

Temple College

Accountability Report

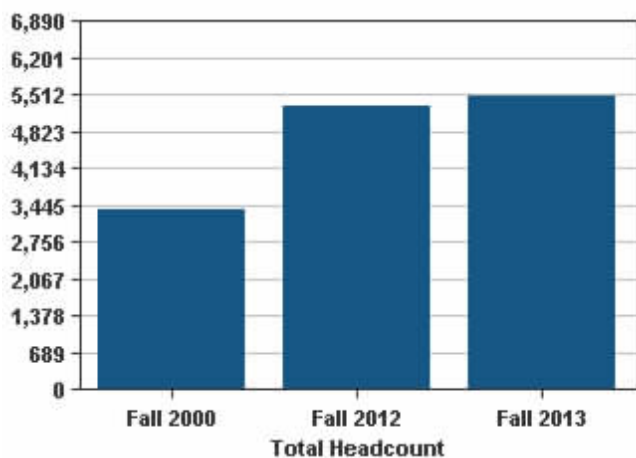
January 2014

Participation - Key Measures

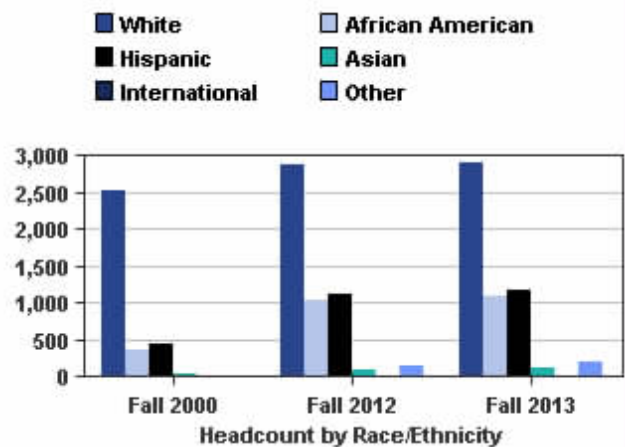
Enrollment

1. Fall Headcount (Unduplicated)

	Fall 2000		Fall 2012		Fall 2013		% Change Fall 2000 to 2013	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
Total (does not include flex entry)	3,381		5,303		5,506		62.9%	7,159	76.9 %
White	2,521	(74.6%)	2,877	(54.3%)	2,895	(52.6%)	14.8%	3,774	76.7%
African American	363	(10.7%)	1,047	(19.7%)	1,101	(20.0%)	203.3%	1,250	88.1%
Hispanic	444	(13.1%)	1,120	(21.1%)	1,173	(21.3%)	164.2%	1,717	68.3%
Asian	29	(0.9%)	100	(1.9%)	124	(2.3%)	327.6%		
International	3	(0.1%)	6	(0.1%)	4	(0.1%)	33.3%		
Other	21	(0.6%)	153	(2.9%)	209	(3.8%)	895.2%		
Gender									
Male	1,285	(38.0%)	1,783	(33.0%)	1,900	(34.5%)	47.9%		
Female	2,096	(62.0%)	3,520	(67.0%)	3,606	(65.5%)	72.0%		
Flex Entry	6		226		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 2012		FY 2013		% Change FY 2000 to 2013
Total	5,724		10,730		10,348		80.8%
White	4,239	(74.1%)	5,335	(49.7%)	5,165	(49.9%)	21.8%
African American	669	(11.7%)	2,041	(19.0%)	1,908	(18.4%)	185.2%
Hispanic	708	(12.4%)	1,898	(17.7%)	1,856	(17.9%)	162.1%
Asian	67	(1.2%)	212	(2.0%)	236	(2.3%)	252.2%
International	6	(0.1%)	21	(0.2%)	20	(0.2%)	233.3%
Other	35	(0.6%)	1,223	(11.4%)	1,163	(11.2%)	3222.9%
Gender							
Male	2,164	(37.8%)	3,706	(35.0%)	3,746	(36.2%)	73.1%
Female	3,560	(62.2%)	7,024	(65.0%)	6,602	(63.8%)	85.4%

Participation - Contextual Measures

3. Enrollment by Semester	FY 2000	FY 2012	FY 2013	% Change FY 2000 to 2013
Fall	3,487	6,802	6,313	81.0%
Academic	1,868	4,700	4,456	138.5%
Technical	1,389	1,300	1,103	- 20.6%
Continuing Education	230	802	754	227.8%
Spring	3,535	6,779	6,923	95.8%
Academic	1,874	4,378	4,383	133.9%
Technical	1,334	1,221	1,096	- 17.8%
Continuing Education	327	1,180	1,444	341.6%
Summer	1,880	3,522	3,349	78.1%
Academic	1,087	2,021	2,150	97.8%
Technical	616	703	677	9.9%
Continuing Education	177	798	522	194.9%

Service Area Representation	FY 2005	FY 2012	FY 2013		
	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%	- 4.7%	55.1%	51.5%	- 3.7%
African American	1.7%	9.9%	14.0%	23.4%	9.4%
Hispanic	- 4.9%	- 3.7%	23.8%	19.7%	- 4.1%
Other	- 1.3%	- 1.4%	7.1%	5.5%	- 1.6%
Gender					
Male	- 16.2%	- 17.1%	49.7%	33.3%	- 16.4%
Female	16.2%	17.1%	50.3%	66.7%	16.4%

5. Annual Semester Credit and Contact Hours	FY 2000	FY 2012	FY 2013	% Change FY 2000 to 2013
Annual Semester Credit Hours (SCH)	66,061	119,958	113,873	72.4%
Academic	46,559	94,377	91,261	96.0%
Technical	19,502	25,581	22,612	15.9%
Annual Contact Hours	1,493,593	2,578,009	2,431,956	62.8%
Academic	891,224	1,721,848	1,672,392	87.7%
Technical	569,171	724,104	635,792	11.7%
Continuing Education	33,198	132,057	123,772	272.8%

6. Financial Aid: Students Receiving Pell Grants	Fall 1999	Fall 2010	Fall 2011	Point Change Fall 1999 to Fall 2011
Total*	22.1%	47.2%	52.0%	29.9
White	16.7%	39.1%	41.2%	24.5
African American	47.3%	71.5%	77.7%	30.4
Hispanic	29.8%	50.5%	54.7%	24.9
Asian	14.3%	30.5%	39.4%	25.1
International	33.3%	7.7%	50.0%	16.7
Other	44.4%	35.1%	52.0%	7.6
Gender				
Male	15.7%	38.1%	42.7%	27.0
Female	26.3%	52.0%	56.6%	30.3

*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 2012	Fall 2013	% Change Fall 2000 to Fall 2013
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	3,381	5,094	5,303	56.8%
Full-Time Credential Seeking Students				
Total*	1,324	1,876	1,774	34.0%
White	959 (72.4%)	938 (50.0%)	856 (48.3%)	- 10.7%
African American	179 (13.5%)	394 (21.0%)	404 (22.8%)	125.7%
Hispanic	173 (13.1%)	421 (22.4%)	381 (21.5%)	120.2%
Asian	6 (0.5%)	47 (2.5%)	49 (2.8%)	716.7%
International	3 (0.2%)	2 (0.1%)	0 (0.0%)	-100.0%
Other	4 (0.3%)	74 (3.9%)	84 (4.7%)	2000.0%
Gender				
Male	536 (40.5%)	699 (37.3%)	714 (40.2%)	33.2%
Female	788 (59.5%)	1,177 (62.7%)	1,060 (59.8%)	34.5%

Part-Time Credential Seeking Students

Total*	2,057		3,218		3,529		71.6%
White	1,562	(75.9%)	1,813	(56.3%)	1,914	(54.2%)	22.5%
African American	184	(8.9%)	621	(19.3%)	666	(18.9%)	262.0%
Hispanic	271	(13.2%)	660	(20.5%)	755	(21.4%)	178.6%
Asian	23	(1.1%)	48	(1.5%)	72	(2.0%)	213.0%
International	0	(0.0%)	4	(0.1%)	2	(0.1%)	N/A
Other	17	(0.8%)	72	(2.2%)	120	(3.4%)	605.9%
Gender							
Male	749	(36.4%)	1,018	(31.6%)	1,127	(31.9%)	50.5%
Female	1,308	(63.6%)	2,200	(68.4%)	2,402	(68.1%)	83.6%

8. First-Time In College Students

	Fall 2000	Fall 2012	Fall 2013	% Change Fall 2000 to Fall 2013
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	1,110	658	772	- 30.5%

Full-Time Credential Seeking Students

Total*	426		345		400		- 6.1%
White	285	(66.9%)	165	(47.8%)	178	(44.5%)	- 37.5%
African American	68	(16.0%)	77	(22.3%)	99	(24.8%)	45.6%
Hispanic	69	(16.2%)	80	(23.2%)	88	(22.0%)	27.5%
Asian	2	(0.5%)	3	(0.9%)	9	(2.3%)	350.0%
International	0	(0.0%)	0	(0.0%)	0	(0.0%)	N/A
Other	2	(0.5%)	20	(5.8%)	26	(6.5%)	1200.0%
Gender							
Male	180	(42.3%)	158	(45.8%)	182	(45.5%)	1.1%
Female	246	(57.7%)	187	(54.2%)	218	(54.5%)	- 11.4%

Part-Time Credential Seeking Students

Total*	684		313		372		- 45.6%
White	558	(81.6%)	131	(41.9%)	166	(44.6%)	- 70.3%
African American	33	(4.8%)	82	(26.2%)	76	(20.4%)	130.3%
Hispanic	82	(12.0%)	82	(26.2%)	108	(29.0%)	31.7%
Asian	7	(1.0%)	3	(1.0%)	4	(1.1%)	- 42.9%
International	0	(0.0%)	1	(0.3%)	0	(0.0%)	N/A
Other	4	(0.6%)	14	(4.5%)	18	(4.8%)	350.0%
Gender							
Male	281	(41.1%)	117	(37.4%)	140	(37.6%)	- 50.2%
Female	403	(58.9%)	196	(62.6%)	232	(62.4%)	- 42.4%

*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 2012	FY 2013
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 2013 Unduplicated Enrollment Detail - Temple College

By Age

Age	Count	Percent
Less than 18	927	16.8%
18 to 21	1,627	29.5%
22 to 24	604	11.0%
25 to 29	742	13.5%
30 to 34	554	10.1%
Over 35	1,052	19.1%
N/A	0	0.0%

By Status

Status	Count	Percent
Full-Time	1,821	33.1%
Part-Time	3,685	66.9%

By Type Major

Type Major	Count	Percent
Academic	4,494	81.6%
Technical	1,012	18.4%

By Enrollment Status

Status	Count	Percent
In-District	2,175	39.5%
Out-of-District	3,261	59.2%
Out-of-State	70	1.3%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	925	16.8%

FY 2013 Unduplicated Enrollment Detail - Temple College

By Age

Age	Count	Percent
Less than 18	1,008	9.7%
18 to 21	2,295	22.2%
22 to 24	1,273	12.3%
25 to 29	1,733	16.7%
30 to 34	1,297	12.5%
Over 35	2,742	26.5%
N/A	0	0.0%

By Type Major

Type Major	Count	Percent
Academic	6,315	61.0%
Technical	1,680	16.2%
Continuing Education	2,353	22.7%

By Enrollment Status

Status	Count	Percent
In-District	2,974	28.7%
Out-of-District	4,926	47.6%
Out-of-State	95	0.9%
Continuing Education	2,353	22.7%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	1,010	9.8%

FY 2013 Unduplicated Total by Semester Detail - Temple College**By Age**

Age	Fall	Spring	Summer
Less than 18	916	490	97
18 to 21	1,581	1,623	824
22 to 24	729	825	478
25 to 29	981	1,130	675
30 to 34	723	884	470
Over 35	1,383	1,971	805
N/A	0	0	0

By Race/Ethnicity

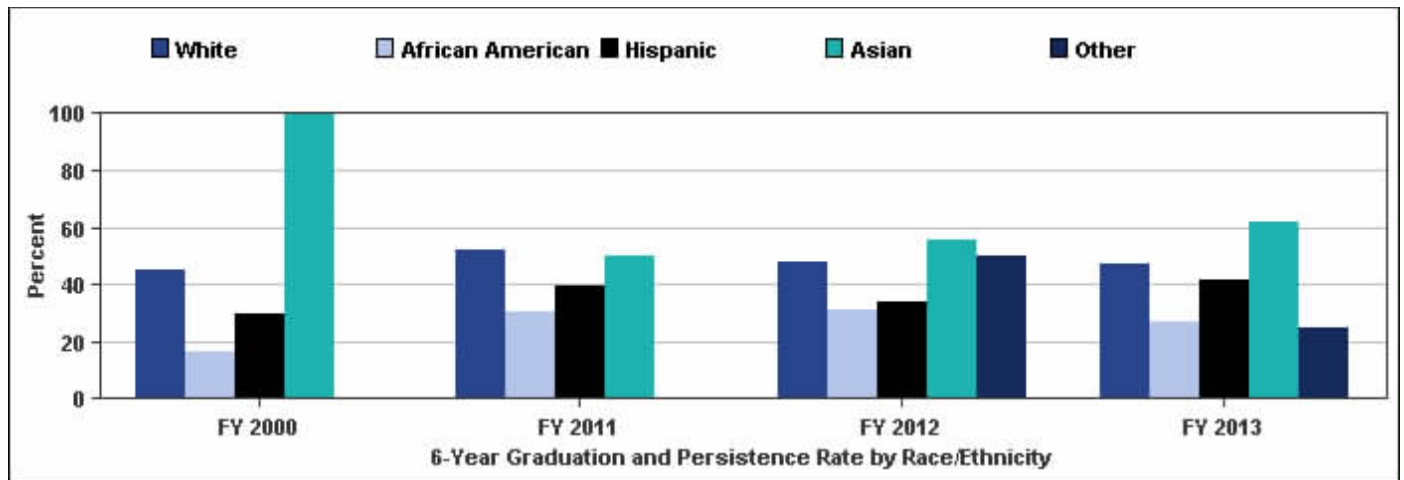
Race/Ethnicity	Fall	Spring	Summer
White	3,324	3,497	1,665
African American	1,153	1,318	647
Hispanic	1,229	1,321	579
Asian	149	149	77
International	9	13	7
Other	449	625	374

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 2011 (Entering Fall 2005 Cohort)	FY 2012 (Entering Fall 2006 Cohort)	FY 2013 (Entering Fall 2007 Cohort)	Point Change FY 2000 to FY 2013
Total*	39.1%	46.1%	41.9%	41.5%	2.4
Race/Ethnicity					
White	44.9%	52.2%	47.9%	47.1%	2.2
African American	16.7%	30.6%	30.9%	26.7%	10.0
Hispanic	29.8%	39.3%	33.6%	41.7%	11.9
Asian	100.0%	50.0%	55.6%	61.9%	- 38.1
Native American	0.0%	50.0%	50.0%	25.0%	25.0
International	0.0%	50.0%	33.3%	0.0%	0.0
Other (Unknown)	0.0%	0.0%	50.0%	25.0%	25.0
Gender					
Male	41.7%	39.8%	36.8%	37.8%	- 3.9
Female	36.8%	50.6%	45.7%	44.1%	7.3



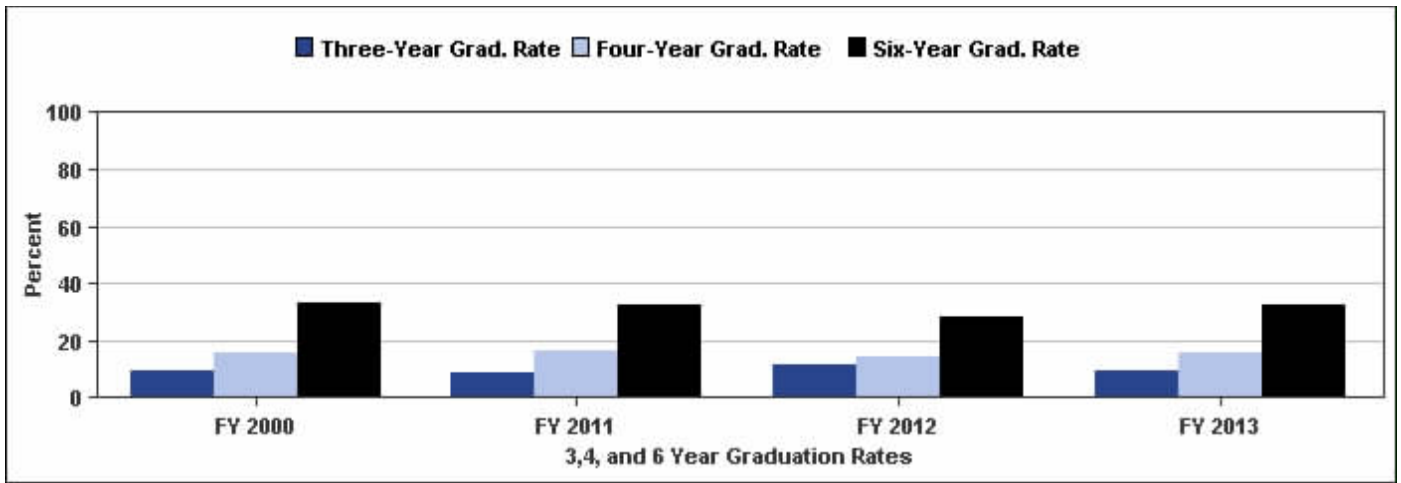
Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

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

	FY 2000		FY 2011		FY 2012		FY 2013		Point Change FY 2000 to FY 2013
	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%)	2008	40 (8.7%)	2009	59 (11.2%)	2010	51 (9.7%)	0.1
Baccalaureate or Above		0 (0.0%)		0 (0.0%)		0 (0.0%)		0 (0.0%)	0.0
Associates		22 (6.6%)		35 (7.6%)		46 (8.7%)		38 (7.2%)	0.6
Certificate		10 (3.0%)		5 (1.1%)		13 (2.5%)		13 (2.5%)	- 0.5
No Award		301 (90.4%)		418 (91.3%)		467 (88.8%)		475 (90.3%)	- 0.1
4-Year graduation rate (Total)	1996	53 (15.4%)	2007	90 (16.7%)	2008	64 (14.0%)	2009	81 (15.4%)	0.0
Baccalaureate or Above		2 (0.6%)		19 (3.5%)		5 (1.1%)		6 (1.1%)	0.5
Associates		33 (9.6%)		61 (11.3%)		52 (11.4%)		63 (12.0%)	2.4
Certificate		18 (5.2%)		10 (1.9%)		7 (1.5%)		12 (2.3%)	- 2.9
No Award		291 (84.6%)		450 (83.3%)		394 (86.0%)		445 (84.6%)	0.0
6-Year graduation rate (Total)	1994	100 (33.1%)	2005	137 (32.2%)	2006	152 (28.4%)	2007	177 (32.8%)	- 0.3
Baccalaureate or Above		52 (17.2%)		60 (14.1%)		77 (14.4%)		94 (17.6%)	0.2
Associates		30 (9.9%)		54 (12.7%)		58 (10.8%)		70 (13.0%)	3.1
Certificate		18 (6.0%)		23 (5.4%)		17 (3.2%)		13 (2.4%)	- 3.6
No Award		202 (66.9%)		288 (67.8%)		383 (71.6%)		363 (67.2%)	0.3

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

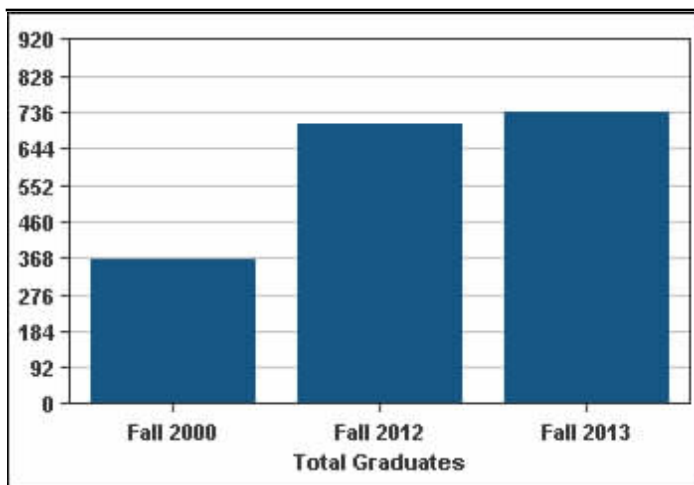


Source: CBM001, CBM002, and CBM009

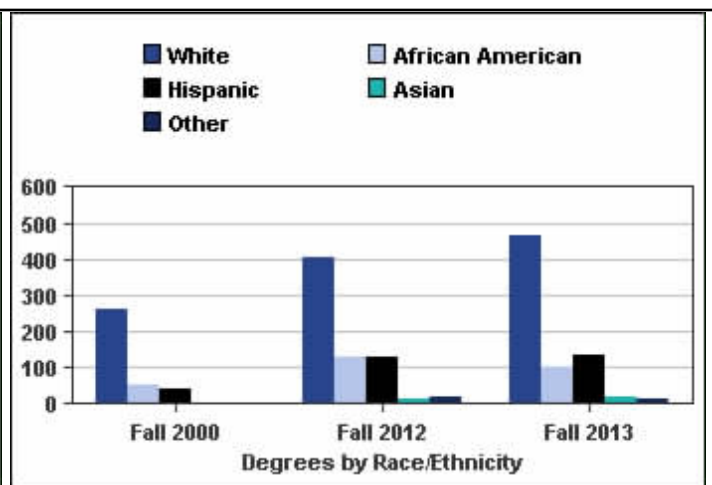
Degrees and Certificates

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

	FY 2000	FY 2012	FY 2013	% Change FY 2000 to FY 2013	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	364	704	735	101.9%	650	113%
White	260	407	467	79.6%		
African American	54	131	102	88.9%		
Hispanic	44	130	136	209.1%		
Asian	4	14	18	350.0%		
International	0	0	0	N/A		
Other	2	22	12	500.0%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	205	512	536	161.5%	461	116.3%
Certificate 1	104	181	187	79.8%		
Certificate 2	55	10	12	-78.2%		
Advanced Technology Certificates	N/A	1	N/A	N/A		
Other Completers:						
ESC	N/A	N/A	N/A	N/A		
Core Completers	N/A	508	397	N/A		
Field of Study	N/A	N/A	N/A	N/A		
Gender						
Male	96	193	235	144.8%		
Female	268	511	500	86.6%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.									
	FY 2000			FY 2012			FY 2013		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	517	(100%)	2006	877	(100%)	2007	852	(100%)
0-12 hours		14	(2.7%)		12	(1.4%)		17	(2.0%)
13-24 hours		9	(1.7%)		23	(2.6%)		27	(3.2%)
25-29 hours		8	(1.5%)		20	(2.3%)		27	(3.2%)
30-42 hours		30	(5.8%)		25	(2.9%)		29	(3.4%)
43+ hours		65	(12.6%)		124	(14.1%)		118	(13.8%)
All Transfers Total		126	(24.4%)		204	(23.3%)		218	(25.6%)
Non Transfer Completers		65	(12.6%)		87	(9.9%)		78	(9.2%)
Non Completers		326	(63.1%)		586	(66.8%)		556	(65.3%)
Awarded Core		0	(0.0%)		42	(4.8%)		31	(3.6%)

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 2009 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	851			
Met state standards in all three areas	319			
Did not meet state standards in one, two, or all three areas (at entry)	378			
Unknown* (unduplicated)	154			
Data by Subject Area				
Met Standard				
Math	369	4	76	21.7%
Reading	564	20	325	61.2%
Writing	523	14	266	53.5%
Did Not Meet Standard				
Math	337	N/A	26	7.7%
Reading	145	N/A	39	26.9%
Writing	185	N/A	34	18.4%
Unknown** (waived or military exemption)				
Math**	145	N/A	7	4.8%
Reading**	142	N/A	28	19.7%
Writing**	143	N/A	25	17.5%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	319	4	72	23.8%
Reading	319	16	217	73.0%
Writing	319	11	186	61.8%
Did Not Meet Standard in All Three Areas				
Math	97	N/A	3	3.1%
Reading	97	N/A	14	14.4%
Writing	97	N/A	10	10.3%

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 2011	Entering Cohort Fall 2012	Point Change Fall 2000 to Fall 2012
First-time Undergraduate Persistence rate after one year				
Total	66.7%	50.0%	56.7%	- 10.0
Same institution	55.3%	42.6%	48.8%	- 6.5
Other institutions	11.4%	7.4%	7.8%	- 3.6
White	67.6%	53.8%	61.0%	- 6.6
Same institution	56.5%	45.2%	51.2%	- 5.3
Other institutions	11.2%	8.7%	9.8%	- 1.4
African American	56.9%	43.3%	49.4%	- 7.5
Same institution	44.6%	35.5%	44.2%	- 0.4
Other institutions	12.3%	7.8%	5.2%	- 7.1
Hispanic	73.5%	53.0%	52.5%	- 21.0
Same institution	61.8%	47.0%	45.0%	- 16.8
Other institutions	11.8%	6.0%	7.5%	- 4.3
Asian	0.0%	30.0%	66.7%	66.7
Same institution	0.0%	30.0%	66.7%	66.7
Other institutions	0.0%	0.0%	0.0%	0.0
International	0.0%	50.0%	0.0%	0.0
Same institution	0.0%	50.0%	0.0%	0.0
Other institutions	0.0%	0.0%	0.0%	0.0
Other	50.0%	50.0%	65.0%	15.0
Same institution	50.0%	45.5%	60.0%	10.0
Other institutions	0.0%	4.5%	5.0%	5.0

	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 two years				
Total	56.4%	42.1%	37.4%	- 19.0
Same institution	26.7%	26.8%	24.2%	- 2.5
Other institutions	29.7%	15.3%	13.1%	- 16.6
White	60.2%	43.0%	44.3%	- 15.9
Same institution	27.4%	25.4%	23.9%	- 3.5
Other institutions	32.8%	17.6%	20.4%	- 12.4
African American	46.7%	34.1%	24.6%	- 22.1
Same institution	18.3%	20.6%	15.9%	- 2.4
Other institutions	28.3%	13.5%	8.7%	- 19.6
Hispanic	50.8%	44.8%	40.4%	- 10.4
Same institution	32.3%	33.6%	33.3%	1.0
Other institutions	18.5%	11.2%	7.0%	- 11.5
Asian	0.0%	25.0%	40.0%	40.0
Same institution	0.0%	25.0%	30.0%	30.0
Other institutions	0.0%	0.0%	10.0%	10.0
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	0.0%	91.7%	36.4%	36.4
Same institution	0.0%	58.3%	27.3%	27.3
Other institutions	0.0%	33.3%	9.1%	9.1

16. Awards in STEM Fields	FY 2000	FY 2012	FY 2013	% Change FY 2000 to FY 2013	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Fields						
Computer Science	62	43	44	- 29.0%	25	176.0%
Engineering	5	7	10	100.0%	20	50.0%
Math	0	1	1	N/A	10	10.0%
Physical Science	0	1	1	N/A	0	N/A
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	39	17	21	- 46.2%		
Cert 1	28	31	33	17.9%		
Cert 2	0	4	2	N/A		
Degrees in Critical Fields Advanced Technology Certificate	0	0	0	N/A		

17. Awards in Nursing	FY 2000	FY 2012	FY 2013	% Change FY 2000 to FY 2013	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Total	84	170	158	88.1%	165	95.8%
Associates	29	91	85	193.1%		
Cert 1	0	79	73	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 2012	FY 2013	% Change FY 2000 to FY 2013	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	65	69	71	9.2%	75	94.7%
Bachelor of Applied Technology	0	0	0	N/A		
Associates	29	41	33	13.8%		
Cert 1	36	22	28	- 22.2%		
Cert 2	0	6	10	N/A		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		

19. Teacher Production and Certification	FY 2010	FY 2011	FY 2012
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 2010	FY 2011	FY 2012	Point Change FY 2010 to FY 2012			
Academic							
Employed Only	84	43.5%	88	42.7%	141	46.2%	2.7
Employed and Enrolled (in Senior Institutions)	27	14.0%	27	13.1%	49	16.1%	2.1
Enrolled Only (in Senior Institutions)	45	23.3%	50	24.3%	60	19.7%	- 3.6
Enrolled Only (in Community Colleges)	6	3.1%	16	7.8%	14	4.6%	1.5
Not Found	31	16.1%	25	12.1%	41	13.4%	- 2.7
Technical							
Employed Only	224	85.5%	259	80.7%	275	81.1%	- 4.4
Employed and Enrolled (in Senior Institutions)	4	1.5%	7	2.2%	8	2.4%	0.9
Enrolled Only (in Senior Institutions)	2	0.8%	4	1.2%	5	1.5%	0.7
Enrolled Only (in Community Colleges)	11	4.2%	23	7.2%	23	6.8%	2.6
Not Found	21	8.0%	28	8.7%	28	8.3%	0.3

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 2012	FY 2013	Point Change FY 2002 to FY 2013
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 2012	FY 2013	Percent Change FY 2000 to FY 2013
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Total	0	4	9	N/A
Race/Ethnicity				
White	0	3	5	N/A
African American	0	0	2	N/A
Hispanic	0	1	2	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	0	0	N/A
Gender				
Male	0	1	2	N/A
Female	0	3	7	N/A

Developmental Education	Fall 2009 Cohort							TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†(a)
	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)	

Summary Data								
Number of FTIC students	851							
Met state standards in all three areas	319							
Did not meet state standards in one, two, or all three areas (at entry)	378							
Unknown* (unduplicated)	154							

Data by Subject Area								
Met Standard								
Math	369	133	36.0%	N/A	N/A	N/A	N/A	N/A
Reading	564	125	22.2%	N/A	N/A	N/A	N/A	N/A
Writing	523	54	10.3%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	337	307	91.1%	138	138	45.0%	40.9%	40.9%
Reading	145	123	84.8%	74	77	60.2%	53.1%	54.5%
Writing	185	149	80.5%	71	75	47.7%	40.5%	40.5%
Unknown** (waived or military exemption)								
Math**	145	47	32.4%	N/A	N/A	N/A	N/A	N/A
Reading**	142	25	17.6%	N/A	N/A	N/A	N/A	N/A
Writing**	143	19	13.3%	N/A	N/A	N/A	N/A	N/A

Most- and Least-Prepared Populations								
Met state standards in all areas								
Math	319	114	35.7%	N/A	N/A	N/A	N/A	N/A
Reading	319	25	7.8%	N/A	N/A	N/A	N/A	N/A
Writing	319	17	5.3%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas								
Math	97	72	74.2%	17	17	23.6%	17.5%	17.5%
Reading	97	79	81.4%	38	40	48.1%	41.2%	43.3%
Writing	97	67	69.1%	27	31	40.3%	32.0%	32.0%

*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 2009 Cohort		
	Total (a)	Number returning (Fall 2010) (b)	Percent returning (Fall 2010) (b/a)

Summary Data			
Number of FTIC students	851	465	55
Met state standards in all areas	319	209	65.5%
Did not meet state standards in one, two, or all three areas	378	202	53.4%
Did not meet state standards in all three areas	97	43	44.3%
Unknown* (unduplicated)	154	54	35.1%

Data by Subject Area

Met Standard by Area

Math	369	235	63.7%
Reading	564	342	60.6%
Writing	523	327	62.5%

Did Not Meet Standard by Area

Math	337	180	53.4%
Reading	145	73	50.3%
Writing	185	88	47.6%

Unknown by Area (waived or military exemption)**

Math	145	50	34.5%
Reading	142	50	35.2%
Writing	143	50	35.0%

*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 2011	Fall 2012	%/Point Change Fall 2000 to Fall 2012
25. Course Completion Rate for Undergraduate State Funded Semester Credit Hours				
Beginning semester credit hours	29,623	53,156	50,100	69.1%
Ending semester credit hours	26,614	45,888	43,776	64.5%
Completion rate	89.8%	86.3%	87.4%	- 2.5

Graduates Detail (FY 2013) - 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	331	125	11	0	467
African American	72	30	0	0	102
Hispanic	106	29	1	0	136
Asian	18	0	0	0	18
International	0	0	0	0	0
Other	9	3	0	0	12

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	162	63	10	0	235
Female	374	124	2	0	500

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	349	0	0	0	349
Technical	187	187	12	0	386
Continuing Education	0	0	0	N/A	0

Graduates Success Detail (FY 2012) - Temple College

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	89	63.1%
African American	24	17.0%
Hispanic	23	16.3%
Asian	2	1.4%
International	0	0.0%
Other	3	2.1%

Gender:

Gender	Number	Percent of Cohort
Male	49	34.8%
Female	92	65.2%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	33	67.3%
African American	4	8.2%
Hispanic	9	18.4%
Asian	1	2.0%
International	0	0.0%
Other	2	4.1%

Gender:

Gender	Number	Percent of Cohort
Male	19	38.8%

Female 30 61.2%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	31	51.7%
African American	10	16.7%
Hispanic	16	26.7%
Asian	2	3.3%
International	0	0.0%
Other	1	1.7%

Gender:

Gender	Number	Percent of Cohort
Male	20	33.3%
Female	40	66.7%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	7	50.0%
African American	3	21.4%
Hispanic	4	28.6%
Asian	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	0	0.0%
Female	14	100.0%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	17	41.5%
African American	10	24.4%
Hispanic	9	22.0%
Asian	1	2.4%
International	0	0.0%
Other	4	9.8%

Gender:

Gender	Number	Percent of Cohort
Male	18	43.9%
Female	23	56.1%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	165	60.0%
African American	53	19.3%
Hispanic	43	15.6%
Asian	6	2.2%
International	0	0.0%

Other 8 2.9%

Gender:

Gender	Number	Percent of Cohort
Male	49	17.8%
Female	226	82.2%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	6	75.0%
African American	2	25.0%
Hispanic	0	0.0%
Asian	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	1	12.5%
Female	7	87.5%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	3	60.0%
African American	2	40.0%
Hispanic	0	0.0%
Asian	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	1	20.0%
Female	4	80.0%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	11	47.8%
African American	9	39.1%
Hispanic	2	8.7%
Asian	0	0.0%
International	0	0.0%
Other	1	4.3%

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	13	46.4%
African American	6	21.4%
Hispanic	7	25.0%

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

Gender:

Gender	Number	Percent of Cohort
Male	13	46.4%
Female	15	53.6%

Transfer Detail (through FY 2013)- Temple College

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2013 Cohort	852	(100%)	523	(100%)	329	(100%)
0-12 hours	17	(2.0%)	14	(2.7%)	3	(0.9%)
13-24 hours	27	(3.2%)	17	(3.3%)	10	(3.0%)
25-29 hours	27	(3.2%)	14	(2.7%)	13	(4.0%)
30-42 hours	29	(3.4%)	20	(3.8%)	9	(2.7%)
43+ hours	118	(13.8%)	77	(14.7%)	41	(12.5%)
Non Transfer Completers	78	(9.2%)	37	(7.1%)	41	(12.5%)
Non Completers	556	(65.3%)	344	(65.8%)	212	(64.4%)
All Transfers Total	218	(25.6%)	142	(27.2%)	76	(23.1%)
Awarded Core	31	(3.6%)	28	(5.4%)	3	(0.9%)

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	2010		2011		2012	
		Number Takers	Pass Rate	Number Takers	Pass Rate	Number Takers	Pass Rate
51060200	Dental Hygiene/Hygienist	12	91.7%	12	91.7%	12	100.0%
51091000	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	1	100.0%	4	100.0%	6	100.0%
51390100	Licensed Practical/Vocational Nurse Training	74	100.0%	73	97.3%	83	98.8%

Excellence - Contextual Measures

27. Certification and Licensure	FY 2006	FY 2012	FY 2013	Point Change FY 2006 to FY 2013
Pass rate on state or national exams.	95.7%	91.2%	95.3%	- 0.4

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 Texxas High School Project. The Texas Bioscience Institute is a Middle College program in which students receive college credit while still in high school. Supported by a unique network of partnerships, TBI brings together ten different school districts, two private schools, home school students, numerous universities, the Temple Bioscience community, the Cancer Research Center, Scott & White Hospital, Texas A&M Medical School, Veterans Health Care Cardiovascular Center, and numerous other programs. The mission of TBI is to develop young scientists, with a focus in biotechnology/medical areas. Rigorous college level courses, participation in seminars focusing on research projects and observing in scientific laboratories engaged in cutting-edge research, and opportunities to engage in reflective discussions are all part of this academic focus and the TBI experience. http://thsp.org/cms/Onebc89.html?pagelId=533008</p>
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30. 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:	

Significant Recognitions - 2013:

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 2012	FY 2013	Point Change FY 2000 to FY 2013
Institutional support as a percent of total operating expenditures	10.5%	13.5%	16.4%	5.9

Tuition and Fees

32. Tuition and fees for 30 SCH.

	FY 2000	FY 2013	FY 2014	Percent Change FY 2000 to FY 2014
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 2011	Fall 2012	Percent Change Fall 2000 to Fall 2012
Full-Time Total*	90	107	111	23.3%
Race/Ethnicity				
White	78 (86.7%)	88 (82.2%)	93 (83.8%)	19.2%
African American	4 (4.4%)	4 (3.7%)	4 (3.6%)	0.0%
Hispanic	8 (8.9%)	11 (10.3%)	10 (9.0%)	25.0%
Asian	0 (0.0%)	3 (2.8%)	3 (2.7%)	N/A
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	1 (0.9%)	1 (0.9%)	N/A
Gender				
Male	40 (44.4%)	56 (52.3%)	56 (50.5%)	40.0%
Female	50 (55.6%)	51 (47.7%)	55 (49.5%)	10.0%
Part-Time Total*	117	168	145	23.9%
Race/Ethnicity				
White	111 (94.9%)	139 (82.7%)	129 (89.0%)	16.2%
African American	1 (0.9%)	5 (3.0%)	6 (4.1%)	500.0%
Hispanic	3 (2.6%)	8 (4.8%)	8 (5.5%)	166.7%
Asian	1 (0.9%)	1 (0.6%)	2 (1.4%)	100.0%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	1 (0.9%)	15 (8.9%)	0 (0.0%)	-100.0%
Gender				
Male	67 (57.3%)	66 (39.3%)	47 (32.4%)	- 29.9%
Female	50 (42.7%)	102 (60.7%)	98 (67.6%)	96.0%

*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 2011	Fall 2012	Percent Change Fall 2000 to Fall 2012
34. FTE Student/FTE Faculty Ratio	16:1	23:1	21:1	31.3%
35. Contact Hours	585,182	983,952	927,480	58.5%
Taught by full-time faculty	73.7%	69.3%	72.8%	- 0.9
Taught by part-time faculty	26.3%	30.7%	27.2%	0.9

Institutional Efficiency and Effectiveness - Finance Measures

Finances per FTE Student

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

	FY 2000	FY 2012	FY 2013	% Change FY 2000 to FY 2013
Total revenues per FTE student	7,657	12,913	11,236	46.7%
State funds per FTE student	3,110 (40.6%)	2,333 (18.1%)	2,344 (20.9%)	- 24.6%

Local funds per FTE student	1,472 (19.2%)	1,754 (13.6%)	1,850 (16.5%)	25.7%
Tuition and Fees per FTE student	1,463 (19.1%)	4,539 (35.2%)	4,648 (41.4%)	217.7%
Federal revenue per FTE student	989 (12.9%)	3,648 (28.3%)	3,461 (30.8%)	249.9%

37. Expenditures per full-time equivalent students

	FY 2000	FY 2012	FY 2013	% Change FY 2000 to FY 2013
Total expenditures per FTE student	7,629	9,090	9,616	26.0%
Instructional expenditures per FTE student	3,962 (51.9%)	3,165 (34.8%)	3,392 (35.3%)	- 14.4%
Institution Support expenditures per FTE student	804 (10.5%)	1,230 (13.5%)	1,582 (16.5%)	96.8%
Academic Support expenditures per FTE student	388 (5.1%)	598 (6.6%)	623 (6.5%)	60.6%

38. Financial Viability Ratio

	FY 2003	FY 2012	FY 2013	Point Change FY 2003 to FY 2013
Financial Viability Ratio	N/A	0.58%	0.62%	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/>

Success Points

	FY 2011	FY 2012	FY 2013	% Change FY 2011 to FY 2013
39 Success Points				
Annual Success Point Total	7,924.3	7,107.3	N/A	N/A
Math Readiness	255.0	231.0	N/A	N/A
Read Readiness	70.0	68.5	N/A	N/A
Write Readiness	80.0	75.5	N/A	N/A
Students Who Complete 15 SCH	1,865.0	1,529.0	N/A	N/A
Students Who Complete 30 SCH	1,202.0	930.0	N/A	N/A
Students Who Transfer to a 4-Year Institution	408.0	348.0	N/A	N/A
Students Who Pass First College-Level Math Course	670.0	638.0	N/A	N/A
Students Who Pass First College-Level Read Course	1,037.0	836.0	N/A	N/A
Students Who Pass First College-Level Write Course	724.5	586.0	N/A	N/A
Degrees, Core Curriculum or Certificates (Unduplicated)	1,066.0	1,260.0	N/A	N/A
Degrees or Certificates in Critical Fields	546.8	605.3	N/A	N/A