A	N/A	N/A	N/A
All students below state standard							
Math	302	275	91.1%	125	138	45.5%	45.7%
Reading	197	174	88.3%	118	139	67.8%	70.6%
Writing	141	110	78.0%	74	96	67.3%	68.1%
Not met state standards:							
In all three areas							
Math	90	81	90.0%	24	25	29.6%	27.8%
Reading	90	87	96.7%	51	53	58.6%	58.9%
Writing	90	74	82.2%	43	52	58.1%	57.8%
Met state standards in at least one area:							
Math							
Not requiring developmental education	65	17	26.2%	N/A	N/A	N/A	N/A
Requiring developmental education	212	194	91.5%	101	113	52.1%	53.3%
Unknown / Not tested	90	29	32.2%	10	44	34.5%	48.9%
Reading							
Not requiring developmental education	175	17	9.7%	N/A	N/A	N/A	N/A
Requiring developmental education	107	87	81.3%	67	86	77.0%	80.4%
Unknown / Not tested	85	20	23.5%	8	47	40.0%	55.3%
Writing							
Not requiring developmental education	231	1	0.4%	N/A	N/A	N/A	N/A
Requiring developmental education	51	36	70.6%	31	44	86.1%	86.3%
Unknown / Not tested	85	11	12.9%	3	48	27.3%	56.5%

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

24. Developmental Education: Underprepared and prepared students returning in fall.	Fall 2008 Cohort		
	Total	Number returning (Fall 2009)	Percent returning (Fall 2009)
Number of FTIC students	718		
Met state standards in all areas	261	163	62.5%
Not met state standards:			
In all three areas	90	46	51.1%
Math			
Not requiring developmental education	65	38	58.5%
Requiring developmental education	212	127	59.9%
Unknown / Not tested	90	30	33.3%
Reading			
Not requiring developmental education	175	104	59.4%
Requiring developmental education	107	61	57.0%
Unknown / Not tested	85	30	35.3%
Writing			
Not requiring developmental education	231	135	58.4%
Requiring developmental education	51	30	58.8%
Unknown / Not tested	85	30	35.3%

25. Course Completion Rate for Undergraduate State Funded Semester Credit Hours	Fall 2000	Fall 2010	Fall 2011	%/Point Change Fall 2000 to Fall 2011
	Beginning semester credit hours	29,623	56,569	53,156
Ending semester credit hours	26,614	48,987	45,888	72.4%
Completion rate	89.8%	86.6%	86.3%	- 3.5

Graduates Detail (FY 2012)- 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	98	8	1	407
African American	89	41	1	0	131
Hispanic	100	29	1	0	130
Asian	11	3	0	0	14
International	0	0	0	0	0
Other	12	10	0	0	22

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	151	37	5	0	193
Female	361	144	5	1	511

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	305	0	0	0	305
Technical	207	181	10	1	399
Continuing Education	0	0	0	N/A	0

Graduates Success Detail (FY 2011)- Temple College

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	49	55.7%
African American	14	15.9%
Hispanic	21	23.9%
Asian	1	1.1%
International	0	0.0%
Other	3	3.4%

Gender:

Gender	Number	Percent of Cohort
Male	27	30.7%
Female	61	69.3%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	15	55.6%
African American	4	14.8%
Hispanic	6	22.2%
Asian	2	7.4%
International	0	0.0%
Other	0	0.0%

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	28	56.0%
African American	7	14.0%
Hispanic	13	26.0%
Asian	1	2.0%
International	0	0.0%
Other	1	2.0%

Gender:

Gender	Number	Percent of Cohort
Male	22	44.0%
Female	28	56.0%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	9	56.3%
African American	2	12.5%
Hispanic	3	18.8%
Asian	2	12.5%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	3	18.8%
Female	13	81.3%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	13	52.0%
African American	5	20.0%
Hispanic	4	16.0%
Asian	2	8.0%
International	0	0.0%
Other	1	4.0%

Gender:

Gender	Number	Percent of Cohort
Male	8	32.0%
Female	17	68.0%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	159	61.4%
African American	39	15.1%
Hispanic	48	18.5%
Asian	4	1.5%
International	2	0.8%

Other 7 2.7%

Gender:

Gender	Number	Percent of Cohort
Male	58	22.4%
Female	201	77.6%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	5	71.4%
African American	0	0.0%
Hispanic	2	28.6%
Asian	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	1	14.3%
Female	6	85.7%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

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

Gender:

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

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	9	39.1%
African American	6	26.1%
Hispanic	7	30.4%
Asian	0	0.0%
International	0	0.0%
Other	1	4.3%

Gender:

Gender	Number	Percent of Cohort
Male	5	21.7%
Female	18	78.3%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	16	57.1%
African American	3	10.7%
Hispanic	7	25.0%

Asian	1	3.6%
International	0	0.0%
Other	1	3.6%

Gender:

Gender	Number	Percent of Cohort
Male	4	14.3%
Female	24	85.7%

Transfer Detail (FY 2012)- Temple College

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2012 Cohort	877	(100%)	559	(100%)	318	(100%)
0-12 hours	12	(1.4%)	9	(1.6%)	3	(0.9%)
13-24 hours	23	(2.6%)	16	(2.9%)	7	(2.2%)
25-29 hours	20	(2.3%)	12	(2.1%)	8	(2.5%)
30-42 hours	25	(2.9%)	21	(3.8%)	4	(1.3%)
43+ hours	124	(14.1%)	97	(17.4%)	27	(8.5%)
Non Transfer Completers	87	(9.9%)	32	(5.7%)	55	(17.3%)
Non Completers	586	(66.8%)	372	(66.5%)	214	(67.3%)
All Transfers Total	204	(23.3%)	155	(27.7%)	49	(15.4%)
Awarded Core	42	(4.8%)	35	(6.3%)	7	(2.2%)

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	2009		2010		2011	
		Number Takers	Pass Rate	Number Takers	Pass Rate	Number Takers	Pass Rate
51060200	Dental Hygiene/Hygienist	10	100.0%	12	91.7%	12	91.7%
43010400	Criminal Justice/Safety Studies	21	100.0%	18	100.0%	16	100.0%
51390100	Licensed Practical/Vocational Nurse Training	84	100.0%	74	100.0%	73	97.3%

Excellence - Contextual Measures

27. Certification and Licensure	FY 2005	FY 2011	FY 2012	Point Change FY 2005 to FY 2012
Pass rate on state or national exams.	88.8%	91.2%	91.2%	2.4

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

Quality Enhancement Plan

28. Quality Enhancement Plan, Including Reaffirmation Year
<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
<p>Highlighted Excellent Programs 1</p> <p>Temple College Dental Hygiene Program had 100% licensure passing rates since its inception 13 years ago. http://www.templejc.edu/dept/Dental/News.htm</p>

<p>Highlighted Excellent Programs 2</p> <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>

30. 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:	

Significant Recognitions - 2012:

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 2011	FY 2012	Point Change FY 2000 to FY 2012
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 2012	FY 2013	Percent Change FY 2000 to FY 2013
Tuition and fees for 30 SCH in two semesters	\$1,125	\$2,640	\$2,640	134.7%

Institutional Efficiency and Effectiveness - Contextual Measures

33. Faculty

	Fall 2000	Fall 2010	Fall 2011	Percent Change Fall 2000 to Fall 2011
Full-Time Total*	90	131	107	18.9%
Race/Ethnicity				
White	78 (86.7%)	110 (84.0%)	88 (82.2%)	12.8%
African American	4 (4.4%)	5 (3.8%)	4 (3.7%)	0.0%
Hispanic	8 (8.9%)	10 (7.6%)	11 (10.3%)	37.5%
Asian	0 (0.0%)	4 (3.1%)	3 (2.8%)	N/A
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	2 (1.5%)	1 (0.9%)	N/A
Gender				
Male	40 (44.4%)	57 (43.5%)	56 (52.3%)	40.0%
Female	50 (55.6%)	74 (56.5%)	51 (47.7%)	2.0%
Part-Time Total*	117	155	168	43.6%
Race/Ethnicity				
White	111 (94.9%)	135 (87.1%)	139 (82.7%)	25.2%
African American	1 (0.9%)	7 (4.5%)	5 (3.0%)	400.0%
Hispanic	3 (2.6%)	12 (7.7%)	8 (4.8%)	166.7%
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%)	0 (0.0%)	15 (8.9%)	1400.0%
Gender				
Male	67 (57.3%)	76 (49.0%)	66 (39.3%)	- 1.5%
Female	50 (42.7%)	79 (51.0%)	102 (60.7%)	104.0%

*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 2010	Fall 2011	Percent Change Fall 2000 to Fall 2011
34. FTE Student/FTE Faculty Ratio	16:1	21:1	23:1	43.8%
35. Contact Hours	585,182	929,980	983,952	68.1%
Taught by full-time faculty	73.7%	71.9%	69.3%	- 4.4
Taught by part-time faculty	26.3%	28.1%	30.7%	4.4

Institutional Efficiency and Effectiveness - Finance Measures

Finances per FTE Student

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

	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012
Total revenues per FTE student	7,657	12,344	N/A	N/A
State funds per FTE student	3,110 (40.6%)	2,365 (19.2%)	N/A (N/A)	N/A

Local funds per FTE student	1,472 (19.2%)	1,675 (13.6%)	N/A (N/A)	N/A
Tuition and Fees per FTE student	1,463 (19.1%)	3,938 (31.9%)	N/A (N/A)	N/A
Federal revenue per FTE student	989 (12.9%)	3,785 (30.7%)	N/A (N/A)	N/A

37. Expenditures per full-time equivalent students

	FY 2000	FY 2011	FY 2012	% Change FY 2000 to FY 2012
Total expenditures per FTE student	7,629	8,826	N/A	N/A
Instructional expenditures per FTE student	3,962 (51.9%)	3,067 (34.7%)	N/A (N/A)	N/A
Institution Support expenditures per FTE student	804 (10.5%)	1,295 (14.7%)	N/A (N/A)	N/A
Academic Support expenditures per FTE student	388 (5.1%)	567 (6.4%)	N/A (N/A)	N/A

38. Financial Viability Ratio

	FY 2003	FY 2011	FY 2012	Point Change FY 2003 to FY 2012
Financial Viability Ratio	0.3%	0.5%	N/A	N/A

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

Milestones

	FY 2009	FY 2010	FY 2011	% Change FY 2009 to FY 2011
39 Milestones				
Annual Success Point Total	7,567.0	7,757.3	8,156.3	7.8%
Math Readiness	312.0	230.0	255.0	- 18.3%
Read Readiness	152.0	69.5	70.0	- 53.9%
Write Readiness	103.0	65.5	80.0	- 22.3%
Students Who Complete 15 SCH	1,770.0	1,966.0	1,865.0	5.4%
Students Who Complete 30 SCH	1,044.0	1,172.0	1,202.0	15.1%
Students Who Transfer to a 4-Year Institution	556.0	622.0	640.0	15.1%
Students Who Pass First College-Level Math Course	635.0	573.0	670.0	5.5%
Students Who Pass First College-Level Read Course	1,217.0	1,077.0	1,037.0	- 14.8%
Students Who Pass First College-Level Write Course	678.0	710.5	724.5	6.9%
Degrees, Core Curriculum or Certificates (Unduplicated)	1,040.0	1,218.0	1,552.0	49.2%
Degrees or Certificates in Critical Fields	60.0	53.8	60.8	1.3%