
Institutional Effectiveness

Annual Report

**of Progress and Achievement
1997-1999**



*South Plains College
improves each student's life.*

May 1999

Introduction

South Plains College has made a significant commitment to accountability and quality with the adoption of a comprehensive institutional effectiveness program. This planning and assessment process is based on successful accomplishments of the college's vision and mission within the context of an institutional plan and as measured by student outcomes.

To ensure effectiveness, South Plains College has embraced a process of continuous organizational improvement designed to improve the way the work of the institution is done and to accomplish the goals and objectives of the institution. The college has established a four-year strategic planning cycle that sets institutional goals based on a review of the college's vision, mission, role and scope and value statements. Each goal is reached through a set of priority initiatives and resulting annual objectives.

A companion assessment process measures the extent to which institutional goals and objectives are accomplished. The college has identified these measures as critical success factors and indicators of effectiveness which map the progress made toward goal accomplishment. The college uses this process to monitor its plan and make necessary adjustments in programs and services.

A yearly update on the institutional effectiveness program is presented to the South Plains College Board of Regents. The document used to convey these annual results is the *Annual Report of Progress and Achievement*.

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Institutional Effectiveness

Annual Report

Goals and Priority Initiatives

1997-99



Goals and Priority Initiatives, 1997 - 1999

This section of the *Annual Report* details the college's accomplishments during 1997-98 in addressing the seven institutional goals and 18 priority initiatives established in the college's strategic plan. Major accomplishments for the 1998-99 academic year are also recorded in this report. The year's operational plan outlined action strategies that were worked on by individuals and divisions throughout the college.

COLLEGE GOAL 1:

Provide dynamic curricula, quality instruction and quality student services which meet the needs of individual students and the service area.

PRIORITY INITIATIVE:

Provide time and resources for curriculum review, planning and development.

PROGRESS ACHIEVED:

The Arts and Sciences Division converted all its course offerings to the THECB Common Course Manual to ensure success of transfer for all academic courses.

Twenty-two programs in the Technical Division were systematically reviewed and revised to meet new course guidelines consistent with the THECB Workforce Education Course Manual. These programs included: Accounting Associate, Auto Collision Repair, Automotive Service Technology, Automotive Technology, Child Development, Diesel Service Technology, Drafting Technology, Electrical and Power Transmission Technology, Electronics Service Technology, Electronics Technology, Fire Technology, General Business, Law Enforcement, Legal Assistant, Machinist Trades, Marketing and Management, Merchandising, Petroleum Technology, Performing Arts Technology, Real Estate, Refrigeration and Air Conditioning Technology and Welding Technology.

The college implemented a new associate degree and two certificate programs in Emergency Medical Services in partnership with the Texas Tech University Health Sciences Center.

The Allied Health Department reviewed its nursing courses and modified instructional activities to include more critical thinking tasks in lecture and lab, using computer technology in the didactic portion of the

course, and adding new clinical sites in the community.

The Business Administration Department developed new certificate programs for accounting associate and general business.

The Associate Degree Nursing program redesigned its curriculum to meet new Texas Board of Nurse Examiners requirements.

The Performing Arts Technology program added a course in multimedia graphics to its curriculum.

The Automotive Service Technology and Diesel Service Technology programs reviewed and revised their curriculum to incorporate a module training approach. Instructors in the program worked toward ASE certification.

Resources were made available for faculty in the Office Technology program to conduct workplace visits for the purpose of curriculum development and technology implementation.

Tech-Prep associate degree programs were developed for Marketing and Management, Machinist Trades, Electronics Service Technology and Welding Technology. Tech-Prep degree options were expanded for Automotive Technology, Office Technology and Drafting Technology.

The Computer Information Systems program on the Levelland Campus was organized into an independent instructional department in order to better serve students.

The Commercial Music program expanded its music performance program to include rock, rhythm and blues, contemporary Christian, and Tejano music styles.

The Communication Department pioneered new ITV courses in speech communication which were delivered via the SCATE network.

The Performing Arts Technology program modified its curriculum to include greater computer usage and industry software training related to video recording and editing.

The Law Enforcement Technology program initiated the development of a driver training component to its curriculum.

The Refrigeration and Air Conditioning Service Technology program developed two new certificate programs which will enable students to specialize in this career field.

The Electronics Service Technology program developed two new certificate programs which will enable students to specialize in this career field.

The Electrical and Power Transmission Technology program (formerly Electrical Utilities Technology) developed two new certificate programs which will allow students to specialize in different aspects of the electrical utilities industry.

The Fine Arts Department conducted an evaluation of specific requirements for performance proficiency levels to ensure adequate preparation for transfer.

The Mathematics and Engineering Department investigated the implementation of engineering design contests in selected engineering courses in order to incorporate critical thinking skills in the curriculum.

South Plains College was designated a testing center for Microsoft Office Certification (MOUS), a credential which is being required by many employers. Students will now be able to train and test for certification at SPC. The training for testing has been incorporated in the curriculum for CIS classes.

PRIORITY INITIATIVE:

Utilize advisory committees, academic alliances, educational partnerships, community employers and constituents to update and develop curricula to meet community and society needs.

PROGRESS ACHIEVED:

Program advisory committees within the Technical Division were reviewed and new members were added to represent the demographics of the service area and industry.

The Business Administration Department developed articulation agreements with Angelo State University, Eastern New Mexico University, West Texas A&M University, Wayland Baptist University, Lubbock Christian University and Midwestern State University to facilitate the transfer of academic and selected technical courses.

The Business Administration Department maintained tech prep articulation agreements with more than 52 area public school districts during 1997-98.

The college worked to establish a mutual partnership with Texas Tech University to offer sections of Beginning Spanish to meet foreign language requirements for Tech students.

Dual credit partnerships were established with 19 service area high schools. The partnerships allowed South Plains College to enroll more than 600 students in the following courses: English, government, history, mathematics, speech, psychology, art, French and physics.

The Physical Education Department added two activity classes, Beginning Yoga and Flag Football, to better serve students who plan to transfer to Texas Tech. These courses are a requirement in some Tech programs.

An advisory committee was organized for the Accounting Associate program in order to update the program to meet the needs of area business, banking and service industry concerns.

The Sound Technology program investigated and established an articulation agreement with Southwest Texas State University which will allow graduates from this technical program to transfer up to 48 credits into SWTSU's bachelor's program in recording arts.

South Plains College partnered with the Southwest Consortium for the Advancement of Technology and Education to offer interactive courses. SPC was the delivery site for eight courses and the receiving site for five other courses in speech, electronics, drafting, history, government, fire technology and electrical utilities technology. The college served 113 students through this instructional technology which represented 23% of the total students served by the 14 member colleges and universities of the SCATE network.

The Behavioral Science Department began articulation activities with corresponding departments at Texas Tech University.

Internet courses in English, government, history, computer information systems, law enforcement and geography were developed and offered to students.

South Plains College, the Lubbock Independent School District and seven other Lubbock community partners established an educational alliance to open and operate the Byron Martin Advanced Technology Center.

The ADN program established an articulation agreement with Texas Tech University Health Sciences Center School of Nursing. Written articulation agreements with Lubbock Christian University and West Texas A&M University were investigated.

The Merchandising program partnered with McLennan Community College to provide a field trip experience to the apparel market and fashion design district in New York City.

The South Plains Foreign Language Collaborative organized and hosted a foreign language festival which involved more than 900 high school students and faculty sponsors.

The Petroleum Technology program established a working agreement with Texas Tech University to aid students transferring into Tech's petroleum engineering program.

Faculty in the Agribusiness Technology program were involved in the Vision 2020 project that was funded by the Kellogg Foundation and designed to bring business leaders and educators together in planning the workforce for agriculture and agribusiness.

South Plains College entered into an overall academic transfer articulation agreement with Angelo State University.

The Child Development and Human Services programs worked closely to implement formal articulation agreements with Texas Tech University.

The Automotive Technology program received ASE recertification from the National Institute for Automotive Service Excellence (NIASE).

The Respiratory Care program received recertification from the Joint Review Committee for Respiratory Therapy Education.

South Plains College provided active leadership through its involvement in the South Plains Workforce Development Board. Representatives from SPC have been nominated to represent postsecondary education and economic development efforts in the region.

Preliminary plans were approved to begin the process of developing a "core group" of allied health professionals associated Lubbock area hospitals, Texas Tech University Health Sciences Center, the Lubbock Independent School District and South Plains College for the purpose of increasing educational and training opportunities for allied health professionals in the Lubbock area.

PRIORITY INITIATIVE:

Increase access to technology for faculty to facilitate curriculum development and enhance instruction.

PROGRESS ACHIEVED:

South Plains College completed the networking of instructional labs on each campus location and completed the institutional infrastructure for networking the Levelland, Lubbock, Reese Center and ATC campuses.

During 1997-98, computer workstations were acquired to increase faculty access to office computers. All instructional departments received additional faculty computers and Internet access.

The Business Administration Department developed a multimedia classroom with integrated video, audio and computer presentation capabilities for use in teaching accounting, management and marketing.

Computer labs in the Business Administration Department were upgraded to support new keyboarding software.

The Math Department developed CD-ROM based instructional materials for its College Algebra classes and piloted a course based on computer-aided instruction.

The Allied Health Department has converted its curriculum to computerized study review and testing for nursing students.

A multimedia computer lab and music lab were installed to support courses in the Creative Arts Department.

The Drafting Technology program acquired updated computer hardware and upgraded to the latest AutoCAD release to meet industry standards.

The Biology Department incorporated multimedia presentation software into its instructional methods for Microbiology and General Zoology classes.

The Computer Information Systems program installed two new Robotel labs which now feature current computer technology. Two other labs received hardware upgrades and presentation media in one lab was upgraded with a superior LINK system. Students in CIS 2401 conducted the hardware upgrades for one lab and received a unique training experience building computers from scratch.

The Commercial Music program established a music learning computer lab to assist students with music theory, ear training and music arranging.

The Performing Arts Technology program acquired non-linear video editing equipment and Beta format video recorders to keep the program on par with industry standards.

The Automotive Collision Repair program received a state-of-the art vehicle frame pulling and measuring system.

The Automotive Service Technology program installed modern floor-level vehicle lifts to ensure student safety.

The Welding Technology program installed a plasma cutting system to meet industry standards.

The Computer Information Systems program obtained an IBM AS 400 computer systems which allowed the program to upgrade training in the programming and operation of mid-range and mini-computers.

The Lubbock Campus Main Street facility has been fully cabled and networked to provide for faculty access to e-mail and the Internet.

An interactive distance education classroom was planned, developed and implemented at the Byron Martin Advanced Technology Center. The classroom features a VTEL platform with automated videoconferencing capabilities. The classroom is also equipped with 24 networked computer stations. Courses which have been delivered from the site have included fire technology and MCE real estate short courses.

The contract training grant with AT&T was completed and computers, classroom furniture and office furniture were redistributed to instructional areas on both the Levelland and Lubbock campuses.

Through their Internet-connected newspaper production lab, students in the print journalism program created online versions of *The Plainsman Press* which were posted to the Internet. The program now has a separate staff of students who work on the online version of the publication. Five issues of the print version of the student paper were published with front-page color.

PRIORITY INITIATIVE:

Encourage and provide ways to share teaching techniques, tools and expertise through modeling and intra-departmental communications.

PROGRESS ACHIEVED:

The Small Business Management class managed all the business functions for the college's hosting of the 1997 NJCAA Cross Country Championships.

The Creative Arts Department has centralized its computer lab facilities in order to accommodate the needs of all its instructional programs.

The Automotive Collision Repair program and Automotive Service Technology program worked together to create a more comprehensive course covering automotive steering and suspension, brake systems and electronics.

Communication between joint campus programs in the Technical Division improved to facilitate the implementation of GIPWE and WECM curriculum requirements.

The implementation of systemwide e-mail services, Internet access and the development of an intranet component to the website have facilitated greater communication among departments.

PRIORITY INITIATIVE:

Expand Continuing Education to address identified skill needs of business and industry.

PROGRESS ACHIEVED:

A certified nursing assistant instructor was hired as the first step in expanding continuing education short course training in home health aide training.

A professional driver training program was initiated and more than 80 individuals completed the program in its first year of operation.

Short course computer offerings have been expanded to include beginning, intermediate and advanced software and application training in MS Word, MS Access, MS Excel and MS PowerPoint.

The pool of instructors for continuing education offerings in computer training, allied health and insurance training was doubled, improving the quality of instruction in this area.

A computerized presentation outlining business and corporate services was developed to support the recruitment of contract training and other continuing education projects.

Customized training contracts were written and executed for the following regional businesses: Heritage Oaks Nursing Facility, nurse aide training; City of Lubbock, computer training; Lubbock County Community Corrections Facility, workforce and career education; Eagle-Picher, Inc., industrial welding and fabrication; Southern Cotton Oil Mill, basic industrial electricity training; CMH Manufacturing, language training in conversational Chinese; Texaco, Inc., computer training; Cotton Services, Inc., computer and management training; Cooper Natural Resources, Inc., workforce literacy training; Methodist Hospital, computer training; Altura Energy, Ltd., hydrogen sulfide safety training.

SPC successfully executed the start-up training for the AT&T/Convergys call center, preparing 1,219 call specialists in 18 months.

The Continuing Education Division enrolled 1,296 individuals in short courses designed to build basic, intermediate and advanced computer skills.

The Continuing Education Division trained 447 allied health technicians for entry-level employment.

More than 150 real estate and insurance agents completed professional development CEUs to maintain licensure.

PRIORITY INITIATIVE:

Provide quality student services that address student needs.

PROGRESS ACHIEVED:

The Student Services Division on the Levelland Campus was restructured and reorganized under the leadership of a Vice President for Student Affairs. Direction of the Financial Aid Office was moved to the Student Services Division.

Four full databases, ABI Inform, Periodical Abstracts, Federal Register and Commerce Business Daily, were added to the Library's collection of online databases.

Access to the Library's automated card catalog and online databases were made available through the Internet.

The Levelland and Lubbock Campus libraries were networked to allow users online access to all library holdings and databases.

South Plains College received a \$241,890 TIF grant which resulted in a 60-station, fully networked computer center which has expanded student and public access to computers for instructional, research and Internet access purposes. The center was located on the second floor of the Library.

Additional computer stations were added to the Library's CD-ROM network and automated catalog system to increase access.

Two student interns allowed the Student Services area on the Lubbock Campus to expand services to students in the areas of special services, counseling and guidance.

The Student Academic Center provided literacy training for the City of Lubbock.

The Counseling Center expanded its GED testing services as a test provider for the Lubbock County Community Corrections Facility and the Brownfield Correctional Unit. GED testing was also provided for at-risk students within the Frenship Independent School District.

The Admissions and Records Office implemented a process to provide copies of college diplomas on demand for students who meet SPC graduation requirements. This new procedure will assist students in meeting diploma documentation requirements for job placement.

The Counseling Center scheduled and conducted a series of recommended faculty advising update sessions to provide inservice training and address advising issues.

The Financial Aid Office implemented an online application process for federal financial aid. All computer workstations in the office were networked with the Department of Education software which allows advisors the capability of processing the FAFSA electronically. The network also allowed for online electronic corrections to Student Aid Reports which speeded up the awarding of aid. The network reduced processing time to 7 to 10 days as opposed to 4 to 6 weeks through the mail. The office also implemented an online loan entrance counseling programs to provide a convenient method for working students to fulfill this financial aid requirement.

Online links from the SPC website to a free scholarship search at www.fastweb.com were developed and implemented to aid SPC students in accessing national scholarship programs.

The addition of a part-time secretary in the Student Health Office allowed the office to expand services and provide greater student access to medical services provided by the office.

The Admissions and Records Office and Office of College Relations worked to place admissions applications, transcript request forms and class schedules online to provide greater student and public access to these documents via the Internet.

The Placement Offices on the Levelland and Lubbock Campuses worked jointly to merge job placement databases into a single component in order to expand job opportunities for SPC students. The single database also assists area employers in accessing a larger pool of potential applicants for jobs.

SPC contracted with the National Student Loan Clearinghouse to track the enrollment of all SPC students. This function prevents students nationwide from going into student loan default and eliminated the processing of student loan deferment forms by the Financial Aid Office and Admissions and Records Office.

A full complement of student services and library services were developed for students at the Byron Martin Advanced Technology Center. The creation of the Information Access Center facilitated the delivery of these services.

COLLEGE GOAL 2:

Attract and retain to completion a diverse student body.

PRIORITY INITIATIVE:

Develop and implement strategies to aid in the retention of students.

PROGRESS ACHIEVED:

The Fine Arts Department instituted a screening process for fine arts majors in order to better advise and orient students as to the demands and performance expectations of the program. The process is designed to aid in the retention of students.

The Counseling Center and Admissions and Records Office implemented a survey and tracking process for students who drop courses and/or withdraw from the college. The survey data allowed the counseling staff to create a profile of students who drop classes or withdraw and to identify intervention points to encourage students to persist to course or program completion.

A tracking process for students completing specified sequences of developmental courses on the Lubbock Campus has been developed.

Inservice activities were held on both campuses to address retention data gathered during the year and strategies were developed.

The Vocational Nursing program and Human Services program conducted retention awareness training for its faculty and staff.

South Plains College worked to set up new policies and testing procedures in order to implement and comply with new state-mandated requirements for the Texas Academic Skills Program (TASP).

The Counseling Center expanded its testing, counseling and advising services at the SPC Reese Center Campus in order to accommodate a larger number of students.

Testing services were expanded to include the administration of MAPS for dual credit and early admissions students in area high schools in order for these students to meet state testing requirements.

PRIORITY INITIATIVE:

Market college programs and services to service area constituents to recruit a stable and representative enrollment.

PROGRESS ACHIEVED:

SPC experienced two fall semesters of record enrollment systemwide. Total unduplicated enrollment for fall 1997 was 6,291, a 7.7% increase from the previous fall. Enrollment for fall 1998 set another enrollment record of 6,687 students, a 6.2% increase. The enrollment growth was attributed to these causes: expanded interested in dual credit and early admissions programs, start-up of the new emergency medical services partnership with the Texas Tech University Health Sciences Center, the opening of the Byron Martin Advanced Technology Center, and expanded interest in courses offered at the SPC Reese Center.

The ethnic minority representation of the student body systemwide meets or exceeds the percentage representation in the college's service delivery area.

The SPC website underwent a complete redesign and reorganization to expand its capabilities for presenting information and services to potential and current students.

The Office of College Relations coordinated the redesign and revision of major marketing materials for the college which included the SPC General Catalog, viewbook and departmental brochures.

The Counseling Center implemented and operated the Area Schools Graduate Contact Program which involved 11 high school counselors in 9 area schools who conducted follow-up contacts with graduating seniors from their school. The counselors contacted recent graduates from their school, discussed their post-high school plans and offered any information or assistance needed for furthering their plans.

A new Lubbock Campus brochure was developed and printed for marketing and general information purpose.

Marketing materials and presentations were developed to generate greater awareness and interest in the Byron Martin Advanced Technology Center.

During 1997-98, the Office of College Relations directed or coordinated SPC representation in 182 recruitment outreach programs in service area and secondary market high schools and communities. These activities resulted in 6,481 prospective student contacts. The office also processed 6,723 documented inquiries from prospective students, providing them with information about the college. Additionally, the office assisted 1,926 individuals with campus visits and tours during 1997-98.

The Office of College Relations organized a direct mail campaign to high school seniors in the college's 15-county service area and five additional South Plains fringe counties in November 1997. A specially designed general information brochure with an information request card was mailed to 6,867 seniors. The campaign netted a greater than 3% return on responses. An additional direct mail campaign was conducted in April 1999 with the general information brochure being mailed to 8,182 high school juniors in 20 West Texas counties and eight counties comprising Eastern New Mexico.

The Counseling Center, Financial Aid Office, College Relations Office, Student Services Office, Admissions and Records Office and Development Office hosted a one-day informational workshop for area high school and agency counselors to provide updated information about college preparation and attendance. The workshop was held at the Byron Martin ATC and 45 area counselors attended the session.

COLLEGE GOAL 3:

Build upon the quality of SPC employees and their dedication to students.

PRIORITY INITIATIVE:

Employ faculty and staff who are most appropriate for our vision and mission.

PROGRESS ACHIEVED:

Recommendations from the Employee Selection Process Action Team were implemented to structure the college's employment and hiring process.

A new procedure was adopted during the hiring process of faculty and staff that enables the President of the College, Provost or Vice Presidents to meet with the top candidates for a position to discuss SPC's vision and mission.

An Office of Human Resources was formally organized and staffed with a director and support personnel.

New full-time faculty were hired for the following departments: Behavioral Sciences, Social Sciences, Communication (Spanish), Mathematics and Creative Arts

PRIORITY INITIATIVE:

Continue to solicit faculty and staff input in strategic planning and continuous quality improvement processes.

PROGRESS ACHIEVED:

With the involvement of faculty and staff, a facilities master plan was developed.

Some 249 employees participated in the Employee Satisfaction Survey which was administered April 1998.

PRIORITY INITIATIVE:

Provide professional development and training of faculty and staff which responds to the needs of the employee, the college and our students and constituents.

PROGRESS ACHIEVED:

Resources were made available for faculty in the English, Communications, Social Science, Behavioral Science and Mathematics Departments to attend interactive television workshops for the purpose of developing teleclasses to be delivered via ITV classrooms.

The Computer Information Systems Department offered Internet and web design workshops for faculty and support staff to assist with the development of departmental web pages.

The Allied Health Department provided faculty and staff inservice workshops related to health issues of men and women.

Half of the faculty in the Communication Department completed the Interactive Television Instructor Training Workshop presented by SCATE.

Faculty in the nursing program participated in 21 continuing education workshops to remain up-to-date on nursing procedures and medical issues.

The Lubbock Campus conducted WORKKEYS and Texas Skills Standards presentations so that technical faculty could plan for and implement validation of program competencies.

Carl Perkins grant funds supported distance education training for seven faculty members on the Lubbock Campus in the following instructional areas: child development, human services, automotive technology, computer information systems and health information systems.

The Division of Continuing Education provided faculty and staff development via Starlink programs that originated from the Dallas County Community College District. All presentations that were downlinked were recorded for future use by those unable to attend the live broadcast. Approximately 56 faculty and staff attended the presentations.

PRIORITY INITIATIVE:

Review the system of employee compensation, incentive and recognition.

PROGRESS ACHIEVED:

Faculty salary scales were evaluated and adjusted to improve beginning faculty salaries.

Working with the Faculty Senate, additional faculty salary adjustments were made to account for years of teaching experience at SPC.

Recommendations of the Non-Faculty Awards Process Action Team were accepted and the college instituted the Employee Excellence Awards recognizing achievements of non-faculty employees.

The College Relations Office expanded its coverage of employee achievements and contributions in the college employee newsletter.

Job descriptions for employees in various instructional and administrative units were revised to reflect changes in technology, goals and processes established within the strategic plan.

PRIORITY INITIATIVE:

Mentor new employees to instill a commitment to student success.

PROGRESS ACHIEVED:

A formal orientation program for new employees was implemented based the recommendations of the process action team.

COLLEGE GOAL 4:

Maximize fiscal effectiveness while maintaining quality.

PRIORITY INITIATIVE:

Synchronize the planning budgeting, implementation and evaluation processes.

PROGRESS ACHIEVED:

Recommendations of the Budget and Planning Process Action Team were accepted and a synchronized planning and budget cycle was implemented.

Each division on the Lubbock Campus was given greater latitude in developing divisional budgets to coincide with the directions of the strategic plan.

Questions related to the budgeting process were added to the biennial Employee Survey which was administered in April 1998. The questions measured employee involvement, satisfaction and institutional objectives. The mean scores for each question exceeded the standard established for this area (See Measurement E-2, page 49).

PRIORITY INITIATIVE:

Operate a purchasing system that acquires goods and services at acceptable cost and on a timely basis.

PROGRESS ACHIEVED:

An e-mail purchase order system was instituted for the federal purchasing process which has streamlined the process and made it more effective.

The college investigated an automated purchase order system and began the process of implementing the system on the central administrative computer system. The system will enhance institutional control over budgeted expenditures while ensuring purchasing goods and services on a timely basis at competitive prices.

South Plains College became a member of an inter-local governmental purchasing cooperative and the State of Texas General Services Commission.

A question related to the purchasing process was added to the biennial Employee Survey which was administered in April 1998. The question measured employee satisfaction with purchasing procedures. The mean score for the question exceeded the standard established for this area (See Measurement E-2, page 50).

PRIORITY INITIATIVE:

Provide an accounting system that ensures accurate and timely data processing and information while safeguarding institutional financial assets.

PROGRESS ACHIEVED:

The independent audit firm of Pate & Downs reported that for the fiscal year ending Aug. 31, 1998, South Plains College had the best audit performance in the firm's 10-year history of conducting the audit.

A question related to the accounting system was added to the biennial Employee Survey which was administered in April 1998. The question measured employee satisfaction with budgetary controls and reports. The mean score for the question exceeded the standard established for this area (See Measurement E-2, page 49).

The Vice President for Academic Affairs Office and Instructional Deans Offices met the commitment to process monthly accounting reports and distribute them to the next departmental level within one day. The new procedures allowed for more timely delivery of accounting reports to departmental chairpersons.

Federal program accounts were incorporated into the regular accounting systems for better budgetary, accounting and audit control.

PRIORITY INITIATIVE:

Operate a dynamic risk management program.

PROGRESS ACHIEVED:

South Plains College entered into an association with an insurance consultant firm (not an agency) that has resulted in better insurance coverage at a savings of approximately 50% in premium costs.

PRIORITY INITIATIVE:

Operate a system of inventory control that accurately accounts for institutional physical assets.

PROGRESS ACHIEVED:

The college's physical inventory system was automated and inventory spot checks were conducted on a periodic basis. All assets were bar-coded with labels that can be read by a scanning instrument. Complete physical inventory was taken during the fiscal year on a building by building basis.

A question related to the inventory was added to the biennial Employee Survey which was administered in April 1998. The question measured employee satisfaction with the inventory system. The mean score for the question exceeded the standard established for this area (See Measurement E-2, page 50).

COLLEGE GOAL 5:

Provide and maintain modern facilities and physical infrastructure.

PRIORITY INITIATIVE:

Provide and maintain facilities and a physical infrastructure to accommodate activities.

PROGRESS ACHIEVED:

Construction of the Byron Martin Advanced Technology Center was completed and the Lubbock Campus Business Administration Department and Industrial Technology Department moved its programs into the facility. The Office of Continuing Education and Workforce Development was also relocated to the ATC.

South Plains College signed an interim lease agreement with the Department of Defense Base Closure Commission to obtain four educational buildings at the former Reese Air Force Base. The college was granted Buildings 105, 820, 920 and the former base Chapel. Two of the buildings (820 and 920) were extensively remodeled into college classrooms.

The bathrooms of Forrest, Stroud and Frazier Halls were extensively remodeled to better accommodate residents. Video security systems were installed in these residence halls and Lamar Hall to ensure student safety and curtail property damage and theft.

The South Plains College Bookstore on both the Levelland and Lubbock Campuses was renovated and expanded.

The Theatre for the Performing Arts was renovated to include new seating, carpeting, lighting system, sound system, curtains and installation of an orchestra pit. The renovations now enable the Fine Arts Department to professionally stage major musical productions in the theatre.

Plans were completed and construction began on the new Student Services Center which will house admissions and records, financial aid, guidance and counseling, student housing and student services offices. The new facility will allow the college to consolidate all student services within one location for the convenience of students.

The Student Services area on the Lubbock Campus was renovated and expanded to accommodate services to students.

The SPC Track Stadium was renovated. A new eight-lane track was installed, stadium seating was upgraded and expanded, a new press box was installed, and rest room facilities were renovated. The new facilities will allow the college to bid on and attract area high school and collegiate track meets to the city in support of community tourism.

An air conditioning system was installed in the Women's Gymnasium.

The Lubbock Campus library was moved to the third floor of the Main Street facility. The area was renovated into an information access and learning resource center.

The Student Center game room was renovated. The former bowling alley pit was leveled providing greater floor space for activities and the room was decorated with a mural painting commissioned by the college.

The front entrance to the Student Center was re-landscaped into an attractive brick plaza with raised brick planters and outdoor seating.

Questions related to facilities and physical plant maintenance were added to the biennial Employee Survey which was administered in April 1998. The question measured employee satisfaction with the adequacy of physical facilities, their impact on learning and safety and security. The mean score for the questions exceeded the standard established for this area (See Measurement E-4, page 53).

COLLEGE GOAL 6:

Implement the strategic quality improvement process.

PRIORITY INITIATIVE:

Develop and operate a strategic planning process.

PROGRESS ACHIEVED:

Development of an Institutional Plan for 1997 - 2001 was completed and the plan was adopted by the SPC Board of Regents.

The strategic planning process facilitated greater communication, awareness and interaction between the faculty and staff of the Levelland and Lubbock campuses.

Mean scores for questions related to the employee involvement in and satisfaction with the planning process matched or exceeded the standard established for this area (See Measurement E-1, page 48).

PRIORITY INITIATIVE:

Implement a continuous quality improvement process.

PROGRESS ACHIEVED:

The college organized a Quality Steering Team to coordinate CQI efforts and projects within the institution.

Twenty-four employee volunteers, who were trained as CQI coaches, continued to assist with process action teams and other quality improvement projects.

The following Process Action Teams completed their charter and reported out to the Administrative Council: Budget and Planning; Student Retention; Employee Selection; Financial Aid and Scholarships; Academic Advising; and Non-Faculty Recognition.

The Financial Aid Office utilized CQI techniques to evaluate and improve the how the office processed student applications for federal financial aid.

Regular meetings with CQI coaches were conducted to maintain skills and establish a communications network.

COLLEGE GOAL 7:

Foster community support and maintain the college's positive image.

PRIORITY INITIATIVE:

Educate constituents as to the mission and successes of SPC.

PROGRESS ACHIEVED:

The Office of College Relations produced 19 segments of "The College Connection," a public affairs program which aired over SPC-TV to cable viewers in Levelland. The shows were produced during the spring and fall semesters of 1997 and 1998. A new format for the show was piloted during the spring 1999 semester when the cable system was expanded into the communities of Brownfield, Littlefield and Morton.

The college celebrated its 40th Anniversary with a number of special community events which recognized the growth and progress of the college and the contribution of early educational pioneers.

Working with the Levelland & Hockley News-Press, the Office of College Relations produced a 28-page 40th Anniversary tabloid section of the newspaper which was distributed throughout the College District.

SPC representatives made presentations about the growth and development of the college and the writing of the History of South Plains College to local and area service clubs, civic organizations and study clubs.

The College Relations Office prepared and distributed more than 1,500 press releases to local, regional and national media organizations during 1998 to promote and publicize college activities, events and initiatives. 33 percent of the releases featured the achievements and involvement of SPC students and were mailed to the students' hometown newspapers.

The college conducted more than 100 public events and activities which showcased the talents or achievements of students or provided a public service or benefit. These events ranged from theatrical and musical performances to athletic events to awards and recognition banquets.

The college's institutional advertising program was expanded to include television advertising to promote registration periods for the fall and spring semesters. Advertising buys in the Lubbock radio market were also expanded.

The Office of College Relations developed a procedure for posting media releases to the SPC website. Additionally, special software was obtained to facilitate the posting of a college events calendar to the website for the benefit of promoting campus events and activities.

The college reinstated the annual Service Club Luncheon to recognize civic and service volunteerism in the College District.

PRIORITY INITIATIVE:

Identify and cultivate centers of influence and partnerships in support of SPC.

PROGRESS ACHIEVED:

The Lubbock Campus Student Services Division participated in the LISD Adopt-A-School Project with O.L. Slaton Junior High School.

The college worked closely with 19 public school districts to establish dual credit and early admissions programs.

SPC and its employees supported the Levelland Area Chamber of Commerce through involvement in the following chamber projects: Cowboy Gathering, Chamber Breakfasts, Annual Membership Banquet, Early Settlers Reunion, annual membership drive, community billboard project, and advertising in chamber publications.

South Plains College was a sponsor in a special reading project for second graders in the Levelland ISD. The college's sponsorship made possible the distribution of "The Little People's Guide to the Big World" to all LISD second graders with curriculum materials for teachers.

The South Plains College Foundation launched the Founders Challenge Endowment Campaign as part of the college's 40th Anniversary celebration. The goal of the campaign is to raise \$3 million in support of college-wide scholarships. Before the campaign was formally announced, the Foundation received \$178,000 in support.

South Plains College was the recipient of a \$241,890, Telecommunications Infrastructure Fund grant to be used to increase public access to the world wide web and expand the delivery of educational services via distance education. A new Internet connected computer lab was opened on the second floor of the SPC Library. A similar lab was opened in the Lubbock Campus library.

South Plains College provided equipment and technical support and employee volunteer support for the Cowboy Ball benefiting the American Cancer Society.

The SPC Foundation successfully staged its first annual Holiday Scholarship Gala to raise funds for the Founders Challenge Endowment.

The Development Office initiated the formal organization of the South Plains College Ex-Student Association. An alumni guest book was incorporated into the SPC website which allows former students to register with the association. The office updated its alumni mailing list.

The Development Office and College Relations Office assisted in hosting the first alumni class reunion ever held at the college. Graduates of the Classes of 1962 to 1964 participated in the event.

PRIORITY INITIATIVE:

Foster support through community involvement in events, activities and programs offered at SPC and through community service.

PROGRESS ACHIEVED:

The Continuing Education Division documented 96,233 visitors to the Levelland Campus for 1997-98 who participated in various events and activities held on campus.

The Merchandising program produced a spring fashion show which involved community businesses and organizations.

South Plains College was the host site for University Interscholastic League literary and athletic events. More than 16,000 students, sponsors and parents participated in these events on the Levelland Campus.

The Law Enforcement Club conducted several community service projects. Members volunteered time to the Carver Learning Center reading program, participated in the Texas Highway Department Adopt-a-Highway litter control program, provided parking control and security for campus and community events and hosted a Police Memorial Service on campus which attracted media attention.

Phi Theta Kappa members participated in a volunteer reading program for kindergartners at West Elementary.

Los Tejanos Club successfully hosted its first Cultural Diversity Event in conjunction with Senior Sneak Preview. The event, attended by area high school students and SPC students, included a presentation by a motivational speaker and cultural entertainment.

The Human Services Student Organization raised funds to support community service projects involving the Lubbock State School, Children's Protective Services and Women's Protective Services.

The SPC chapter of Phi Beta Lambda, business honor fraternity, developed and launched a "Be Safe Spring Break" campaign which included a program of guest speakers and presentations on rape prevention, self-defense, family violence, MADD and a drunk driver arrest demonstration. The project was submitted for competition at the state level where it finished runner-up. Five SPC students earned top awards in the state competition and advanced to national competition in several PBL contests that test business skills and abilities. The previous year, PBL's community service project finished first in state competition and advanced to national competition. The chapter prepared Christmas care packages for residents of Girlstown U.S.A., near Whiteface and hosted a Christmas party for residents. SPC competes with chapters from both community colleges and universities.

The SPC Forensics Team provided adjudicators at 18 forensics tournaments at public schools during the year and received superior evaluations from tournament directors and participating teams. Students also conducted six workshops on competitive events in both Texas and New Mexico and participated in the Toys for Tots campaign during Christmas. Team members attended eight collegiate tournaments plus nationals competition, placing in all events at regionals and state contests. The team finished in the top 30 out of 150 teams at nationals.

The Division of Continuing Education, in partnership with the Levelland Independent School District, sponsored "Space Camp: Destination Mars," a summer program for elementary students in grades 1 - 6. The program was designed to build interest and knowledge of science and math. Camp attendance numbered 36 and plans were made to continue the program.

The Division of Continuing Education received a grant from Texas Rural Communities to develop and offer "Camp Entrepreneur." The program focused on providing education and skills necessary for high school participants to start-up a business in their home communities. Maintaining strong economic viability for rural communities was the purpose of the camp.

The Broadcast Club participated in a community food drive and collected 1,200 pounds of food for the local food bank. Other members of the club assisted with Christmas decorations for residents of the Levelland Nursing Home.

Members of *The Plainsman Press* sponsored a coat and blanket drive for Hockley County Family Outreach.

The Student Activities Office spearheaded a fund raising drive involving campus clubs and organizations to raise funds for Hockley County Family Outreach. The proceeds from the Beauty and Beast Contest were presented during the annual Christmas Tree Lighting.

Student members of the South Plains Legal Assistant Student Organization participated in several community service projects, including assistance with legal clinics at churches in Lubbock, participation in the adopt-a-family program at Christmas, and preparation of gift baskets of baby items for unwed mothers.

Student and faculty ensembles from the Creative Arts Department provided musical entertainment for a number of community events including the Early Settlers Reunion, Chamber Membership Banquet, Cowboy Ball, the South Plains Opry, and Algerita Berry Festival. The department also provided a full calendar of performance and entertainment events which included Thursday Nite Live, Pickin on the Plains, Country Jukebox, two bluegrass fairs and special guest performances. Entertainment events were aired live over SPC-TV Levelland cable channel 10.

Students and faculty in the Fine Arts Department presented a full calendar of concerts featuring the SPC Choir, Symphonic Band, Jazz Band and student ensembles. The theatre program produced four theatrical productions, including a summer community musical.

Institutional Effectiveness

Annual Report

**Critical Success Factors
and Measures
of Institutional Effectiveness**

1997-99



CRITICAL SUCCESS FACTORS AND MEASURES OF INSTITUTIONAL EFFECTIVENESS

		MEASURES OF INSTITUTIONAL EFFECTIVENESS						
CRITICAL SUCCESS FACTORS		1	2	3	4	5	6	7
CSF-A DYNAMIC EDUCATIONAL PROGRAMS & QUALITY INSTRUCTION		Curriculum Review & Planning	Accreditation	Articulation Agreements	Student Satisfaction of Instruction	Employer Satisfaction of Graduates	Faculty Qualifications	
CSF-B STUDENT OUTCOMES		Course Completion	Graduation Rates	Academic Transfer & Performance	Success in Developmental Education	Technical Program Placement Rates	Goal Attainment	Licensure Passage
CSF-C QUALITY STUDENT & SUPPORT SERVICES		Access & Equity	Assessment of Programs & Services	Retention	Course Advisement			
CSF-D ECONOMIC DEVELOPMENT & COMMUNITY INVOLVEMENT		Education in Support of Economic Development	Interaction with the Community	Partnerships & Alliances				
CSF-E EFFECTIVE LEADERSHIP & MANAGEMENT		Cooperative Planning & Goal Attainment	Management of Resources	Acquisition of Public/Private Resources	Faculty Development	Ongoing Professional Development	Faculty/Staff Diversity	Employee Satisfaction

Critical Success Factors and Measures of Institutional Effectiveness – 1997-99

Institutional effectiveness is at the heart of what an institution does. South Plains College believes that its institutional effectiveness process will improve teaching and learning and contribute to the attainment of the college's vision and validation of its mission. Central to institutional effectiveness are the planning and evaluation processes. The college has identified five Critical Success Factors which contribute to its attainment of vision and mission. Benchmarks (standards) have been developed for each measure of institutional effectiveness. The indicators and benchmarks and their supporting measurement criteria are the observed, quantified or qualified results of performance. The collected data provide valuable information for those making decisions about the future direction of the college. The following section contains the identified benchmarks for evaluation and the review of data which describes the college's performance in each critical success area. Interpretation of the findings is provided for each benchmark and if the standard was not met, an action plan for the next year (1999-2000) has been developed.

CSF A: Dynamic Educational Programs and Quality Instruction

Measurement A-1: Curriculum Review and Planning

BENCHMARK AND RESULTS

- The number of curriculum changes each year will be within the normal limits of variation from year to year or the reasons for the extra variation will be know.

**NUMBER OF CURRICULUM CHANGES
ANNUAL REPORT TO THE BOARD**

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Curriculum Changes	204	168	163	292	486	525
Upper Control Limit	481	481	481	481	481	481

Interpretation: South Plains College provides an up-to-date curriculum to meet the needs of students and service area constituents. Changes to the curriculum are made regularly. For the past two years, the number of curriculum changes are outside the normal range of variance. The increases have resulted from two major curriculum decisions: 1.) to adopt the Texas Common Course Numbering System and convert all academic courses to the new system; and 2.) the conversion of technical courses to the new Workforce Education Course Manual, a common course numbering manual for technical programs throughout the state. For the previous reporting periods, the number of curriculum changes each year are below the upper control limit. The variations outside the upper control limits for 1998 and 1999 can be explained. Therefore, the standard is met.

Action Plan: South Plains College will finalize the conversion of remaining technical programs to the new WECM guidelines and move toward 100% compliance.

Measurement A-2: Accreditation

BENCHMARK AND RESULTS

- **Individual educational programs subject to accreditation by external review bodies shall achieve reaccreditation status with a minimum of recommendations.**

Report and Interpretation: Four technical programs underwent peer reviews for reaccreditation status during 1997-98 and two were reviewed during 1998-99. The results of the reviews are reported as follows.

The Cosmetology Program was reaccredited by the Texas Cosmetology Commission with no recommendations.

The Law Enforcement Program was reviewed and reaccredited by the Texas Commission on Law Enforcement Officer Standards and Education. The Law Enforcement Academy program exceeded expectations in eight review areas.

The Vocational Nursing program was reviewed and reaccredited by the Board of Nurse Examiners-State of Texas with no recommendations.

The Respiratory Care program was reviewed by the Joint Review Committee for Respiratory Therapy Education and reaccredited with no major recommendations. The program was also reviewed by the Commission on Accreditation of Allied Health Education Programs and reaccredited with no recommendations.

The Associate Degree Nursing program was reviewed by the Board of Nurse Examiners for the State of Texas and received a special commendation for the level of performance of students on the registry exam. The program was reaccredited with no major recommendations.

The Surgical Technology program was reviewed by the Committee on Allied Health Education and Accreditation in cooperation with the Accreditation Review Commission on Education in Surgical Technology. The results of the review are pending.

All programs reviewed were reaccredited with no major recommendations. The standard is met.

Measurement A-3: Articulation Agreements

BENCHMARKS AND RESULTS

- **South Plains College will maintain articulation agreements with 100% of all accredited senior institutions in the college's service area.**

Interpretation: South Plains College maintains active articulation agreements with the following accredited senior institutions: Texas Tech University, Lubbock Christian University and Wayland Baptist University. Additionally, articulation agreements are maintained with the following senior institutions located outside the college's service area: West Texas A&M University, Eastern New Mexico University and Angelo State University. The standard is met.

BENCHMARK AND RESULTS

- South Plains College will increase articulation agreements with accredited Independent School Districts in the college’s service area by 5% each year until 100% saturation is reached.

NUMBER OF ARTICULATION AGREEMENTS WITH SERVICE AREA ISDS

	1996-97	1997-98	1998-99
Total Service Area ISDs	51	51	51
Tech Prep Agreements	56	57	46
Dual Credit Agreements	7	12	19
Percent Involvement	100%	100%	100%

Interpretation: The college maintains some form of articulation agreement with 100% of the public school districts in the college’s service area. In some districts, multiple agreements are maintained. In 1998, all Tech Prep agreements were reviewed and those which were not active were dropped. New dual credit agreements were instituted with Denver City, Abernathy, Lubbock High, New Deal and Olton High Schools. The standard is met.

Measurement A-4: Student Satisfaction with Instruction

BENCHMARK AND RESULTS

- Students participating in the annual faculty evaluation survey will rate their level of satisfaction with courses and instruction above average (greater than 3.0 on 5.0 scale) in all survey categories.

**STUDENT EVALUATION OF INSTRUCTION
ANNUAL REPORT TO THE BOARD**

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Overall Rating	4.56	4.59	4.64	4.64	4.60	4.6

Interpretation: The quality of instruction at SPC is rated annually by students through the faculty evaluation process. SPC students continue to rate their overall level of satisfaction with instruction very high. The measure has exceeded the benchmark by 1.5 points throughout the reporting years and has approached excellent on the scale (5.0), indicating consistent instructional quality. The standard is met.

BENCHMARK AND RESULTS

- Graduates of South Plains College will rate their level of satisfaction with instruction above average (greater than 3.0 on 5.0 scale) in all survey categories.

**OVERALL RATING OF INSTRUCTION BY SPC GRADUATES
REPORTED FROM TEX-SIS**

	1992*	1993*	1994*	1995	1996	1997
Overall Rating	4.29	4.45	4.35	4.45	4.39	4.50

*Only technical program graduates reporting prior to 1995.

Interpretation: The quality of instruction at SPC is rated annually by graduates through the TEX-SIS follow-up. SPC graduates rate their overall satisfaction with instruction very high. The standard is met.

BENCHMARK AND RESULTS

- Technical graduates of South Plains College will rate their level of satisfaction of program in relation to job above average (greater than 3.0 on 5.0 scale) in all survey categories.

**OVERALL RATING OF TRAINING IN RELATION TO JOB BY SPC GRADUATES
REPORTED FROM TEX-SIS**

	1992	1993	1994	1995	1996	1997
Overall Rating	4.26	4.37	4.43	4.47	4.35	4.50

Interpretation: Graduates of technical programs are surveyed annually to determine their level of satisfaction with the training they received as it relates to actual job requirements. For all years reported, the ratings have exceeded the benchmark. The standard is met.

Measurement A-5: Employer Satisfaction with Graduates**BENCHMARK AND RESULTS**

- Employers of SPC graduates will rate their satisfaction of technical training received in relation to job requirements above average (greater than 3.0 on 5.0 scale) in all survey categories.

**OVERALL RATING OF TRAINING IN RELATION TO JOB BY EMPLOYER
REPORTED FROM TEX-SIS**

	1993	1994	1995	1996	1997	1998
Overall Rating	4.22	4.14	4.19	4.0	3.76	4.17

Interpretation: Employers of SPC technical graduates are surveyed annually to determine their level of satisfaction with program training as it relates to actual job requirements. For all years reported, the ratings have exceeded the benchmark. The mean ratings are within the limits of normal variation. The standard is met.

Measurement A-6: Faculty Qualifications

BENCHMARK AND RESULTS

- The college will employ faculty members whose degrees are presented by regional accredited institutions or whose qualifications meet the standards for exceptions described in the SACS Criteria.

PERCENTAGE OF FACULTY MEETING SACS QUALIFICATIONS CRITERIA

Data Elements	1996-97	1997-98	1998-99
Total Academic Faculty	118	107	110
No. Meeting SACS Criteria	118	107	110
% Compliance	100%	100%	100%
Total Technical Faculty	96	99	99
No. Meeting SACS Criteria	96	99	99
% Compliance	100%	100%	100%

Interpretation: For the three reporting periods, all SPC faculty meet or exceed the SACS criteria for faculty credentials. The standard is met.

BENCHMARK AND RESULTS

- The percentage of courses taught by full-time faculty employed at the college will exceed the state average for public community colleges.

PERCENTAGE OF COURSES TAUGHT BY FULL-TIME FACULTY

Data Elements	1996-97	1997-98	1998-99
SPC Full-Time Faculty	90.0%	90.0%	87.0%
State Average Full-Time Faculty	69.0%	69.0%	68.0%

Interpretation: The percentage of courses taught by full-time faculty members is a performance measure used by the Texas Higher Education Coordinating Board. The THECB measures the total number of contact hours taught by full-time faculty. This measure was instituted for 1998-99. There are no statewide data for comparison purposes. The Texas Community College Teachers Association surveys the percentage of course sections taught by full-time faculty and this number has been used as a point of comparison for this report until THECB data becomes available. The percentage of courses taught by full-time faculty at SPC greatly exceeds the statewide percentage reported by TCCTA. The standard is met.

CSF B: Student Outcomes

Measurement B-1: Course Completion

BENCHMARK AND RESULTS

- South Plains College will maintain a course completion rate of not less than 5% below the state average.

PERCENTAGE OF COURSE COMPLETERS

Data Elements	1995	1996	1997	1998
SPC Course Completers	83.8	83.6	82.7	83.7
State Average	81.5	81.6	82.0	82.0

Interpretation: The state performance measures for two-year institutions includes the percentage of students who complete a course (grades of "F" do count as course completion). South Plains College's course completion rate exceeded the state average for all years reported. The standard is met.

Measurement B-2: Graduation Rates

BENCHMARK AND RESULTS

- At least 30% of all full-time students not receiving remediation will complete a degree or certificate or transfer within three years.

GRADUATION/TRANSFER RATE FOR FULL-TIME STUDENTS, 1997

1994 Cohort of Full-Time FTIC Students	765
No. of SPC Students who Graduated or Transferred	319
Percent of 1994 Cohort	42%

Interpretation: Data for this measure are just now being collected and reported by THECB. The college's graduation/transfer rate for 1997 was 42% and exceeded the 30% benchmark. The standard is met.

BENCHMARK AND RESULTS

- At least 15% of all part-time students not requiring remediation will complete a degree or certificate or transfer within five years.

GRADUATION/TRANSFER RATE FOR PART-TIME STUDENTS, 1997

1992 Cohort of Full-Time FTIC Students	500
No. of SPC Students who Graduated or Transferred	167
Percent of 1994 Cohort	33%

Interpretation: Data for this measure are just now being collected and reported by THECB. The college's graduation/transfer rate for part-time students was 33% and exceeded the 15% benchmark. The standard is met.

BENCHMARK AND RESULTS

- The total number of degrees awarded by the college in a given year shall compare favorably with peer institutions such that the college's state ranking on this measure shall not be more than two positions less than its state ranking for enrollment.

NUMBER OF DEGREES AND CERTIFICATES AWARDED

Data Elements	1994-95	1995-96	1996-97
AA, AS Degrees	173	181	218
AAS Degrees	230	166	125
Tech Prep AAS Degrees	62	114	164
Technical Certificates	210	213	146
Total Degrees	675	674	653
SPC Ranking in State	na	na	14th
SPC Enrollment Ranking in State	14th	14th	14th
Ranking Difference	na	na	0

Interpretation: The THECB performance measures include the total number of degrees and certificates earned at an institution annually. SPC awarded 653 degrees and certificates in 1997 which ranked the college 14th in the state. All institutions which awarded more degrees than SPC had larger enrollments. The standard is met.

BENCHMARK AND RESULTS

- The percentage of first-time in college (FTIC) students persisting to graduation or transfer will be within 5% of the statewide average for peer institutions.

GRADUATION/TRANSFER RATE FOR FTIC STUDENTS

Data Elements	1993 Cohort	1994 Cohort
Number of FTIC Students	1,529	1,624
No. of SPC Students who Graduated or Transferred	466	446
Percent of Cohorts Reported	30.5%	27.4%
Statewide Average of Peer Institutions	16.1%	NA

Interpretation: For the 1993 FTIC cohort which was tracked, 30.5% persisted to graduation or transfer. This rate exceeded the statewide rate. The statewide average for the most recent reporting period is not available. The standard is met for the period that is reported.

Measurement B-3: Academic Transfer and Performance**BENCHMARK AND RESULTS**

- The transfer rate for academic students will be within 5% of the statewide average for peer institutions.

**TRANSFER RATES FOR ACADEMIC STUDENTS
REPORTED FROM DATABASE SEARCH (ASALFUP)**

Data Elements	1992	1993	1994	1995	1996
SPC Percentage Rate	38.3	34.8	34.6	37.0	37.3
Regional Percentage Rate	22.8	36.5	34.3	23.3	34.0
State Percentage Rate	34.4	34.6	36.6	37.2	35.1

Interpretation: The THECB performs a database search yearly for all academic students who had previously enrolled at SPC in a given year. The student records (Social Security Numbers) are compared to the databases for other higher education institutions for later years. The rate of transfer for the most recent reporting period is 37.3 percent. The SPC transfer rate exceeds the regional and state rate. The standard is met.

BENCHMARK AND RESULTS

- The number of student transfers to other public institutions of higher education within the state will compare favorably with peer institutions such that the statewide ranking for this measure will not be more than two positions less than the state ranking for enrollment.

NUMBER OF STUDENT TRANSFERS

Data Elements	1995	1996	1997
Total SPC Transfers	1,105	1,115	1,122
SPC Ranking in State	na	na	15th
SPC Enrollment Ranking in State	14th	14th	14th
Ranking Difference	na	na	-1

Interpretation: The THECB performance measures for two-year institutions includes a review of the total number of transfers the students from an institution complete. For the past three reporting years, the SPC total number of transfers is in excess of 1,100 students each year. Only one community college with smaller enrollment had more total transfers than SPC. The standard is met.

BENCHMARK AND RESULTS

- Academic transfer students from SPC will have transfer grade point averages at the primary transfer institutions within two tenths of a point of the grade point averages for transfers from other two-year institutions and native students at that institution.

**GRADE POINT AVERAGES OF SPC TRANSFERS
TO TEXAS TECH UNIVERSITY (1996-97)**

Data Elements	GPA
Native Students (from High School)	2.6
All Transfer Students Enrolled	2.4
SPC Transfer Students Enrolled	2.4

Interpretation: The grade point averages for SPC transfer students to Texas Tech University was equal to the GPA of all transfer students and within two tenths of a point of the GPA for native students. The standard is met. The data for the measure is due to be collected again during 1999-2000.

BENCHMARK AND RESULTS

- Academic transfer students from SPC will have graduation rates in excess of the rates for other two-year institutions and for the native students who entered the transfer institution at the same time.

**GRADUATION RATES OF SPC TRANSFERS
TO REGIONAL UNIVERSITIES (1996-97)**

Data Elements	WTAMU	ENMU	TTU
Native Students (from H.S.)	28.8%	20.9%	na
All Transfer Students Enrolled	41.3%	na	na
SPC Transfer Students Enrolled	52.5%	42.9%	na

Interpretation: South Plains College transfer students to West Texas A&M University and Eastern New Mexico University persist to graduation at greater rates than all transfer students (WTAMU) and native students. The standard is met. The data for the measure, including graduation rates for transfers to Texas Tech University, are due to be collected again during 1999-2000.

Measurement B-4: Success in Developmental Education**BENCHMARK AND RESULTS**

- Retention of full-time students requiring remediation (12+hours) from fall to spring will be within 5% of the state average for all peer institutions.

**RETENTION OF FULL-TIME STUDENT (12+ HOURS) REQUIRING REMEDIATION
REPORTED FROM ANNUAL DATA PROFILE**

Data Element	1993	1994	1995	1996	1997
SPC Percentage Rate	77.8	87.0	80.0	77.0	80.0
State Percentage Rate	77.0	77.0	77.0	77.0	76.0
Perkins Goal	75.0	75.0	75.0	75.0	75.0

Interpretation: South Plains College's retention rate for full-time students requiring remediation matched or exceeded the state average for all two-year institutions in all years reported. The SPC rate exceeded the Perkins Goal for all years. The standard is met.

BENCHMARK AND RESULTS

- Retention of part-time students requiring remediation (6-11 hours) from fall to spring will be within 5% of the state average for all peer institutions.

**RETENTION OF PART-TIME STUDENT (6-11 HOURS) REQUIRING REMEDIATION
REPORTED FROM ANNUAL DATA PROFILE**

Data Elements	1993	1994	1995	1996	1997
SPC Percentage Rate	67.9	80.0	76.0	61.0	55.0
State Percentage Rate	50.0	50.0	50.0	60.0	59.0
Perkins Goal	50.0	50.0	50.0	50.0	50.0

Interpretation: South Plains College's retention rate for part-time students enrolled in 6 to 11 hours and requiring remediation exceeded the state average for all years from 1993 to 1996. The SPC rate for 1997 is within 5% of the state average for that year. The SPC rate exceeded the Perkins Goal for all years. The standard is met.

BENCHMARK AND RESULTS

- Retention of part-time students requiring remediation (1-5 hours) from fall to spring will be within 5% of the state average for all peer institutions.

**RETENTION OF FULL-TIME STUDENT (1-5 HOURS) REQUIRING REMEDIATION
REPORTED FROM ANNUAL DATA PROFILE**

Data Elements	1993	1994	1995	1996	1997
SPC Percentage Rate	28.6	25.0	0.00	45.0	100.0
State Percentage Rate	35.0	35.0	53.0	48.0	49.0
Perkins Goal	35.0	35.0	35.0	35.0	35.0

Interpretation: For the past two reporting periods, South Plains College's retention rate for part-time students enrolled in 1-5 hours and requiring remediation exceeded or was within 5% of the state average for all two-year institutions. The SPC rate has exceeded the Perkins Goal for the past two years. The standard has been met the past two years.

BENCHMARK AND RESULTS

- The percentage of students completing all TASP requirements during a given year will be greater than the state average for all peer institutions.

**PERCENTAGE STUDENTS COMPLETING TASP REQUIREMENTS
WITHIN ONE YEAR**

Data Elements	1995	1996	1997
SPC Students (%)	30.0	25.8	26.0
Statewide (%)	17.3	14.1	15.6

Interpretation: The THECB performance measure includes the percentage of students enrolled in remediation who master all TASP requirements during a given year. The completers are compared to the number of students enrolled at the institution and who had some TASP requirement during the year. The completion rate for SPC exceeds the statewide completion rate for all years reported. The standard is met.

BENCHMARK AND RESULTS

- The percentage of students who complete developmental studies and attain a grade point average of "C" or better in college-level course work will be within 5% of the state average for all peer institutions.

**PERCENTAGE OF STUDENTS COMPLETING DEVELOPMENTAL MATH WITH C OR BETTER
GRADE POINT AVERAGE AFTER COLLEGE-LEVEL MATH COURSE (TASP REPORT)**

Data Elements	1989	1990	1991	1992	1993
SPC Students (%)	81.1	71.0	79.2	79.8	78.9
Statewide (%)	72.1	72.1	71.5	71.1	72.1

Interpretation: For the most recent data reported by the THECB, 78.9% of students who complete math remediation at SPC earn a "C" or better grade point average after they complete a college-level math course. The percentage exceeds the statewide measure of 72.1% for all community colleges. The standard for developmental math instruction is met.

**PERCENTAGE OF STUDENTS COMPLETING DEVELOPMENTAL ENGLISH WITH C OR BETTER
GRADE POINT AVERAGE AFTER COLLEGE-LEVEL ENGLISH COURSE (TASP REPORT)**

Data Elements	1989	1990	1991	1992	1993
SPC Students (%)	82.0	68.9	87.2	81.8	76.9
Statewide (%)	70.7	70.8	70.5	70.5	71.9

Interpretation: For the most recent data reported by the THECB, 76.9% of students who complete English remediation at SPC earn a "C" or better grade point average after they complete a college-level English course. The percentage exceeds the statewide measure of 71.9% for all community colleges. The standard for developmental English instruction is met.

PERCENTAGE OF STUDENTS COMPLETING DEVELOPMENTAL READING WITH C OR BETTER GRADE POINT AVERAGE AFTER COLLEGE-LEVEL ENGLISH OR MATH COURSE (TASP REPORT)

Data Elements	1989	1990	1991	1992	1993
SPC Students (%)	75.0	68.1	78.4	80.0	68.6
Statewide (%)	69.4	69.2	68.7	69.9	71.0

Interpretation: For the most recent data reported by the THECB, 68.6% of students who complete reading remediation at SPC earn a "C" or better grade point average after they complete a college-level math or English course. The percentage is within 5% variance of the statewide measure of 71.0% for all community colleges. The standard for developmental reading instruction is met.

BENCHMARK AND RESULTS

- The percentage of students who complete developmental math or English studies and pass a college-level math or English course, respectively, will be within 5% of the state average for all peer institutions.

PERCENTAGE OF STUDENTS COMPLETING DEVELOPMENTAL MATH AND PASSING COLLEGE-LEVEL MATH COURSE (TASP REPORT)

Data Elements	1989	1990	1991	1992	1993
SPC Students (%)	52.0	50.8	44.2	41.0	52.5
Statewide (%)	53.5	54.2	53.4	56.9	60.9

Interpretation: For the most recent data reported by the THECB, 52.5% of students who complete math remediation at SPC pass a college-level math course. The SPC measure falls outside the normal range of variance (5%) of the statewide measure of 60.9% for all community colleges. This standard for developmental math instruction is not met. The Mathematics Department continues to alter the topics taught in the remedial math sequence and the instructional methods used in these courses. The students do well at passing TASP, however, passing the math portion of TASP is not always an indicator of readiness for college-level math.

Action Plan: Since this measure has been discontinued by the THECB, the college must determine how recent changes in the remedial math sequence have impacted these results.

PERCENTAGE OF STUDENTS COMPLETING DEVELOPMENTAL ENGLISH AND PASSING COLLEGE-LEVEL ENGLISH COURSE (TASP REPORT)

Data Elements	1989	1990	1991	1992	1993
SPC Students (%)	86.2	75.3	76.8	76.0	89.6
Statewide (%)	74.5	76.1	74.9	75.5	76.4

Interpretation: For the most recent data reported by the THECB, 89.6% of students who complete English remediation at SPC pass a college-level English course. The percentage exceeds the statewide measure of 76.4% for all community colleges. This standard for developmental English instruction is met.

Measurement B-5: Technical Program Placement Rates

BENCHMARK AND RESULTS

- 85% of graduates of active technical programs will be placed in the workforce within one year of graduation.

PLACEMENT/TRANSFER RATES OF TECHNICAL GRADUATES REPORTED FROM DATABASE SEARCH (ASALFUP)

Data Elements	1992	1993	1994	1995	1996
SPC Rate (%)	83.4	86.2	86.8	86.4	88.8
Regional Rate (%)	84.3	88.8	84.4	85.7	87.9
State Rate (%)	84.7	85.0	82.2	83.6	86.2

Interpretation: The THECB performs a database search yearly for all technical students who had previously enrolled at SPC in a given year. The student records (Social Security Numbers) are compared to the databases for other higher education institutions and for the Texas Workforce Commission to find former students who are employed or enrolled at another institution. The SPC rate of placement/transfer for the most recent reporting period is 88.8%. The SPC transfer rate exceeds the regional and state rate. The standard is met.

BENCHMARK AND RESULTS

- 90% of all active technical programs will have at least 15 graduates in a three-year period.

PERCENT OF TECHNICAL PROGRAMS WITH 15 GRADUATES IN 3 YEARS

Data Elements	1996	1997	1998
Total Active Programs	43	35	33
No. with 15 Graduates in 3 Years	34	28	25
% of Programs in Compliance	79.1%	80.0%	75.8%

Interpretation: The standard for this measure was 9 graduates in 3 years prior to 1998-99. Only five programs fell below that standard. Four additional programs fell below the new 15 graduate standard. The standard is not met.

Action Plan: The departmental chairpersons and the Dean of Technical Education (Levelland Campus) and Dean of Instruction (Lubbock Campus) will work on ways to consolidate some fields of study into single programs with options within those areas of study. The deactivation of small enrollment and small graduate programs is also an option after notice is given to faculty and students.

Measurement B-6: Goal Attainment

BENCHMARK AND RESULTS

- Respondents to the Student and Support Services Survey will rate their level of goal attainment above average (greater than 3.0 on 5.0 scale).

STUDENT SATISFACTION WITH GOAL ATTAINMENT

	1996	1997	1998
Goal Attainment Satisfaction	nc	4.41	4.13

Interpretation: Students are asked to rate their level of satisfaction with personal goal attainment during the fall semester. Respondents rated their satisfaction in this area as being above average (greater than 3.0 on 5.0 scale). The standard is met.

Measurement B - 7: Licensure Passage

BENCHMARK AND RESULTS

- The percentage of students who take licensure exams and pass shall be within 5% of the state average for the past three years.

PERCENTAGE STUDENTS PASSING LICENSURE IN ALL PROGRAMS

Data Elements	1994	1995	1996
SPC Students (%)	97.8	84.3	86.8
Statewide (%)	89.0	87.0	89.0

Interpretation: The percentage of graduates passing state licensure exams is within the normal range of variance (5%) of the state average. The standard is met.

CSF C: Quality Student and Support Services

Measurement C-1: Access and Equity

BENCHMARK AND RESULTS

- The college will annually enroll approximately 5,800 students in credit-level or developmental courses within a normal range of variance of 5%.

SOUTH PLAINS COLLEGE FALL ENROLLMENTS

	1993	1994	1995	1996	1997	1998
Total Enrollment	5,914	5,866	5,703	5,843	6,291	6,687
% Variance	(0.8%)	(0.8%)	(2.8%)	2.4%	7.7%	6.3%

Interpretation: The college has exhibited steady growth in the past three enrollment periods and has attained a record fall enrollment that approaches 6,700 students, nearly 900 students more than the benchmark. The standard is met.

BENCHMARK AND RESULTS

- Students who enroll at SPC will include a minimum of 17% of the most recent high school graduates from the college service area.

SOUTH PLAINS COLLEGE HIGH SCHOOL MARKET SHARE 51 SERVICE AREA HIGH SCHOOLS

Data Elements	1995	1996	1997	1998
Total H.S. Seniors in Service Area	4,185	4,429	4,489	4,712
Total H.S. Grads Enrolled at SPC	747	856	954	932
% of Service Area Seniors Enrolling	17.8%	19.3%	21.3%	19.8%

Interpretation: This market share analysis attempts to determine the percentage of high school May graduates who enroll at South Plains College the subsequent fall semester. The college's "share" is computed as a percentage of the entire senior class as reported by the high school to the Texas Education Agency in October of each year. The analysis does not account for the fact that not all students of a particular senior class are college bound, that some may graduate in December, that some will dropout or that not all will graduate the following May. Therefore, one could conclude that the college's actual market share of high school graduates in our service area is actually higher than what can be computed from this data. In this analysis, the benchmark has been exceeded in all years reported. The standard is met.

BENCHMARK AND RESULTS

- The percentage of ethnicity of the student body at the college will be within 5% of the ethnic composition of the adult population of the college service area.

PERCENTAGE OF STUDENT ENROLLMENT BY ETHNICITY

	1994	1995	1996	1997	1998
% Hispanic Population*	21.0	21.0	21.0	21.0	21.0
% Hispanic Enrollment	24.0	25.0	25.0	25.5	24.9
Variance	+3.0	+4.0	+4.0	+4.5	+3.9
% African-American Population*	7.0	7.0	7.0	7.0	7.0
% African-American Enrollment	6.0	6.0	7.0	5.6	5.7
Variance	-1.0	-1.0	0.0	-1.4	-1.3

*1990 U.S. Census Data

Interpretation: The SPC student body reflects the ethnicity of the adult population of the college service area. For Hispanics, the percentage enrolled exceeds the percentage of Hispanics in the adult population. For African-Americans, the percentage enrolled is within the accepted range of variance. The standard is met.

BENCHMARK AND RESULTS

- The percentage of ethnicity of graduates at the college will be within 5% of the percentage of ethnicity of total enrollment.

PERCENTAGE OF ENROLLMENT BY ETHNICITY

	1994-95	1995-96	1996-97
% Hispanic Graduates	24.0	23.0	26.0
% Hispanic Enrollment	24.0	25.0	25.0
Variance	0.0	-2.0	+1.0
% African-American Graduates	4.0	6.0	4.0
% Enrollment African-American	6.0	6.0	7.0
Variance	-2.0	0.0	-3.0

Interpretation: The retention rate for Hispanic students as measured by graduation is 26% for the most recent reporting year. This rate exceeds the percentage enrollment of Hispanics at the institution. The retention rate for African-American graduates as measured by graduation is within the acceptable range of variation allowed by THECB performance measures. The standard is met.

BENCHMARK AND RESULTS

- The percentage of economically disadvantaged students will be within 5% of the percentage of economically disadvantaged adults in the college service area.

PERCENTAGE OF ENROLLMENT BY ECONOMICALLY DISADVANTAGED INDIVIDUALS

	1994	1995	1996	1997
% Population*	17.0	17.0	17.0	17.0
% SPC Enrollment	20.0	29.0	26.0	31.0
Variance	+3.0	+8.0	+11.0	+14.0

*1990 U.S. Census Data

Interpretation: Economically disadvantaged students are defined as those individuals who qualify for federal financial aid. Economically disadvantaged individuals represent 17 percent of the adult population of the college service area. For the reporting periods, the college enrollment has ranged from 20% to 31% and is within the normal range of variation for this measure. For the most recent reporting period, the percentage enrolled exceeds the benchmark by 14 percentage points. The standard is met.

BENCHMARK AND RESULTS

- The percentage of academically disadvantaged students will be within 5% of the percentage of academically disadvantaged adults in the college service area.

PERCENTAGE OF ENROLLMENT BY ACADEMICALLY DISADVANTAGED INDIVIDUALS

	1994	1995	1996	1997
% Population*	28.0	28.0	28.0	28.0
% SPC Enrollment	30.0	29.0	23.0	41.0
Variance	+3.0	+1.0	-5.0	+13.0

*1990 U.S. Census Data

Interpretation: Academically disadvantaged students are defined as those individuals who require remediation. Academically disadvantaged individuals represent 28 percent of the adult population of the college service area. For the reporting periods, the college enrollment ranged from 23% to 41% and is within the normal range of variation for this measure. For the most recent reporting period, the percentage enrolled exceeds the benchmark by 13 percentage points. The standard is met.

Measurement C-2: Assessment of Programs and Services

BENCHMARK AND RESULTS

- The level of student satisfaction with student support services will be above average (greater than 3.0 on 5.0 scale) in all survey categories.

STUDENT SATISFACTION WITH STUDENT AND SUPPORT SERVICES REPORT FROM SURVEY OF CURRENT STUDENTS

Student Service Areas	1997	1998
Deans' Office	3.90	3.78
Counseling Center	4.01	4.04
Learning Center	3.88	4.00
Student Health Services	3.67	3.68
Student Activities	3.52	3.66
Campus Security/Police	3.77	3.78
Food Service	3.32	3.36
Admissions and Records	3.99	4.07
Financial Aid	3.99	4.16
Veterans Services	3.76	3.56
Overall Satisfaction	3.78	3.81
Course Advisement	nc	nc

Interpretation: Current students favorably rate their satisfaction with the student services offered by the college. In all categories of services, students rated services above average. The standard is met. A question pertaining to course advisement will be added to the Student Survey for 1999-2000.

BENCHMARK AND RESULTS

- The level of graduate satisfaction with student support services will be above average (greater than 3.0 on 5.0 scale) in all survey categories.

**GRADUATE SATISFACTION WITH STUDENT AND SUPPORT SERVICES
REPORT FROM TEX-SIS**

Student Service Areas	1993	1994	1995	1996	1997
Financial Aid	4.17	4.21	4.28	4.35	4.45
Counseling Center	3.95	4.07	4.04	4.09	4.10
Job Placement	3.0	3.38	3.15	3.88	3.36
Course Advisement	4.15	4.02	4.23	4.27	4.05
Tutoring Services	3.91	3.89	4.0	4.26	4.23
Veterans Services	3.66	3.83	3.69	4.14	4.23
Student Activities	3.96	3.84	4.21	3.94	4.0
Overall Satisfaction	3.83	3.89	3.94	4.13	4.06

Interpretation: SPC graduates favorably rated their satisfaction with the student services offered by the college. In all categories of services, graduates rated services above average. The standard is met.

Measurement C-3: Retention**BENCHMARK AND RESULTS**

- The cohort retention rate for all students at SPC from fall to spring will be within the normal range of variation (5%).

**COHORT RETENTION OF ALL STUDENTS FROM FALL TO SPRING
REPORTED FROM ANNUAL DATA PROFILE**

Data Elements	1993	1994	1995	1996	1997
Not Remediated	66.0	68.0	64.0	65.0	63.0
Had Remediation	75.0	86.0	79.0	83.0	77.0
All SPC Students	67.0	70.0	66.0	67.0	64.0
Lower Control Limit	60.0	60.0	60.0	60.0	60.0

Interpretation: The percentage of students retained from the fall semester to the spring semester is a measure of retention. The retention rate for all students at SPC has ranged from 64% to 70% during the years reported. The retention rate for students who are not subject to remediation approximates the same range of rates (63% to 68%). Students who take development courses exhibit higher retention rates (75% to 86). The retention rate for all years is above the lower control limit and therefore within the normal range of variation. The standard is met.

BENCHMARK AND RESULTS

- Retention of full-time students (12+hours, not requiring remediation) from fall to spring will be within 5% of the state average for all peer institutions.

**RETENTION OF FULL-TIME STUDENTS (12+ HOURS, NOT REQUIRING REMEDIATION)
REPORTED FROM ANNUAL DATA PROFILE**

Data Element	1993	1994	1995	1996	1997
SPC Percentage Rate	77.7	76.0	73.0	77.0	75.0
State Percentage Rate	77.0	77.0	77.0	77.0	76.0
Perkins Goal	75.0	75.0	75.0	75.0	75.0

Interpretation: South Plains College's retention rate for full-time students is within the normal range of variance in relation to the state average for all two-year institutions in all years reported. In all years examined, SPC is within 5 percentage points of the state average for peer institutions. The SPC rate exceeded or matched the Perkins Goal for four of the past five years. The standard is met.

BENCHMARK AND RESULTS

- Retention of part-time students (6-11 hours, not requiring remediation) from fall to spring will be within 5% of the state average for all peer institutions.

**RETENTION OF PART-TIME STUDENTS (6-11 HOURS) REQUIRING REMEDIATION
REPORTED FROM ANNUAL DATA PROFILE**

Data Elements	1993	1994	1995	1996	1997
SPC Percentage Rate	58.3	61.0	57.0	59.0	45.0
State Percentage Rate	50.0	50.0	50.0	60.0	59.0
Perkins Goal	50.0	50.0	50.0	50.0	50.0

Interpretation: South Plains College's retention rate for part-time students enrolled in 6 to 11 hours is within the normal range of variance in relation to the state average for all two-year for 1993 to 1996. While it is within normal variance of the Perkins Goal, the SPC rate for 1997 is not within 5% of the state average for that year. The college's relationship with Texas Tech and the expanding concurrent enrollment of Texas Tech students at Reese Center who enroll in a limited number of hours are contributing factors to the lower percentage for SPC.

Action Plan: The college will continue to monitor the retention of these part-time students and study the effect of the concurrent enrollment of Texas Tech University students on the standard.

BENCHMARK AND RESULTS

- Retention of part-time students (1-5 hours, not requiring remediation) from fall to spring will be within 5% of the state average for all peer institutions.

**RETENTION OF FULL-TIME STUDENT (1-5 HOURS, NOT REQUIRING REMEDIATION)
REPORTED FROM ANNUAL DATA PROFILE**

Data Elements	1993	1994	1995	1996	1997
SPC Percentage Rate	28.8	33.0	29.0	48.0	41.0
State Percentage Rate	35.0	35.0	53.0	48.0	49.0
Perkins Goal	35.0	35.0	35.0	35.0	35.0

Interpretation: The retention rate for students taking from 1 to 5 hours is 41% for the most recent reporting period. While the rate exceeds the Perkins measure, it is not within 5% of the statewide average for two-year institutions. The college's relationship with Texas Tech and the expanding concurrent enrollment of Texas Tech students at Reese Center who enroll in a limited number of hours are contributing factor to the lower percentage for SPC.

Action Plan: The college will continue to monitor the retention of these part-time students and study the effect of the concurrent enrollment of Texas Tech University students on the standard.

Measurement C-4: Course Advisement**BENCHMARK AND RESULTS**

- The level of student satisfaction with course advisement will be above average (greater than 3.0 on 5.0 scale).

**LEVEL OF SATISFACTION WITH COURSE ADVISEMENT
TEX-SIS AND STUDENT SURVEY**

Data Elements	1993	1994	1995	1996	1997
Current SPC Students	nc	nc	nc	nc	nc
SPC Graduates	4.15	4.02	4.23	4.27	4.05

Interpretation: Graduates rate their satisfaction with course advisement high. The mean scores for this group exceed the benchmark. The standard is met. Data which measures the satisfaction of current students will be collected during 1999-2000.

CSF D: Economic Development and Community Involvement

Measurement D-1: Education in Support of Economic Development

BENCHMARK AND RESULTS

- Individuals who enroll in SPC workforce education and training short courses will rate their level of satisfaction with the course above average (greater than 4.0 on 7.0 scale).

SATISFACTION WITH WORKFORCE EDUCATION AND SHORT COURSE TRAINING DIVISION OF CONTINUING EDUCATION

Data Element	1995-96	1996-97	1997-98
SPC Students	6.49	6.61	6.57

Interpretation: For the three years examined, individuals who enrolled in workforce education and community service short courses rated their level of satisfaction with the courses above average and very near to excellent on the scale. It should be noted that data presented here is limited in its scope in that it only represents the courses offered through the Levelland Campus. Data collected for short courses offered through the Lubbock Campus was unavailable for this report. Reporting procedures will be modified so that Lubbock Campus course data will be included in the next annual report. For the data that is available, the standard is met.

BENCHMARK AND RESULTS

- The number of contract classes for customized training will increase each year.

CONTRACT CLASSES FOR CUSTOMIZED TRAINING

Data Elements	1997-98	1998-99*
Number of Contract Classes	61	124
% Variance	nc	+108%

*Data collected as of the date of this report.

Interpretation: For the two years examined, the number of contract classes for customized training more than doubled (108%). The increase was largely due to expanded workforce development facilities at the Byron Martin Advanced Technology Center and a growing interest for customized computer training by local business and industry. The standard for the years examined is met.

Measurement D-2: Interaction with Community

BENCHMARK AND RESULTS

- The number of respondents to the External Customer Survey reporting no problems or concerns with the services SPC provides will be within 5% or higher than the number reported on the previous survey.

**EXTERNAL CUSTOMER SURVEY RESPONSES TO THE SURVEY QUESTION
“WHAT PROBLEMS OR CONCERNS DO YOU HAVE WITH THE SERVICES WE PROVIDE.”**

Data Elements	1994	1996
% of Respondents indicating “None”	14.4%	46.6%
Percentage Point Variance	na	+32.3 pts.

Interpretation: As part of the strategic planning process, an External Customer Survey was administered in 1994 and 1996. In the survey, respondents were asked to respond the following question: “What problems or concerns do you have with the services we provide?” The percentage of respondents answering “none” or “no problems” was 14.4% in 1994 and 46.6% in 1996. The measure of these responses increased 32.2 percentage points between the two reporting periods. The standard is met.

BENCHMARK AND RESULTS

- The college will annually serve at least 7 percent of the adult population residing in the college service area.

COMPARISON OF POPULATION SERVED

Year	Standard	SPC Service Area Population*	Enrollment	Percent of Population
1995-96	7%	160,814	13,238	8.2%
1996-97	7%	160,814	13,564	8.4%
1997-98	7%	160,814	14,556	9.1%

*1990 U.S. Census data

Interpretation: The standard was met in all years examined. The enrollment figures include unduplicated headcounts in college-credit and developmental courses, enrollments in non-credit short courses and enrollments in community service short courses. The census data is the number of adults, age 18 - 44 who are most likely to benefit from the programs and services the college provides. Some duplication of individuals may be present in the numbers of students who enroll in non-credit courses and later enroll in credit courses in a given year.

BENCHMARK AND RESULTS

- The college will make its facilities and services available to the community such that public usage and involvement will exceed 90,000 individuals annually.

ANNUAL PUBLIC USAGE OF FACILITIES AND VISITORS

Year	Standard	No. Annual Visitors and Participation	Standard Met
1995-96	90,000	93,768	Yes
1996-97	90,000	94,716	Yes
1997-98	90,000	96,233	Yes

Interpretation: The college makes its facilities and services available for public use. Additionally, college activities and events generate visitors to the campus. The historical data collected for this measure has been used to determine the standard. The standard was met in all years examined. While the data will contain duplication of individuals who participate in more than one event, it does indicate significant usage of college facilities and services.

Measurement D-3: Partnerships and Alliances

BENCHMARK AND RESULTS

- The college will maintain partnerships and alliances with other entities which enhance the college’s ability to serve students and the community.

Report and Interpretation: The following alliances and partnerships were in existence during the time studied. Partnerships were established with 19 area high schools for dual credit purposes. South Plains College has developed an alliance with Texas Tech University for the purpose of providing undergraduate instruction for Texas Tech students. The partnership between SPC, Lubbock ISD and Market Lubbock, Inc., provided the educational and instructional opportunities at the Byron Martin Advanced Technology Center. The college partnership with the Lubbock Reese Redevelopment Authority allowed the college to expand its use of educational buildings at the former air base for teaching courses at the Reese Center. The partnerships has also resulted in the initiation of the process for public conveyance of four buildings at Reese. Prior to relocating its Reese program to Reese Center, SPC maintained an educational partnership with Frenship ISD for use of the former Reese Elementary. The SCATE consortium allowed the college to gain knowledge and experience at delivering courses via distance education technology. SPC partnered with TEA Region 17 Service Center to explore other distance education opportunities. SPC was an active partner in the Five Area Community Telecommunication Consortium for the purpose of expanding distance education opportunities. The Lubbock Campus had a partnership agreement with Lubbock County to provide workforce education at the Lubbock County Community Correctional Facility.

SPC worked with the Texas Workforce Center to provide counseling and instruction to clients. The college worked with the Hockley County Agricultural Extension Service to support the Cowboy Gathering project. The college partnered with the Levelland Chamber of Commerce to provide entertainment, use of facilities and volunteers in support of chamber projects.

CSF E: Effective Leadership and Management

Measurement E-1: Cooperative Planning and Goal Attainment

BENCHMARK AND RESULTS

- The level of employee satisfaction with strategic planning processes will be above average (greater than 3.0 on 5.0 scale) as measured by the Employee Survey.

EMPLOYEE SATISFACTION WITH PLANNING PROCESS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Elements	1994	1996	1998
Informed about Planning Effort	3.5	3.6	3.7
Use of Outcome Assessment Tools	3.7	3.7	3.6
Involvement in Planning Effort	3.4	3.4	3.4
Review Planning Documents/Reports	2.9	2.8	3.0
Composite Rating for Planning Process	3.4	3.4	3.4

Interpretation: The standard is met for all three study years. Respondents to the Employee Survey expressed above average satisfaction with institutional planning efforts in all categories except review of planning documents and reports. Mean scores to the statement "I regularly review the Institutional Plan or the Annual Planning Report" did not meet the benchmark. It should be noted that during the survey periods, the reporting component of the planning process was still in developmental stages. The Institutional Plan was completed and published in February 1998. Annual planning reports, as they relate to this institutional plan, were prepared for the first time in May 1998. *The Annual Report of Progress and Achievement* is being published for the first time with this printing. The next administration of the Employee Survey is scheduled for April 2000.

Action Plan: Continue to educate those involved in strategic and operational planning as to the importance and use of planning documents which result from planning efforts.

Measurement E-2: Management of Resources

BENCHMARK AND RESULTS

- The level of employee satisfaction with the budgetary process as measured by the Employee Survey will be above average (greater than 3.0 on 5.0 scale).

EMPLOYEE SATISFACTION WITH BUDGETARY PROCESS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Elements	1994	1996	1998
Involvement in Budget Process	nc	nc	3.6
Satisfaction with Budget Process	nc	nc	3.2
Budget Reflects Institutional Objectives	nc	nc	3.4
Composite Rating for Budgetary Process	nc	nc	3.4

Interpretation: Statements related to employee involvement and satisfaction with the budgetary process were added to the Employee Survey administered in April 1998. The mean scores for each category and composite rating exceed the benchmark. The standard is met. The next administration of the Employee Survey is scheduled for April 2000.

BENCHMARK AND RESULTS

- The level of employee satisfaction with accounting and budgetary controls as measured by the Employee Survey will be above average (greater than 3.0 on 5.0 scale).

EMPLOYEE SATISFACTION WITH ACCOUNTING AND BUDGETARY CONTROLS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Element	1994	1996	1998
Satisfaction with Budgetary Controls/Reports	nc	nc	3.5

Interpretation: Employees rate their level of satisfaction with budgetary controls and reports as above average. The standard is met. The next administration of the Employee Survey is scheduled for April 2000.

BENCHMARK AND RESULTS

- The level of employee satisfaction with the purchasing process as measured by the Employee Survey will be above average (greater than 3.0 on 5.0 scale).

**EMPLOYEE SATISFACTION WITH PURCHASING SYSTEM
REPORT FROM BIENNIAL EMPLOYEE SURVEY**

Data Element	1994	1996	1998
Satisfaction with Purchasing System	nc	nc	3.6

Interpretation: Employees rate their level of satisfaction with the purchasing system as above average. The standard is met. The next administration of the Employee Survey is scheduled for April 2000.

BENCHMARK AND RESULTS

- The level of employee satisfaction with the inventory system as measured by the Employee Survey will be above average (greater than 3.0 on 5.0 scale).

**EMPLOYEE SATISFACTION WITH INVENTORY SYSTEM
REPORT FROM BIENNIAL EMPLOYEE SURVEY**

Data Element	1994	1996	1998
Satisfaction with Inventory System	nc	nc	3.5

Interpretation: Employees rate their level of satisfaction with the inventory system as above average. The standard is met. The next administration of the Employee Survey is scheduled for April 2000.

BENCHMARK AND RESULTS

- The annual audit of accounting procedures by independent, state and federal auditors will produce no exceptions to the guidelines and no management letters.

RESULTS OF ANNUAL AUDITS

Data Elements	1994	1996	1998
Independent Audit Exceptions/Mgt. Letters	0	0	0
State Audit Exceptions/Mgt. Letters	0	0	0
Federal Audit Exceptions/Mgt. Letters	0	0	0

Interpretation: Financial audits for the years examined produced no exceptions to guidelines or management letters. The standard is met.

BENCHMARK AND RESULTS

- The distribution of college resources by major college function will demonstrate stability over time.

**DISTRIBUTION OF COLLEGE RESOURCES BY MAJOR COLLEGE FUNCTION
FROM ANNUAL AUDIT REPORT**

College Function	1995-96	1996-97	1997-98
Instruction	41.1%	44.8%	41.9%
Academic Support	11.6%	9.7%	10.8%
Student Services	6.8%	7.4%	8.9%
Scholarships and Fellowships	13.2%	14.7%	15.4%
Institutional Support	4.7%	7.5%	6.4%
Operation and Plant Maintenance	8.4%	9.3%	9.2%
Auxiliary Enterprises	12.3%	5.1%	5.7%
Public Service	1.9%	1.5%	1.7%
Total	100%	100%	100%

Interpretation: The expenditure of funds demonstrate stability. The major expenditure is for instruction, followed by scholarships and fellowships (federal aid is included in this expenditure category), academic support and student services. The major change in the percentages is in the category for auxiliary enterprises which reflects the sale of bookstore inventory and the college's decision to contract bookstore services with a private company. Prior to 1996, the bookstore had been operated by the college.

Measurement E-3: Acquisition of Public/Private Resources

BENCHMARK AND RESULTS

- The distribution of income by major source will demonstrate stability over time.

REVENUE BY SOURCE FROM ANNUAL AUDIT REPORT

Income Sources	1995-96	1996-97	1997-98
Student Sources	18.1%	19.7%	21.6%
State Sources	35.8%	38.6%	36.5%
Local Sources	15.0%	15.8%	15.5%
Govt. Grants and Contracts	15.3%	16.6%	19.1%
Private Gifts and Grants	1.5%	1.5%	0.1%
Auxiliary Sources	10.6%	4.6%	4.9%
Other Sources	3.7%	3.2%	2.3%
Total	100%	100%	100%

Interpretation: The income from various sources demonstrates stability. The state provides most of the revenue for operations, followed by students, federal grants and local taxes. The return of federal tax dollars (\$5,246,540) from Washington and the return of state tax dollars (\$11,711,099) from Austin are major contributors to the local economy. The sum of those two sources (\$16.9 million) turns over 3.5 times (a very conservative number) in the local economy and has an economic impact of approximately \$59 million annually. The \$59 million would represent a return of \$12 for each local tax dollar invested in the college enterprise.

BENCHMARK AND RESULTS

- Contributions to the annual fund of the foundation will exhibit steady growth over time.

ANNUAL CONTRIBUTIONS TO THE SPC FOUNDATION IN DOLLARS

Year	Total Contributions	% Change
1993-95	\$229,343	-28%
1994-95	\$266,015	+16%
1995-96	\$439,487	+65%
1996-97	\$296,300	-33%
1997-98	\$532,690	80%

Interpretation: Contributions to the annual fund of the foundation have exhibited steady growth for the years examined. For the five-year period, growth averaged 4% annually. The standard is met.

BENCHMARK AND RESULTS

- The number of gifts to the annual fund will exhibit steady growth over time.

ANNUAL NUMBER OF GIFTS TO THE SPC FOUNDATION

Year	Total No. of Gifts	% Change
1993-95	1,091	22%
1994-95	766	-30%
1995-96	900	+17%
1996-97	855	-5%
1997-98	1,594	+86%

Interpretation: The number of gifts to the annual fund measures the base of support for charitable giving to the foundation. Historically, the number of gifts is directly related to the fund raising activities of the foundation. The 86% increase for 1997-98 is due in large part to the Founders Challenge Campaign which was launched by the foundation as part of the college's 40th anniversary celebration. For the five-year period, growth averaged 3.6% annually. The standard is met.

Measurement E-4: Facility Development**BENCHMARK AND RESULTS**

- The level of employee satisfaction with facilities as measured by the Employee Survey will be above average (greater than 3.0 on 5.0 scale).

**EMPLOYEE SATISFACTION WITH PHYSICAL FACILITIES
REPORT FROM BIENNIAL EMPLOYEE SURVEY**

Data Elements	1994	1996	1998
Adequacy of Physical Facilities	nc	nc	3.2
Facilities are Conducive to Learning	nc	nc	3.5
Safe and Secure Environment	nc	nc	4.0
Composite Rating for Physical Facilities	nc	nc	3.6

Interpretation: Statements related to employee satisfaction with physical facilities, safety and security were added to the Employee Survey administered in April 1998. The mean scores for each category and composite rating exceed the benchmark. The standard is met. The next administration of the Employee Survey is scheduled for April 2000.

BENCHMARK AND RESULTS

- The college will maintain a current facilities master plan.

Report and Interpretation: A facilities master plan was developed during the fall of 1998 from input obtained from instructional and administrative departments. The plan had its beginnings in the Institutional Plan which was published in February 1998, and was developed from that document and the input received from faculty and staff. The plan is scheduled to be updated during the 1999-2000 academic year. The standard is met.

Measurement E-5: Ongoing Professional Development**BENCHMARK AND RESULTS**

- Overall college involvement in formal professional development activities will exceed 70% annually.

**INVOLVEMENT IN PROFESSIONAL DEVELOPMENT ACTIVITIES
FOR 1998-99**

Categories	Total Number	Number Involved	Percent
Full-Time Faculty	209	126	60%
Professional Non-Faculty	66	64	96.9%
No. of Classified Staff Involved	nc	nc	nc
All Full-Time Employees	275	190	69.1

Interpretation: The data show that almost 70% of the professional employees were involved in professional development experiences at college expense during the year. The data was gathered from existing records for the first time in 1998-99.

Action Plan: The process for collecting and summarizing this data will be improved for future years.

Measurement E-6: Employee Diversity

BENCHMARK AND RESULTS

- The college will demonstrate progress toward increasing the number and percentage of minority faculty, administration and professional staff.

**ETHNICITY OF PROFESSIONAL STAFF
FROM IPEDS REPORT (EVERY TWO YEARS)**

	1993		1995		1997	
	N	%	N	%	N	%
Anglo	274	94.8	268	95.0%	259	94.2%
Hispanic	10	3.4%	10	3.5%	11	4.0%
African-American	3	1.1%	3	1.2%	3	1.2%
Other	2	0.7%	1	0.3%	2	0.6
Total	289	100%	282	100%	275	100%

Interpretation: The data which reflects the diversity of the professional staff is derived from IPEDS reports. Staff data are reported only every two years. In the professional area, the college has increased the number of Hispanics by 1 from 1993 to 1997. The numbers of African-American and other professionals have remained the same (3 and 2, respectively). Since this data was reported a Hispanic faculty member and Hispanic administrator have been employed with the college.

Action Plan: The college will continue to actively seek to increase the diversity of its pool of qualified applicants for professional positions at the college. The organization of an independent Office of Human Resources is expected contribute to this effort.

BENCHMARK AND RESULTS

- Other employees of the college will reflect the ethnicity of the adult population of the community within 5% of parity.

**ETHNICITY OF OTHER EMPLOYEES
FROM IPEDS REPORT (EVERY TWO YEARS)**

	1993		1995		1997	
	N	%	N	%	N	%
Anglo	104	77.6	98	72.0%	90	68.7%
Hispanic	26	19.4%	33	24.3%	36	27.5%
African-American	4	3.0%	5	3.7%	5	3.8%
Other	0	0%	0	0%	02	0
Total	134	100%	136	100%	131	100%
Percent of Population*						
Hispanic	21.0%		21.0%		21.0%	
African-American	7.0%		7.0%		7.0%	

* 1990 U.S. Census Data

Interpretation: The data which reflects the diversity of other employees is derived from IPEDS reports. Staff data are reported only every two years. For this group, the percentage of Hispanic employees increased over the years reported and currently exceeds the percentage of Hispanics in the service area population (21%). The percentage of African-American employees was 3.8%. This measure is within 5% of the percentage of African-Americans in the general population (7%). The standard is met for this employee group.

Measurement E-7: Employee Satisfaction

BENCHMARK AND RESULTS

- Composite scores on all subscales of the Employee Survey will be at least 3.5 on 5.0 scale.

EMPLOYEE SURVEY RESULTS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Subscales	1994	1996	1998
Constancy of Purpose	4.3	4.3	4.3
Student Focus	4.2	4.2	4.3
Employee Empowerment	4.0	4.0	4.1
Trust	4.0	4.0	4.1
Cooperation and Teamwork	4.0	4.0	4.1
Internal Customer Focus	3.8	3.8	3.9
Rewards and Recognition	3.6	3.3	3.6
Communication	3.5	3.5	3.6

Interpretation: Employees have consistently rated constancy of purpose and student focus as the major strengths of the institution. In the most recent administration of the Employee Survey, improvement was seen in Rewards and Recognition subscale due to the implementation of recommendations from the Rewards and Recognition Process Action Team. The Communication Subscale, while meeting the standard, was identified as an area for improvement. A process action team has been organized and chartered to review organizational communications. For all subscale categories, the standard is met.