

Temple College

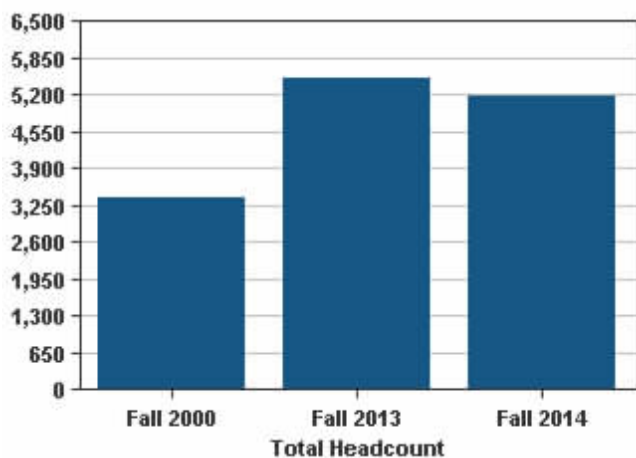
Accountability Report

January 2015

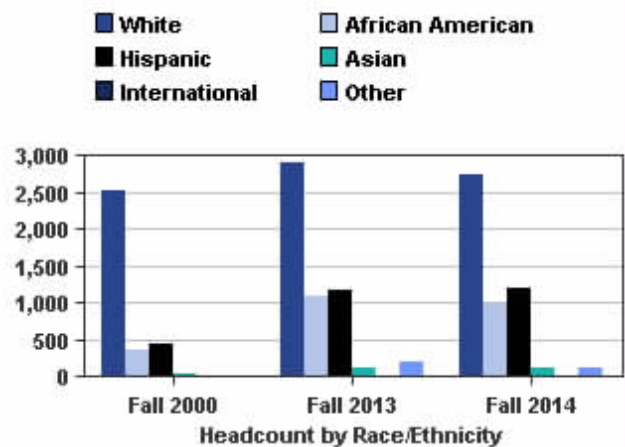
Participation - Key Measures

Enrollment

1. Fall Headcount (Unduplicated)									
	Fall 2000		Fall 2013		Fall 2014		% Change Fall 2000 to 2014	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total (does not include flex entry)	3,381		5,506		5,197		53.7%	7,159	72.6 %
White	2,521	(74.6%)	2,895	(52.6%)	2,751	(52.9%)	9.1%	3,774	72.9%
African American	363	(10.7%)	1,101	(20.0%)	979	(18.8%)	169.7%	1,250	78.3%
Hispanic	444	(13.1%)	1,173	(21.3%)	1,214	(23.4%)	173.4%	1,717	70.7%
Asian	29	(0.9%)	124	(2.3%)	122	(2.3%)	320.7%		
International	3	(0.1%)	4	(0.1%)	7	(0.1%)	133.3%		
Other	21	(0.6%)	209	(3.8%)	124	(2.4%)	490.5%		
Gender									
Male	1,285	(38.0%)	1,900	(33.6%)	1,758	(33.8%)	36.8%		
Female	2,096	(62.0%)	3,606	(66.4%)	3,439	(66.2%)	64.1%		
Flex Entry	6		210		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 2013		FY 2014		% Change FY 2000 to 2014
Total	5,724		10,348		10,451		82.6%
White	4,239	(74.1%)	5,165	(49.9%)	5,224	(50.0%)	23.2%
African American	669	(11.7%)	1,908	(18.4%)	1,822	(17.4%)	172.3%
Hispanic	708	(12.4%)	1,856	(17.9%)	1,900	(18.2%)	168.4%
Asian	67	(1.2%)	236	(2.3%)	269	(2.6%)	301.5%
International	6	(0.1%)	20	(0.2%)	10	(0.1%)	66.7%
Other	35	(0.6%)	1,163	(11.2%)	1,226	(11.7%)	3402.9%
Gender							
Male	2,166	(37.8%)	3,746	(34.5%)	4,044	(38.7%)	86.7%
Female	3,558	(62.2%)	6,602	(65.5%)	6,407	(61.3%)	80.1%

Participation - Contextual Measures

3. Enrollment by Semester	FY 2000	FY 2013	FY 2014	% Change FY 2000 to 2014
Fall	3,487	6,313	6,640	90.4%
Academic	1,868	4,456	4,739	153.7%
Technical	1,389	1,103	1,053	- 24.2%
Continuing Education	230	754	848	268.7%
Spring	3,535	6,923	6,599	86.7%
Academic	1,874	4,383	4,365	132.9%
Technical	1,334	1,096	985	- 26.2%
Continuing Education	327	1,444	1,249	282.0%
Summer	1,880	3,349	3,407	81.2%
Academic	1,087	2,150	2,025	86.3%
Technical	616	677	594	- 3.6%
Continuing Education	177	522	788	345.2%

Service Area Representation

4. Gap between demographic groups in the area and enrollment.	FY 2005	FY 2013	FY 2014		
	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%	- 3.7%	54.5%	50.2%	- 4.3%
African American	1.7%	9.4%	14.0%	22.6%	8.6%
Hispanic	- 4.9%	- 4.1%	24.3%	21.2%	- 3.1%
Other	- 1.3%	- 1.6%	7.2%	6.0%	- 1.2%
Gender					
Male	- 16.2%	- 16.4%	49.6%	33.8%	- 15.8%
Female	16.2%	16.4%	50.4%	66.2%	15.8%

5. Annual Semester Credit and Contact Hours	FY 2000	FY 2013	FY 2014	% Change FY 2000 to 2014
Annual Semester Credit Hours (SCH)	66,061	113,873	112,909	70.9%
Academic	46,559	91,261	92,906	99.5%
Technical	19,502	22,612	20,003	2.6%
Annual Contact Hours	1,493,593	2,431,956	2,433,203	62.9%
Academic	891,224	1,672,392	1,716,528	92.6%
Technical	569,171	635,792	587,220	3.2%
Continuing Education	33,198	123,772	129,455	289.9%
Distance Education Hours				
Hybrid/Blended on campus	0	0	0	N/A
Fully-distance education/Internet	1,793	37,848	34,837	1842.9%

6. Financial Aid: Students Receiving Pell Grants	Fall 1999	Fall 2011	Fall 2012	Point Change Fall 1999 to Fall 2012
Total*	22.1%	52.0%	50.8%	28.7
White	16.7%	41.2%	41.4%	24.7
African American	47.3%	77.7%	75.4%	28.1
Hispanic	29.8%	54.7%	52.4%	22.6
Asian	14.3%	39.4%	39.0%	24.7
International	33.3%	50.0%	66.7%	33.4
Other	44.4%	52.0%	56.2%	11.8
Gender				
Male	15.7%	42.7%	41.2%	25.5
Female	26.3%	56.6%	55.7%	29.4

*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 2013	Fall 2014	% Change Fall 2000 to Fall 2014
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	3,381	5,303	5,013	48.3%
Full-Time Credential Seeking Students				
Total*	1,324	1,774	1,711	29.2%
White	959 (72.4%)	856 (48.3%)	874 (51.1%)	- 8.9%
African American	179 (13.5%)	404 (22.8%)	357 (20.9%)	99.4%
Hispanic	173 (13.1%)	381 (21.5%)	381 (22.3%)	120.2%
Asian	6 (0.5%)	49 (2.8%)	52 (3.0%)	766.7%
International	3 (0.2%)	0 (0.0%)	3 (0.2%)	0.0%
Other	4 (0.3%)	84 (4.7%)	44 (2.6%)	1000.0%

Gender						
Male	536	(40.5%)	714	(40.2%)	658	(38.5%)
Female	788	(59.5%)	1,060	(59.8%)	1,053	(61.5%)
Part-Time Credential Seeking Students						
Total*	2,057		3,529		3,302	60.5%
White	1,562	(75.9%)	1,914	(54.2%)	1,773	(53.7%)
African American	184	(8.9%)	666	(18.9%)	593	(18.0%)
Hispanic	271	(13.2%)	755	(21.4%)	794	(24.0%)
Asian	23	(1.1%)	72	(2.0%)	64	(1.9%)
International	0	(0.0%)	2	(0.1%)	3	(0.1%)
Other	17	(0.8%)	120	(3.4%)	75	(2.3%)
Gender						
Male	749	(36.4%)	1,127	(31.9%)	1,043	(31.6%)
Female	1,308	(63.6%)	2,402	(68.1%)	2,259	(68.4%)

8. First-Time In College Students	Fall 2000	Fall 2013	Fall 2014	% Change Fall 2000 to Fall 2014
Credential-Seeking Undergraduate Students (Full- and Part- Time)				
Total	1,110	772	674	- 39.3%
Full-Time Credential Seeking Students				
Total*	426	400	351	- 17.6%
White	285 (66.9%)	178 (44.5%)	169 (48.1%)	- 40.7%
African American	68 (16.0%)	99 (24.8%)	80 (22.8%)	17.6%
Hispanic	69 (16.2%)	88 (22.0%)	93 (26.5%)	34.8%
Asian	2 (0.5%)	9 (2.3%)	6 (1.7%)	200.0%
International	0 (0.0%)	0 (0.0%)	1 (0.3%)	N/A
Other	2 (0.5%)	26 (6.5%)	2 (0.6%)	0.0%
Gender				
Male	180 (42.3%)	182 (45.5%)	155 (44.2%)	- 13.9%
Female	246 (57.7%)	218 (54.5%)	196 (55.8%)	- 20.3%
Part-Time Credential Seeking Students				
Total*	684	372	323	- 52.8%
White	558 (81.6%)	166 (44.6%)	144 (44.6%)	- 74.2%
African American	33 (4.8%)	76 (20.4%)	66 (20.4%)	100.0%
Hispanic	82 (12.0%)	108 (29.0%)	100 (31.0%)	22.0%
Asian	7 (1.0%)	4 (1.1%)	5 (1.5%)	- 28.6%
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	4 (0.6%)	18 (4.8%)	8 (2.5%)	100.0%
Gender				
Male	281 (41.1%)	140 (37.6%)	130 (40.2%)	- 53.7%
Female	403 (58.9%)	232 (62.4%)	193 (59.8%)	- 52.1%

*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 2013	FY 2014
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 2014 Unduplicated Enrollment Detail - Temple College

By Age

Age	Count	Percent
Less than 18	944	18.2%
18 to 21	1,557	30.0%
22 to 24	531	10.2%
25 to 29	666	12.8%
30 to 34	517	9.9%
Over 35	982	18.9%
N/A	0	0.0%

By Status

Status	Count	Percent
Full-Time	1,769	34.0%
Part-Time	3,428	66.0%

By Type Major

Type Major	Count	Percent
Academic	4,346	83.6%
Technical	851	16.4%

By Enrollment Status

Status	Count	Percent
In-District	2,149	41.4%
Out-of-District	2,993	57.6%
Out-of-State	55	1.1%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	962	18.5%

FY 2014 Unduplicated Enrollment Detail - Temple College

By Age

Age	Count	Percent
Less than 18	995	9.5%
18 to 21	2,439	23.3%
22 to 24	1,192	11.4%
25 to 29	1,648	15.8%
30 to 34	1,233	11.8%
Over 35	2,908	27.8%
N/A	36	0.3%

By Type Major

Type Major	Count	Percent
Academic	6,288	60.2%
Technical	1,556	14.9%
Continuing Education	2,607	24.9%

By Enrollment Status

Status	Count	Percent
In-District	3,034	29.0%
Out-of-District	4,704	45.0%
Out-of-State	106	1.0%
Continuing Education	2,607	24.9%

Dual Credit Enrollment

Status	Count	Percent
Dual Credit	988	9.5%

FY 2014 Unduplicated Total by Semester Detail - Temple College

By Age

Age	Fall	Spring	Summer
Less than 18	931	463	102
18 to 21	1,801	1,739	821
22 to 24	733	726	459
25 to 29	960	1,031	625
30 to 34	701	779	463
Over 35	1,514	1,861	901
N/A	0	0	36

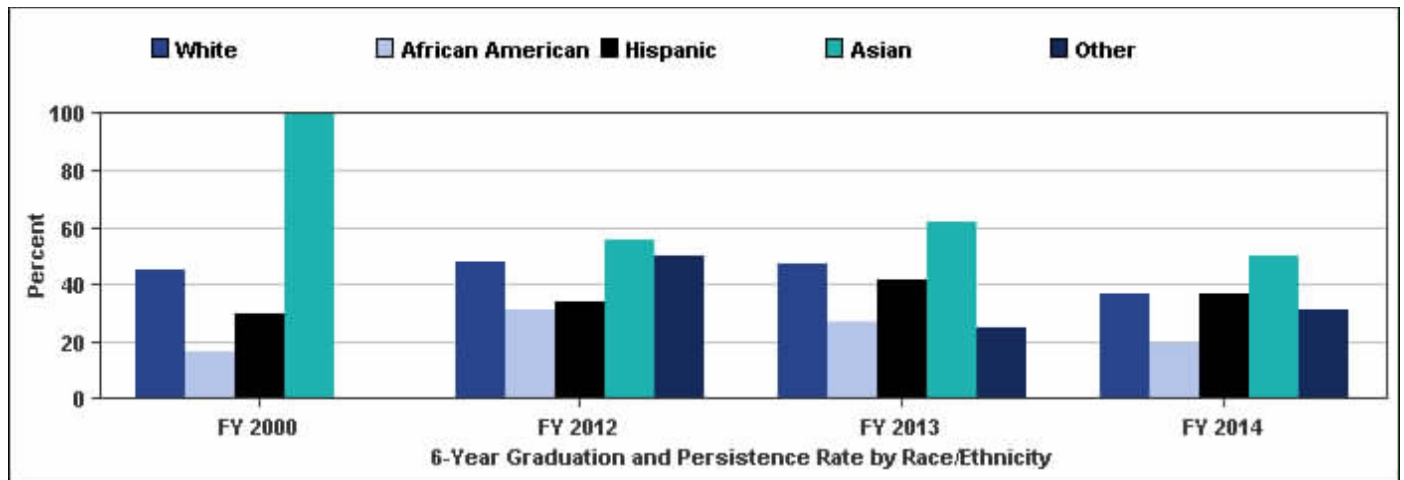
By Race/Ethnicity

Race/Ethnicity	Fall	Spring	Summer
White	3,461	3,401	1,655
African American	1,202	1,187	657
Hispanic	1,294	1,264	647
Asian	173	161	102
International	4	7	4
Other	506	579	342

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 2012 (Entering Fall 2006 Cohort)	FY 2013 (Entering Fall 2007 Cohort)	FY 2014 (Entering Fall 2008 Cohort)	Point Change FY 2000 to FY 2014
Total*	39.1%	41.9%	41.5%	33.2%	- 5.9
Race/Ethnicity					
White	44.9%	47.9%	47.1%	36.8%	- 8.1
African American	16.7%	30.9%	26.7%	19.0%	2.3
Hispanic	29.8%	33.6%	41.7%	36.4%	6.6
Asian	100.0%	55.6%	61.9%	50.0%	- 50.0
Native American	0.0%	50.0%	25.0%	25.0%	25.0
International	0.0%	33.3%	0.0%	0.0%	0.0
Other (Unknown)	0.0%	50.0%	25.0%	30.8%	30.8
Gender					
Male	41.7%	36.8%	37.8%	32.2%	- 9.5
Female	36.8%	45.7%	44.1%	34.0%	- 2.8

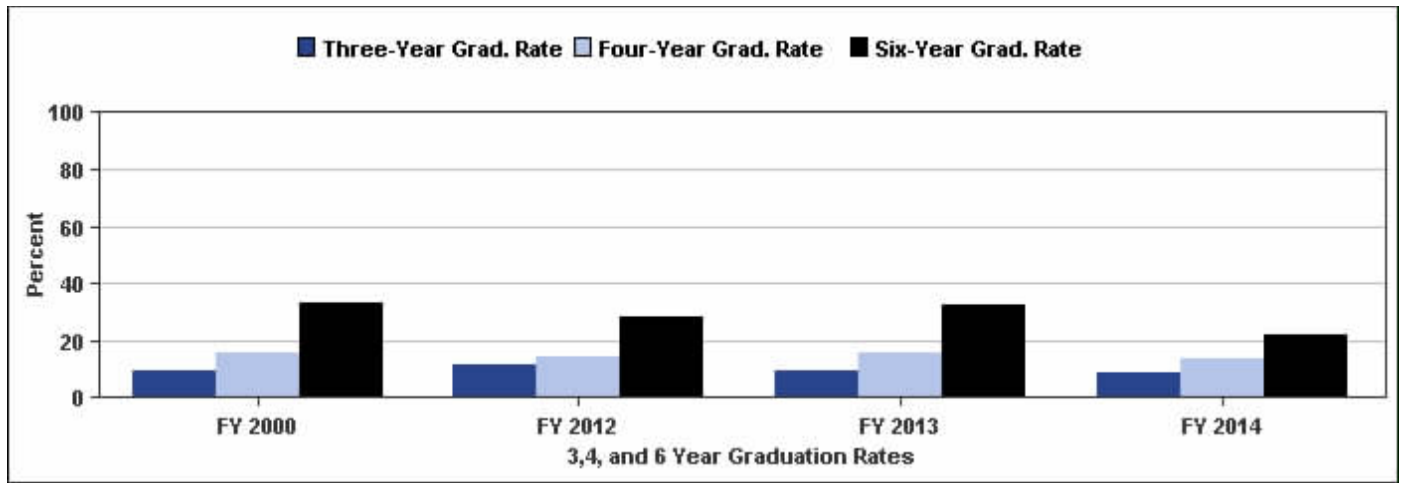


Source: CBM001, CBM002, and CBM009

3, 4, and 6-Year Graduation Rates

11. First-time, full-time entering, credential-seeking, undergraduates who have graduated.									
	FY 2000		FY 2012		FY 2013		FY 2014		Point Change FY 2000 to FY 2014
	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%)	2009	59 (11.2%)	2010	51 (9.7%)	2011	42 (8.4%)	- 1.2
Baccalaureate or Above		0 (0.0%)		0 (0.0%)		0 (0.0%)		2 (0.4%)	0.4
Associates		22 (6.6%)		46 (8.7%)		38 (7.2%)		34 (6.8%)	0.2
Certificate		10 (3.0%)		13 (2.5%)		13 (2.5%)		6 (1.2%)	- 1.8
No Award		301 (90.4%)		467 (88.8%)		475 (90.3%)		458 (91.6%)	1.2
4-Year graduation rate (Total)	1996	53 (15.4%)	2008	64 (14.0%)	2009	81 (15.4%)	2010	70 (13.3%)	- 2.1
Baccalaureate or Above		2 (0.6%)		5 (1.1%)		6 (1.1%)		11 (2.1%)	1.5
Associates		33 (9.6%)		52 (11.4%)		63 (12.0%)		44 (8.4%)	- 1.2
Certificate		18 (5.2%)		7 (1.5%)		12 (2.3%)		15 (2.9%)	- 2.3
No Award		291 (84.6%)		394 (86.0%)		445 (84.6%)		456 (86.7%)	2.1
6-Year graduation rate (Total)	1994	100 (33.1%)	2006	152 (28.4%)	2007	177 (32.8%)	2008	100 (21.8%)	- 11.3
Baccalaureate or Above		52 (17.2%)		77 (14.4%)		94 (17.4%)		34 (7.4%)	- 9.8
Associates		30 (9.9%)		58 (10.8%)		70 (13.0%)		54 (11.8%)	1.9
Certificate		18 (6.0%)		17 (3.2%)		13 (2.4%)		12 (2.6%)	- 3.4
No Award		202 (66.9%)		383 (71.6%)		363 (67.2%)		358 (78.2%)	11.3

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

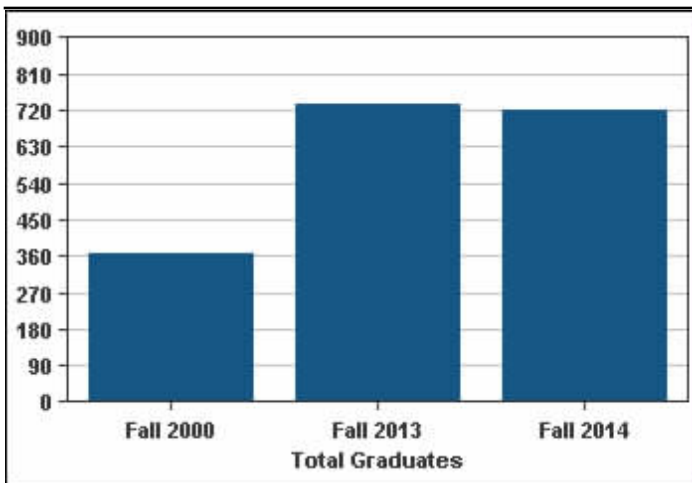


Source: CBM001, CBM002, and CBM009

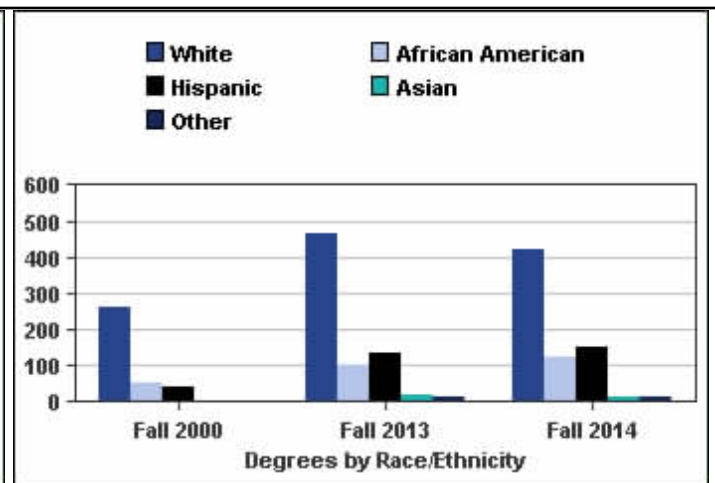
Degrees and Certificates

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

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total Degrees and Certificates (Does not include other completers)	364	735	719	97.5%	650	111%
White	260	467	419	61.2%		
African American	54	102	124	129.6%		
Hispanic	44	136	149	238.6%		
Asian	4	18	14	250.0%		
International	0	0	0	N/A		
Other	2	12	13	550.0%		
Level						
Bachelor of Applied Technology	N/A	N/A	N/A	N/A		
Associates	205	536	510	148.8%	461	110.6%
Certificate 1	104	187	199	91.3%		
Certificate 2	55	12	10	- 81.8%		
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	397	354	N/A		
Field of Study	N/A	N/A	N/A	N/A		
Gender						
Male	96	235	230	139.6%		
Female	268	500	489	82.5%		



Source: CBM009



Source: CBM009

Transfers

13. Transfers to a senior institution.									
	FY 2000			FY 2013			FY 2014		
	Entering Fall Cohort	Rate		Entering Fall Cohort	Rate		Entering Fall Cohort	Rate	
Cohort	1994	517	(100%)	2007	852	(100%)	2008	727	(100%)
0-12 hours		14	(2.7%)		17	(2.0%)		8	(1.1%)
13-24 hours		9	(1.7%)		27	(3.2%)		10	(1.4%)
25-29 hours		8	(1.5%)		27	(3.2%)		3	(0.4%)
30-42 hours		30	(5.8%)		29	(3.4%)		15	(2.1%)
43+ hours		65	(12.6%)		118	(13.8%)		82	(11.3%)
All Transfers Total		126	(24.4%)		218	(25.6%)		118	(16.2%)
Non Transfer Completers		65	(12.6%)		91	(10.7%)		74	(10.2%)
Non Completers		326	(63.1%)		543	(63.7%)		535	(73.6%)
Awarded Core		0	(0.0%)		33	(3.9%)		35	(4.8%)

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 2010 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	859			
Met state standards in all three areas	363			
Did not meet state standards in one, two, or all three areas (at entry)	342			
Unknown* (unduplicated)	154			
Data by Subject Area				
Met Standard				
Math	413	3	96	24.0%
Reading	577	29	297	56.5%
Writing	529	20	239	49.0%
Did Not Meet Standard				
Math	297	N/A	22	7.4%
Reading	143	N/A	27	18.9%
Writing	188	N/A	45	23.9%
Unknown** (waived or military exemption)				
Math**	149	N/A	13	8.7%
Reading**	139	N/A	34	24.5%
Writing**	142	N/A	28	19.7%
Most- and Least-Prepared Populations				
Met State Standard in All Three Areas				
Math	363	3	92	26.2%
Reading	363	27	204	63.6%
Writing	363	18	187	56.5%
Did Not Meet Standard in All Three Areas				
Math	104	N/A	6	5.8%
Reading	104	N/A	19	18.3%
Writing	104	N/A	17	16.3%

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 2012	Entering Cohort Fall 2013	Point Change Fall 2000 to Fall 2013
First-time Undergraduate Persistence rate after one year				
Total	66.7%	56.7%	54.8%	- 11.9
Same institution	55.3%	48.8%	44.7%	- 10.6
Other institutions	11.4%	7.8%	10.1%	- 1.3
White	67.6%	61.0%	54.2%	- 13.4
Same institution	56.5%	51.2%	44.1%	- 12.4
Other institutions	11.2%	9.8%	10.2%	- 1.0
African American	56.9%	49.4%	51.5%	- 5.4
Same institution	44.6%	44.2%	39.4%	- 5.2
Other institutions	12.3%	5.2%	12.1%	- 0.2
Hispanic	73.5%	52.5%	54.0%	- 19.5
Same institution	61.8%	45.0%	46.0%	- 15.8
Other institutions	11.8%	7.5%	8.0%	- 3.8
Asian	0.0%	66.7%	55.6%	55.6
Same institution	0.0%	66.7%	44.4%	44.4
Other institutions	0.0%	0.0%	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	50.0%	65.0%	73.1%	23.1
Same institution	50.0%	60.0%	65.4%	15.4
Other institutions	0.0%	5.0%	7.7%	7.7

	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 two years				
Total	56.4%	37.4%	42.4%	- 14.0
Same institution	26.7%	24.2%	24.7%	- 2.0
Other institutions	29.7%	13.1%	17.8%	- 11.9
White	60.2%	44.3%	47.9%	- 12.3
Same institution	27.4%	23.9%	26.4%	- 1.0
Other institutions	32.8%	20.4%	21.5%	- 11.3
African American	46.7%	24.6%	29.9%	- 16.8
Same institution	18.3%	15.9%	19.4%	1.1
Other institutions	28.3%	8.7%	10.4%	- 17.9
Hispanic	50.8%	40.4%	41.4%	- 9.4
Same institution	32.3%	33.3%	22.9%	- 9.4
Other institutions	18.5%	7.0%	18.6%	0.1
Asian	0.0%	40.0%	66.7%	66.7
Same institution	0.0%	30.0%	33.3%	33.3
Other institutions	0.0%	10.0%	33.3%	33.3
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	0.0%	36.4%	45.0%	45.0
Same institution	0.0%	27.3%	35.0%	35.0
Other institutions	0.0%	9.1%	10.0%	10.0

16. Awards in STEM Fields	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Fields						
Computer Science	62	44	69	11.3%	25	276.0%
Engineering	5	10	10	100.0%	20	50.0%
Math	0	1	2	N/A	10	20.0%
Physical Science	0	1	0	N/A	0	N/A
Level						
Degrees in Critical Fields Bachelor of Applied Technology	0	0	0	N/A		
Associates	39	21	33	- 15.4%		
Cert 1	28	33	45	60.7%		
Cert 2	0	2	3	N/A		
Degrees in Critical Fields Advanced Technology Certificate	0	0	0	N/A		

17. Awards in Nursing	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target-FY 2015	Closing the Gaps Completion
Total	84	158	146	73.8%	165	88.5%
Associates	29	85	80	175.9%		
Cert 1	0	73	66	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 2013	FY 2014	% Change FY 2000 to FY 2014	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total	65	71	58	- 10.8%	75	77.3%
Bachelor of Applied Technology	0	0	0	N/A		
Associates	29	33	29	0.0%		
Cert 1	36	28	22	- 38.9%		
Cert 2	0	10	7	N/A		
Advanced Technology Certificate	0	0	0	N/A		
ESC	0	0	0	N/A		

19. Teacher Production and Certification	FY 2011	FY 2012	FY 2013
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 2011	FY 2012	FY 2013	Point Change FY 2011 to FY 2013			
Academic							
Employed Only	88	42.7%	141	46.2%	146	42.7%	0.0
Employed and Enrolled (in Senior Institutions)	27	13.1%	49	16.1%	57	16.7%	3.6
Enrolled Only (in Senior Institutions)	50	24.3%	60	19.7%	60	17.5%	- 6.8
Enrolled Only (in Community Colleges)	16	7.8%	14	4.6%	17	5.0%	- 2.8
Not Found	25	12.1%	41	13.4%	62	18.1%	6.0
Technical							
Employed Only	259	80.7%	275	81.1%	275	86.2%	5.5
Employed and Enrolled (in Senior Institutions)	7	2.2%	8	2.4%	2	0.6%	- 1.6
Enrolled Only (in Senior Institutions)	4	1.2%	5	1.5%	3	0.9%	- 0.3
Enrolled Only (in Community Colleges)	23	7.2%	23	6.8%	12	3.8%	- 3.4
Not Found	28	8.7%	28	8.3%	27	8.5%	- 0.2

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 2013	FY 2014	Point Change FY 2002 to FY 2014
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 2013	FY 2014	Percent Change FY 2000 to FY 2014
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Total	0	9	5	N/A
Race/Ethnicity				
White	0	5	2	N/A
African American	0	2	0	N/A
Hispanic	0	2	2	N/A
Asian	0	0	0	N/A
International	0	0	0	N/A
Other	0	0	1	N/A
Gender				
Male	0	2	2	N/A
Female	0	7	3	N/A

Developmental Education	Fall 2010 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	859							
Met state standards in all three areas	363							
Did not meet state standards in one, two, or all three areas (at entry)	342							
Unknown* (unduplicated)	154							

Data by Subject Area								
Met Standard								
Math	413	146	35.4%	N/A	N/A	N/A	N/A	N/A
Reading	577	112	19.4%	N/A	N/A	N/A	N/A	N/A
Writing	529	40	7.6%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard								
Math	297	266	89.6%	118	119	44.4%	40.1%	40.1%
Reading	143	118	82.5%	57	61	48.3%	42.7%	43.4%
Writing	188	155	82.4%	82	85	52.9%	45.2%	45.2%
Unknown** (waived or military exemption)								
Math**	149	66	44.3%	N/A	N/A	N/A	N/A	N/A
Reading**	139	46	33.1%	N/A	N/A	N/A	N/A	N/A
Writing**	142	39	27.5%	N/A	N/A	N/A	N/A	N/A

Most- and Least-Prepared Populations								
Met state standards in all areas								
Math	363	111	30.6%	N/A	N/A	N/A	N/A	N/A
Reading	363	25	6.9%	N/A	N/A	N/A	N/A	N/A
Writing	363	20	5.5%	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas								
Math	104	77	74.0%	24	25	31.2%	24.0%	24.0%
Reading	104	81	77.9%	36	40	44.4%	38.5%	39.4%
Writing	104	75	72.1%	34	37	45.3%	35.6%	35.6%

*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.

†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 2010 Cohort		
	Total (a)	Number returning (Fall 2011) (b)	Percent returning (Fall 2011) (b/a)

Summary Data			
Number of FTIC students	859	450	52
Met state standards in all areas	363	210	57.9%
Did not meet state standards in one, two, or all three areas	342	177	51.8%
Did not meet state standards in all three areas	104	54	51.9%
Unknown* (unduplicated)	154	63	40.9%

Data by Subject Area

Met Standard by Area

Math	413	239	57.9%
Reading	577	317	54.9%
Writing	529	290	54.8%

Did Not Meet Standard by Area

Math	297	149	50.2%
Reading	143	76	53.1%
Writing	188	102	54.3%

Unknown by Area (waived or military exemption)**

Math	149	62	41.6%
Reading	139	57	41.0%
Writing	142	58	40.8%

*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 2012	Fall 2013	%/Point Change Fall 2000 to Fall 2013
25. Course Completion Rate for Undergraduate State Funded Semester Credit Hours				
Beginning semester credit hours	29,623	50,100	50,990	72.1%
Ending semester credit hours	26,614	43,776	44,310	66.5%
Completion rate	89.8%	87.4%	86.9%	- 2.9

Graduates Detail (FY 2014)- 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	292	118	9	0	419
African American	74	49	1	0	124
Hispanic	121	28	0	0	149
Asian	13	1	0	0	14
International	0	0	0	0	0
Other	10	3	0	0	13

By Level, Gender:

Gender	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Male	161	61	8	0	230
Female	349	138	2	0	489

By Level, Type Major:

Type Major	Associate's	Certificate 1	Certificate 2	Advanced Technology Certificates	Total
Academic	342	0	0	0	342
Technical	168	199	10	0	377
Continuing Education	0	0	0	0	0

Graduates Success Detail (FY 2013)- Temple College

Academic

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	89	61.0%
African American	21	14.4%
Hispanic	31	21.2%
Asian	4	2.7%
International	0	0.0%
Other	1	0.7%

Gender:

Gender	Number	Percent of Cohort
Male	56	38.4%
Female	90	61.6%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	36	63.2%
African American	10	17.5%
Hispanic	10	17.5%
Asian	0	0.0%
International	0	0.0%
Other	1	1.8%

Gender:

Gender	Number	Percent of Cohort
Male	20	35.1%

Female 37 64.9%

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	34	56.7%
African American	7	11.7%
Hispanic	12	20.0%
Asian	4	6.7%
International	0	0.0%
Other	3	5.0%

Gender:

Gender	Number	Percent of Cohort
Male	25	41.7%
Female	35	58.3%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	11	64.7%
African American	3	17.6%
Hispanic	2	11.8%
Asian	0	0.0%
International	0	0.0%
Other	1	5.9%

Gender:

Gender	Number	Percent of Cohort
Male	2	11.8%
Female	15	88.2%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	36	58.1%
African American	8	12.9%
Hispanic	15	24.2%
Asian	2	3.2%
International	0	0.0%
Other	1	1.6%

Gender:

Gender	Number	Percent of Cohort
Male	17	27.4%
Female	45	72.6%

Technical

Graduates - Employed

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	186	67.6%
African American	34	12.4%
Hispanic	46	16.7%
Asian	6	2.2%
International	0	0.0%

Other 3 1.1%

Gender:

Gender	Number	Percent of Cohort
Male	74	26.9%
Female	201	73.1%

Graduates - Employed and Enrolled in a Senior Institution

Race/Ethnicity:

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

Gender:

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

Graduates - Enrolled in a Senior Institution

Race/Ethnicity:

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

Gender:

Gender	Number	Percent of Cohort
Male	0	0.0%
Female	3	100.0%

Graduates - Enrolled in a Community or Technical College

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	5	41.7%
African American	6	50.0%
Hispanic	1	8.3%
Asian	0	0.0%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	2	16.7%
Female	10	83.3%

Graduates - Not Found

Race/Ethnicity:

Race/Ethnicity	Number	Percent of Cohort
White	17	63.0%
African American	5	18.5%
Hispanic	4	14.8%

Asian	1	3.7%
International	0	0.0%
Other	0	0.0%

Gender:

Gender	Number	Percent of Cohort
Male	4	14.8%
Female	23	85.2%

Transfer Detail (through FY 2014)- Temple College

Transfer Measure Detail

Transfers to Senior Institutions						
	All Students		Academic Students		Technical Students	
Fall 2014 Cohort	727	(100%)	623	(100%)	104	(100%)
0-12 hours	8	(1.1%)	7	(1.1%)	1	(1.0%)
13-24 hours	10	(1.4%)	10	(1.6%)	0	(0.0%)
25-29 hours	3	(0.4%)	3	(0.5%)	0	(0.0%)
30-42 hours	15	(2.1%)	15	(2.4%)	0	(0.0%)
43+ hours	82	(11.3%)	79	(12.7%)	3	(2.9%)
Non Transfer Completers	74	(10.2%)	58	(9.3%)	16	(15.4%)
Non Completers	535	(73.6%)	451	(72.4%)	84	(80.8%)
All Transfers Total	118	(16.2%)	114	(18.3%)	4	(3.8%)
Awarded Core	35	(4.8%)	35	(5.6%)	0	(0.0%)

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	2011		2012		2013	
		Number Takers	Pass Rate	Number Takers	Pass Rate	Number Takers	Pass Rate
51060200	Dental Hygiene/Hygienist	12	92.0%	12	100.0%	9	100.0%
51091000	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	4	100.0%	6	100.0%	4	100.0%
51390100	Licensed Practical/Vocational Nurse Training	73	97.0%	83	99.0%	69	97.0%
51390100	Licensed Practical/Vocational Nurse Training	73	97.0%	83	99.0%	69	97.0%

Excellence - Contextual Measures

27. Certification and Licensure	FY 2007	FY 2013	FY 2014	Point Change FY 2007 to FY 2014
Pass rate on state or national exams.	93.6%	95.3%	94.2%	0.6

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 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>

30. 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:	

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:	

Institutional Efficiency and Effectiveness - Key Measures

Institutional Support

31. Institutional support as a percent of total operating expenses.

	FY 2000	FY 2013	FY 2014	Point Change FY 2000 to FY 2014
Institutional support as a percent of total operating expenditures	N/A	16.7%	N/A	N/A

Tuition and Fees

32. Tuition and fees for 30 SCH.

	FY 2000	FY 2014	FY 2015	Percent Change FY 2000 to FY 2015
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 2012	Fall 2013	Percent Change Fall 2000 to Fall 2013
Full-Time Total*	90	111	106	17.8%
Race/Ethnicity				
White	78 (86.7%)	93 (83.8%)	92 (86.8%)	17.9%
African American	4 (4.4%)	4 (3.6%)	4 (3.8%)	0.0%
Hispanic	8 (8.9%)	10 (9.0%)	8 (7.5%)	0.0%
Asian	0 (0.0%)	3 (2.7%)	2 (1.9%)	N/A
International	0 (0.0%)	0 (0.0%)	0 (0.0%)	N/A
Other	0 (0.0%)	1 (0.9%)	0 (0.0%)	N/A
Gender				
Male	40 (44.4%)	56 (50.5%)	55 (51.9%)	37.5%
Female	50 (55.6%)	55 (49.5%)	51 (48.1%)	2.0%
Part-Time Total*	117	145	155	32.5%
Race/Ethnicity				
White	111 (94.9%)	129 (89.0%)	135 (87.1%)	21.6%
African American	1 (0.9%)	6 (4.1%)	4 (2.6%)	300.0%
Hispanic	3 (2.6%)	8 (5.5%)	10 (6.5%)	233.3%
Asian	1 (0.9%)	2 (1.4%)	4 (2.6%)	300.0%
International	0 (0.0%)	0 (0.0%)	1 (0.6%)	N/A
Other	1 (0.9%)	0 (0.0%)	1 (0.6%)	0.0%
Gender				
Male	67 (57.3%)	47 (32.4%)	49 (31.6%)	- 26.9%
Female	50 (42.7%)	98 (67.6%)	106 (68.4%)	112.0%

*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 2012	Fall 2013	Percent Change Fall 2000 to Fall 2013
34. FTE Student/FTE Faculty Ratio	16:1	21:1	22:1	37.5%
35. Contact Hours	585,182	927,480	946,976	61.8%
Taught by full-time faculty	73.7%	72.8%	71.0%	- 2.7
Taught by part-time faculty	26.3%	27.2%	29.0%	2.7

Institutional Efficiency and Effectiveness - Finance Measures

Finances per FTE Student

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

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Total revenues per FTE student	N/A	11,391	N/A	N/A
State funds per FTE student	N/A (N/A)	2,490 (21.9%)	N/A (N/A)	N/A

Local funds per FTE student	N/A (N/A)	2,237 (19.6%)	N/A (N/A)	N/A
Tuition and Fees per FTE student	N/A (N/A)	3,154 (27.7%)	N/A (N/A)	N/A
Federal revenue per FTE student	N/A (N/A)	3,509 (30.8%)	N/A (N/A)	N/A

37. Expenditures per full-time equivalent students

	FY 2000	FY 2013	FY 2014	% Change FY 2000 to FY 2014
Total expenditures per FTE student	N/A	9,582	N/A	N/A
Instructional expenditures per FTE student	N/A (N/A)	3,439 (35.9%)	N/A (N/A)	N/A
Institution Support expenditures per FTE student	N/A (N/A)	1,603 (16.7%)	N/A (N/A)	N/A
Academic Support expenditures per FTE student	N/A (N/A)	632 (6.6%)	N/A (N/A)	N/A

38. Financial Viability Ratio

	FY 2003	FY 2013	FY 2014	Point Change FY 2003 to FY 2014
Financial Viability Ratio	N/A	0.41%	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.theccb.state.tx.us/apps/CARAT/>

Success Points

	FY 2012	FY 2013	FY 2014	% Change FY 2012 to FY 2014
39 Success Points				
Annual Success Point Total	7,801.3	7,745.0	N/A	N/A
Math Readiness	243.0	292.0	N/A	N/A
Read Readiness	71.0	121.5	N/A	N/A
Write Readiness	78.5	136.0	N/A	N/A
Students Who Complete 15 SCH	1,539.0	1,475.0	N/A	N/A
Students Who Complete 30 SCH	939.0	992.0	N/A	N/A
Students Who Transfer to a 4-Year Institution	1,110.0	1,062.0	N/A	N/A
Students Who Pass First College-Level Math Course	627.0	660.0	N/A	N/A
Students Who Pass First College-Level Read Course	757.5	727.5	N/A	N/A
Students Who Pass First College-Level Write Course	571.0	573.5	N/A	N/A
Degrees, Core Curriculum or Certificates (Unduplicated)	1,260.0	1,134.0	N/A	N/A
Degrees or Certificates in Critical Fields	605.3	571.5	N/A	N/A