
Institutional Effectiveness

Annual Report

of Progress and Achievement

1998-1999



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

February 2000

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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Goals and Priority Initiatives, 1998 - 1999

This section of the *Annual Report* details the college's accomplishments during 1998-99 in addressing the seven institutional goals and 18 priority initiatives established in the college's strategic plan. 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:

Seventeen 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, Diesel Service Technology, Electrical and Power Transmission Technology, Electronics Service Technology, Electronics Technology, Fire Technology, General Business, Legal Assistant, Marketing and Management, Merchandising, Petroleum Technology, Performing Arts Technology, Real Estate, and Refrigeration and Air Conditioning 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 modified instructional activities to include 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 Texas Board of Nurse Examiners requirements.

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

The Business Administration Department maintained tech prep articulation agreements with 47 area public school districts during 1998-99.

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 Commercial Music program continued to expand its music performance program to include other commercial music styles such as rock, rhythm and blues, contemporary Christian, and Tejano music.

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

The Law Enforcement Technology program initiated efforts to develop a driver training program at Reese Center.

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.

South Plains College became 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.

The Commercial Art program added web design to its curriculum.

Two courses in Computer Information Systems were offered via the Internet.

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

The English Department course descriptions and content for developmental English courses for consistency across the institution.

The educational program at the Lubbock County Correctional Facilities underwent review and revision. All programs were evaluated and revised to meet the changing needs of the facility and to address the doubling of program enrollment at the LCCCF. Staffing to accommodate the educational demands of the facility was also reviewed.

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:

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 expanded to include 25 service area high schools. The partnerships allowed South Plains College to enroll more than 900 students in more than 18 different college-level courses.

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.

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

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.

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).

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.

Through the Division of Continuing Education, the college was involved in the Virtual College of Texas initiative. SPC partnered with 30 other Texas community colleges to deliver nearly 30 Internet courses and 10 interactive television courses through the network to students at other community colleges. Both academic and technical programs were involved in this effort.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

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

Computer Information Systems program labs received hardware upgrades. 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 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 Service Technology program installed modern floor-level vehicle lifts to ensure student safety.

The Welding Technology program installed a metal hardness testing machine to meet industry standards.

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.

An interactive classroom was planned and implemented in the Technical Arts Center to facilitate expanded distance education activities. The classroom featured the latest technology from VTEL, using automated video conferencing capabilities. The classroom was equipped with four viewing monitors to enhance the learning environment. Courses were delivered to area high schools to support dual credit opportunities. The additional classroom now gives SPC three interactive classrooms to meet the needs of area schools and constituents.

The South Plains College educational program at the Lubbock County Community Corrections Facility implemented a new computer-based developmental program for reading, math and vocabulary to support adult education. The initiative required the upgrading of computer software and delivery systems.

Online full-text databases became available to faculty in their offices for the first time through library subscriptions. This access permitted faculty members to do professional reading and library research, including the downloading and printing of articles, using their office computers. The databases also allowed faculty members to exchange and distribute articles for use later at home.

The Lubbock Campus Library obtained a liquid crystal projector for faculty to use in classroom instruction. Library staff also provided inservice training for interested faculty in the use of scanner technology and PowerPoint software for the development of multimedia presentations. Optical character recognition (OCR)

software was also made available for faculty use in the library to assist in revising reports and forms.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

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 Lubbock and Levelland librarians shared their knowledge and expertise with each other, collaborating on several projects including the development of Lubbock's portion of the online book catalog, participation in basic and advanced interlibrary loan training and implementation of online requests for interlibrary loans between campuses. The result of this cooperation directly improved the quality of library service to students.

The Lubbock Campus library worked with the Wayland Baptist University distance librarian to facilitate the delivery of nursing articles to students in the vocational nursing program in Plainview.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

A coordinator of allied health training was hired to expand continuing education short course training to address the needs of the local allied health industry.

SPC initiated the start-up of a CISCO networking curriculum by providing professional development and training of faculty in the electronics service technology program in order to be designated a CISCO training school. The complete program was scheduled for implementation in the fall of 1999.

Short course computer offerings were 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.

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; Hurst Farms Company, computer training.

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 563 allied health technicians for entry-level employment.

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

The Continuing Education and Workforce Development Office added the following new courses to its schedule at the Byron Martin Advanced Technology Center: Introductory AutoCAD, Intermediate AutoCAD, Architectural Drafting, Insurance Regulations and Ethics, Mini-Farming, A+ Certification, and Introductory Linux. Many of these courses reflected contractual agreements with recognized leaders in the field. Others, such as Linux, represented the introduction to cutting edge technology.

The A+ Certification training course achieved a 100% passing rate on the core exam for certification and an 88% passage rate on the Windows/DOS certification. Re-testing was available at no cost and when utilized a 100% passing rate was achieved.

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. Responsibility for the Financial Aid Office was transferred to the Student Services Division.

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

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

Library services were expanded to enable students at the Lubbock Main Street Campus and Byron Martin Advanced Technology Center to have access to full-text journal articles available in the following online databases: Health Reference Center, Computer DataBase and Expanded Academic Index.

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 Levelland Campus Library.

Using funds from the TIF grant, the Lubbock Campus Library created a computer classroom within the library to teach library skills and search strategies. Other computers received in Lubbock from the grant were placed in the reference and reading areas for use in library research.

Additional computer stations were added to the Library's automated catalog system to increase access.

Services were provided to students through the Lubbock Campus library to assist with the develop-

ment of multimedia presentation materials for class assignments. These services included the scanning of images and the retrieval and scanning of documents for presentation purposes.

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 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 Guidance and Counseling Office provided counseling and testing services to more than 8,000 current and prospective students; provided job placement services for nearly 800 students; conducted workshops and seminars which served more than 1,900 students; and provided services for more than 200 "special needs" students.

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 Admissions and Records Office processed more than 15,000 new student applications and registered more than 10,100 credit students. The office also processed 7,000 transcripts and distributed more than 10,000 college catalogs.

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 allowed 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 Financial Aid Office processed more than 7,500 applicants for federal financial aid and awarded aid to more than 6,000 students. The office managed the awarding of more than \$7.3 million in federal financial aid to students.

The Student Activities Office saw a substantial increase in the number of students participating in student activities.

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 office experienced an increase in the number of students served.

The college community experienced a decline in the number of incidences of nonviolent crime committed on college property and continued the pattern of no violent crimes committed on college property.

The student housing program continued to have an occupancy of more than 400 students living in college housing.

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.

The Lubbock Campus registered with the National Institute for Automotive Service Excellence to serve as a testing center to administer the Automotive Service Excellence exam. During the year, the testing services was provided to 320 examinees from Lubbock and the surrounding area.

The Special Services Office continued to increase the inventory of state-of-the-art adaptive technology with the purchase of Jaws for Windows, a speech software and screen writer.

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.

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 hired a part-time At-Risk/Retention Researcher to analyze the student tracking system and collect data on students withdrawing from SPC.

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 continued to address and implement new policies and testing procedures in order to comply with state-mandated requirements for the Texas Academic Skills Program (TASP).

The Library staff on the Lubbock Campus worked with faculty to develop assignments and strategies which would encourage students to use library resources and learn more about the diversity of resources available to them.

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 a second consecutive fall semester enrollment record in 1998, enrolling 6,687 students, a 6.2% increase. That enrollment record was matched for the 1999 spring semester with a headcount of 6,687, also a record spring enrollment. Another enrollment record was set for the summer terms with 3,112 students enrolling, a 9.2% increase. The enrollment growth was attributed to these factors: 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 college qualified as a Hispanic-Serving Institution under the guidelines of the U. S. Department of Education and became eligible to apply for federal grants under this designation.

The Counseling Center staff developed and presented numerous briefings at state professional development conferences, local workshops and at area high schools stressing the value and importance of technical education.

The Associate Dean of Student Services was able to interface with many business leaders in Lubbock through his involvement on the Workforce Development Committee of the Lubbock Chamber of Commerce. This initiative raised the awareness among the business community of educational programs and services available at SPC. One of the results was the

scheduling of a seminar at the Lubbock Chamber of Commerce on developing a skilled workforce using the WorkKEYS System.

During 1998-99, the Office of College Relations directed or coordinated SPC representation in 216 recruitment outreach programs in service area and secondary market high schools and communities. These activities resulted in 7,154 prospective student contacts. The office also processed 5,101 documented inquiries from prospective students, providing them with information about the college. Additionally, the office assisted 1,753 individuals with campus visits and tours during 1998-99.

The Office of College Relations organized a direct mail campaign in April 1999, mailing the college's general information brochure to 8,182 high school juniors in 20 West Texas counties and eight counties comprising Eastern New Mexico.

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:

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.

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:

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.

The Administrative Council commissioned the Vision and Values Task Force to examine the level of awareness and commitment to the college vision and organizational values among employee groups. The task force, comprised of representation from all SPC employee groups, conducted two employee surveys which provided valuable data for planning and support for the vision and values. The task force produced a report of its findings and recommendations which was adopted by the Administrative Council. The implementation of the recommendations was scheduled to be addressed during 1999-2000.

SPC faculty members participated in a survey to gather data in support of the college's application for Title III Strengthening Institutions and Title V Hispanic Serving Institutions grants from the U.S. Department of Education.

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:

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.

Faculty at the Lubbock County Community Correctional Facility received training on the delivery of the Moral Recognition Therapy program. This program will allow SPC staff to serve as support personnel for the program at the LCCCF. Staff also attended the AACCE conference on adult learning to remain current on adult learning strategies and implementation.

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:

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

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

PRIORITY INITIATIVE:

Mentor new employees to instill a commitment to student success.

PROGRESS ACHIEVED:

No new activities were identified for this initiative during 1998-99.

COLLEGE GOAL 4:

Maximize fiscal effectiveness while maintaining quality.

PRIORITY INITIATIVE:

Synchronize the planning, budgeting, implementation and evaluation processes.

PROGRESS ACHIEVED:

The recommendations of the Budgeting and Planning Process Action Team were implemented and no new activities were identified for this initiative during 1998-99.

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. Plans were made to implement the new system during the 1999-2000 fiscal year.

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

The Lubbock Campus Business Office brokered an arrangement with a local office supply vendor which has proven to be more cost effective, time efficient and more convenient for purchasing office and lab supplies.

The college investigated the feasibility and benefits of centralizing all purchasing activities through a designated purchasing office.

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, 1999, South Plains College had one of the best audit performance in the firm's 11-year history of conducting the audit.

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 and were moved into restricted fund accounts 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 inventory control system was automated in 1997-98 and no new activities were reported for this initiative during 1998-99.

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:

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.

Building 900 at Reese (the old Chapel) was reconfigured and remodeled to become a permanent Administrative Center for SPC's Reese Center operations. Offices for all administrative personnel, counseling personnel and registration personnel were centralized in the facility. This use of this building has greatly enhanced the registration process at the Reese Center Campus.

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 constructed, 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 computer lab serving SPC's educational program at the Lubbock County Community Corrections Facility was upgraded to 10 computer workstations.

The Business Office on the Lubbock Campus was remodeled to provide for a more efficient flow of work as well as a more pleasant working environment. More than one student at a time can be served as a result of this arrangement.

The following office areas were remodeled on the Lubbock Campus to better meet the needs of students and improve work environments: Offices in the Allied Health Department and the Counseling Center.

The first floor of the Lubbock Campus Main Street facility was re-roofed. The chiller for the building was completely retrofitted to extend the years of usability and for more efficient cooling of the facility.

The Office of College Relations relocated its photo service darkroom to the Visitors Center. A new darkroom lab was constructed in the building and other minor remodeling provided for additional storage space. The relocation has provided for better management and access to the photo lab. The former lab in the Administration Building was converted into storage space for the Social Science and Behavioral Science Departments.

COLLEGE GOAL 6:

Implement the strategic quality improvement process.

PRIORITY INITIATIVE:

Develop and operate a strategic planning process.

PROGRESS ACHIEVED:

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

The college's first *Annual Report of Progress and Achievement* was compiled and adopted by the Board of

Regents. The document reported the progress the college had made in accomplishing the priority initiatives of its strategic plan and in meeting its measures of institutional effectiveness.

PRIORITY INITIATIVE:

Implement a continuous quality improvement process.

PROGRESS ACHIEVED:

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

The Communications Process Action Team was chartered and began work on examining the communications activities of the college in an effort to suggest areas for improvement. The PAT was scheduled to complete its study and report out during the 1999-2000 academic year.

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 college's first "Community Report" was developed by the Office of College Relations and distributed to more than 3,000 constituents in the college's service area. The report provided an executive summary of the progress and achievement of the college.

The Office of College Relations piloted a new format for the College Connection during the 1999 spring semester when the Levelland cable system was expanded into the communities of Brownfield, Littlefield and Morton.

The College Relations Office prepared and distributed more than 1,600 press releases to local, regional and national media organizations during 1998-99 to promote and publicize college activities, events and initiatives. 47% 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 as well as a print ad campaign in countywide newspapers in the college's 15 service area counties. In a special project, the College Relations Office also coordinated the design and placement of advertising slides in pre-show presentations in selected Lubbock movie theatres.

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.

A 302-page history of South Plains College, written by L. Terry Isaacs, associate professor of history, was published by the college and marketed. The volume was designed and electronically prepared for printing by the staff of the Office of College Relations.

PRIORITY INITIATIVE:

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

PROGRESS ACHIEVED:

The second year of operation of the Byron Martin Advanced Technology Center solidified the cooperative efforts between South Plains College and the Lubbock Independent School District. The facility served record numbers of students and has continued to be an extremely positive factor in building community support and increasing the College's positive image.

The Lubbock Campus continued to participate in the CLEAR Learning Organization, a program funded by a grant from the Small Business Administration. The project has provided opportunities for professional development of participants and for leveraging resources to promote better instruction and learning.

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, Levelland Beautification 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 experienced a 37% growth in the number of gifts received during 1998-99 and a 30% increase in annual contributions.

South Plains College increased public access to the world wide web by expanding 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 98,416 visitors to the Levelland Campus for 1998-99 who participated in various events and activities held on campus.

The Division of Continuing Education continued its offering of "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 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 a multicultural presentation 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 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 regional 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," and "T-Rex Camp," two summer programs for elementary students in grades 1 - 6. The programs were designed to build interest and knowledge of science and math. Camp attendance numbered 40 and plans were made to continue the program.

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.

Students in the woods technology program at the Lubbock County Community Corrections Facility participated in community fund raising projects for the South Plains Food Bank and Habitat for Humanity, and assisted with the construction of a storage building for Lubbock County Precinct.

The Child Development student organization, Advocates for Children Today, assisted with a regional professional development conference for childcare givers. ACT also adopted the children at Women's Protective Services, raising funds to pay for the children's school supplies and volunteering time and teacher-made projects.

The Respiratory Care Programs 1999 Sputum Bowl team, comprised of four second-year students, received first place honors in regional competition and competed at the State Respiratory Care Convention. Students also participated in community projects, including the National Smoke-Out Day and the citywide Health Fair at South Plains Mall.

Critical Success Factors and Measures of Institutional Effectiveness – 1998-99

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.

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CRITICAL SUCCESS FACTORS AND MEASURES OF INSTITUTIONAL EFFECTIVENESS

		MEASURES OF INSTITUTIONAL EFFECTIVENESS						
		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	Facility Development	Ongoing Professional Development	Faculty/Staff Diversity	Employee Satisfaction	

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: Three technical programs underwent peer reviews for reaccreditation status during 1998-99. The results of the reviews are reported as follows.

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

The Radiologic Technology program was reviewed and reaccredited by the Joint Review Committee on Education in Radiologic Technology 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.

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

Measurement A-3: Articulation Agreements

BENCHMARK 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 categories.

STUDENT EVALUATION OF INSTRUCTION ANNUAL REPORT TO THE BOARD

	1994-95	1995-96	1996-97	1997-98	1998-99
Overall Rating of Instruction	4.59	4.64	4.64	4.60	4.60

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 SPC GRADUATE SURVEY

	1993*	1994*	1995	1996	1997
Overall Rating of Instruction	4.45	4.35	4.45	4.39	4.50

*Only technical program graduates reporting prior to 1995.

Interpretation: The quality of instruction is rated annually by graduates through the SPC Graduate Survey. 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 SPC GRADUATE SURVEY

	1993	1994	1995	1996	1997
Overall Rating of Instruction	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 education 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 SPC GRADUATE SURVEY

	1993	1994	1995	1996	1997
Overall Rating by Employers	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	1994-95	1995-96	1996-97	1997-98	1998-99
SPC Course Completers	83.8	83.6	82.7	83.7	84.2
State Average	81.5	81.6	82.0	82.0	81.6

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

Data Elements	1994 Cohort	1995 Cohort
Cohort of Full-Time FTIC Students	765	645
No. of SPC Students who Graduated or Transferred	319 in 1997	270 in 1998
Percent of the Cohort	42%	42%
State Standard	30%	30%

Interpretation: Data for this measure are just now being collected and reported by THECB. The college's graduation/transfer rate for the 1994 and 1995 cohorts who graduated or transferred three years after entering SPC 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

Data Elements	1992 Cohort	1993 Cohort
Cohort of Part-Time FTIC Students	500	364
No. of SPC Students who Graduated or Transferred	167 in 1997	111 in 1998
Percent of the Cohort	33%	30%
State Standard	15%	15%

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% for the 1992 cohort and 30% in for the 1993 cohort. These measures 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	1997-98
AA, AS Degrees	173	181	218	201
AAS Degrees	230	166	125	92
Tech Prep AAS Degrees	62	114	164	125
Technical Certificates	210	213	146	191
Total Degrees	675	674	653	609
SPC Ranking in State	na	na	14th	9th
SPC Enrollment Ranking in State	14th	14th	14th	18th
Ranking Difference	na	na	0	+9

Interpretation: The THECB performance measures include the total number of degrees and certificates earned at an institution annually. SPC awarded 609 degrees and certificates in 1998 which ranked the college 9th in the state among peer institutions. 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	1995 Cohort
Number of FTIC Students	1,529	1,624	1,491
No. of SPC Students who Graduated or Transferred	466	446	423
Percent of Cohorts Reported	30.5%	27.4%	28.4%
Statewide Average of Peer Institutions	16.1%	23.1%	24.2%

Interpretation: For the 1995 FTIC cohort that was tracked, 28.4% persisted to graduation or transfer three years later. This rate exceeded the statewide rate of 24.2%. For the previous two reported cohorts, South Plains College's measure exceeded the state average for peer institutions as well. The standard is met.

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	1993-94	1994-95	1995-96	1996-97	1997-98
SPC Percentage Rate	34.8	34.6	37.0	37.3	39.5
Regional Percentage Rate	36.5	34.3	23.3	34.0	35.1
State Percentage Rate	34.6	36.6	37.2	35.1	35.5

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 39.5 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	1998
Total SPC Transfers	1,105	1,115	1,122	1,107
SPC Ranking in State	na	14th	16th	16th
SPC Enrollment Ranking in State	14th	14th	14th	18th
Ranking Difference	na	0	-2	+2

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 four reporting years, the SPC total number of transfers is in excess of 1,100 students each year. For 1998, no community colleges with smaller enrollments than SPC had more transfers. 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)	NA
All Transfer Students Enrolled at TTU	2.47
SPC Transfer Students Enrolled at TTU	2.51

Interpretation: The grade point averages for SPC transfer students to Texas Tech University for 1996-97 exceeded the GPA of all transfer students. GPA data for native students was unavailable. 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 (FALL 1996 COHORT)**

Data Elements	WTAMU	ENMU	TTU
Native Students (from H.S.)	28.8%	20.9%	NA
All Transfer Students Enrolled	41.3%	na	22.0%
SPC Transfer Students Enrolled	52.5%	42.9%	27.0%

Interpretation: South Plains College transfer students to West Texas A&M University, Eastern New Mexico University and Texas Tech University persist to graduation at greater rates than all transfer students and native students. The standard is met. The data for the measure 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 (Fall)	1993	1994	1995	1996	1997
SPC Percentage Rate	87.0	80.0	77.0	80.0	78.0
State Percentage Rate	77.0	77.0	77.0	76.0	76.0
Perkins Goal	75.0	75.0	75.0	75.0	70.0*

*Perkins Standard Changed

Interpretation: South Plains College's retention rate for full-time students requiring remediation matched or exceeded the state average for all two-year institutions for 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	80.0	76.0	61.0	55.0	48.0
State Percentage Rate	50.0	50.0	60.0	59.0	62.0
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 1995. The SPC rate for 1996 is within 5% of the state average for that year. The rate for 1997 is more than 5% below the state average. The SPC rate exceeded the Perkins Goal for all years, except 1997. The standard is not met for the most recent reporting year.

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 and dual credit high school students on the standard.

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

Data Elements	1993	1994	1995	1996	1997
SPC Percentage Rate	25.0	0.00	45.0	100.0	50.0
State Percentage Rate	35.0	53.0	48.0	49.0	54.0
Perkins Goal	35.0	35.0	35.0	35.0	35.0

Interpretation: For the past three 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 three years as well. The standard has been met for the most recent reporting periods.

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 OF STUDENTS COMPLETING TASP REQUIREMENTS
WITHIN ONE YEAR**

Data Elements	1995	1996	1997	1998
SPC Students (%)	30.0	25.8	26.0	21.3
Statewide (%)	17.3	14.1	15.6	13.7

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 college 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.

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 or transfer to another institution.

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

Data Elements	1993-94	1994-95	1995-96	1996-97	1997-98
SPC Rate (%)	86.2	86.8	86.4	88.8	92.4
Regional Rate (%)	88.8	84.4	85.7	87.9	84.5
State Rate (%)	85.0	82.2	83.6	86.2	89.1

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 92.4%. 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	1994-95	1995-96	1996-97	1997-98
Total Active Programs	43	35	33	33
No. with 15 Graduates in 3 Years*	34	28	25	25
% of Programs in Compliance	79.1%	80.0%	75.8%	75.8%

Interpretation: Prior to 1998-99, the standard for this measure was 9 graduates in 3 years. The data presented in this table reflects the application of the new benchmark of 15 graduates in three years for all programs. Of the college's 35 active technical programs, only 33 have been in operation three years or more years in order to track graduates. Of the 33 programs producing graduates, 25 programs have met the standard for 75.8%. 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.

BENCHMARK AND RESULTS

- All active technical programs will have at least an 85% placement rate in a three-year period.

**PERCENT OF TECHNICAL PROGRAMS WITH 85% PLACEMENT RATE
(3-YEAR AVERAGE)**

Data Elements	1997-98
Total Active Programs	33
No. with 85% Placement Rate	30
% of Programs in Compliance	87.8%

Interpretation: This is a new measure developed by the THECB for 1998-99. Only 33 of the college's 35 active technical programs have been in operation for three years or more. For the most recent reporting period, 87.8% of these technical programs have achieved the required placement rate. Three programs have not met the 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

	1997-98	1997-98	1998-99
Goal Attainment Satisfaction	4.41	4.13	4.10

Interpretation: Students are asked to rate their level of satisfaction with personal goal attainment during the spring 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	1997
SPC Students (%)	97.8	84.3	86.8	88.7
Statewide (%)	89.0	87.0	89.0	87.0

Interpretation: The percentage of graduates passing state licensure exams is within the normal range of variance (5%) of the state average. For the most recent reporting period, the SPC passing rate exceeds 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 SEMESTER ENROLLMENTS

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

Interpretation: The college has exhibited steady growth in the past three enrollment periods and attained a record fall enrollment in 1998-99 that approached 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	1999
Total H.S. Seniors in Service Area	4,185	4,429	4,489	4,712	4,668
Total H.S. Grads Enrolled at SPC	747	856	954	932	918
% of Service Area Seniors Enrolling	17.8%	19.3%	21.3%	19.8%	19.7%

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 is 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

	1993-94	1994-95	1995-96	1996-97	1997-98
% Hispanic Population	21.0*	21.0*	21.0*	21.0*	30.0**
% Hispanic Enrollment	22.0	25.0	25.5	25.0	25.0
Variance	+4.0	+4.0	+4.5	+3.9	-5.0
% African-American Population	7.0*	7.0*	7.0*	7.0*	6.0**
% African-American Enrollment	6.0	7.0	5.6	5.7	7.0
Variance	-1.0	0.0	-1.4	-1.3	+1

*1990 U.S. Census Data; **Texas Data Center Data

Interpretation: The SPC student body reflects the ethnicity of the adult population of the college service area. For Hispanics, the percentage enrolled is within the accepted range of variance. 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 GRADUATES BY ETHNICITY

	1994-95	1995-96	1996-97	1997-98
% Hispanic Graduates	24.0	23.0	26.0	23.0
% Hispanic Enrollment	25.0	25.5	25.0	25.0
Variance	-1.0	-2.5	+1.0	-2.0
% African-American Graduates	4.0	6.0	4.0	4.0
% Enrollment African-American	7.0	5.6	5.7	7.0
Variance	-3.0	+0.4	-1.7	-3.0

Interpretation: The retention rate for Hispanic students as measured by graduation is 23% for the most recent reporting year. This rate is within the acceptable range of variation. 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	1998
% Population*	17.0	17.0	17.0	17.0	17.0
% SPC Enrollment	20.0	29.0	26.0	31.0	28.8
Variance	+3.0	+8.0	+11.0	+14.0	+11.8

*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 11.8 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	1998
% Population*	28.0	28.0	28.0	28.0	28.0
% SPC Enrollment	30.0	29.0	23.0	41.0	43.3
Variance	+3.0	+1.0	-5.0	+13.0	+15.3

*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 43.3% and is within the normal range of variation for this measure. For the most recent reporting period, the percentage enrolled exceeds the benchmark by 15.3 percentage points. The standard is met.

Measurement C-2: Assessment of Programs and Services**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 SPC GRADUATE SURVEY**

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.

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	1996-97	1997-98	1998-99
Deans' Office	3.90	3.78	3.67
Counseling Center	4.01	4.04	3.88
Learning Center	3.88	4.00	3.82
Student Health Services	3.67	3.68	3.39
Student Activities	3.52	3.66	3.69
Campus Security/Police	3.77	3.78	3.80
Food Service	3.32	3.36	3.20
Admissions and Records	3.99	4.07	3.85
Financial Aid	3.99	4.16	3.73
Veterans Services	3.76	3.56	3.57
Overall Satisfaction	3.78	3.81	3.67
Course Advisement	nc	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.

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	68.0	64.0	65.0	63.0	62.0
Had Remediation	86.0	79.0	83.0	77.0	73.0
All SPC Students	70.0	66.0	67.0	64.0	63.0
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 63% to 70% during the years reported. The retention rate for students who are not subject to remediation approximates the same range of rates (62% to 68%). Students who take development courses exhibit higher retention rates (73% 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	76.0	73.0	77.0	75.0	70.0
State Percentage Rate	77.0	77.0	77.0	75.0	77.0
Perkins Goal	70.0	70.0	70.0	70.0	70.0

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 four of the years reported. For the most recently reported period, SPC is below the state average of peer institutions by six percentage points, one percentage point outside the normal range of variation. The SPC rate exceeded or matched the Perkins Goal for all years reported. For the most recent reporting period, the standard is not met.

Action Plan: The college will continue to monitor the retention of these full-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 (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) NOT REQUIRING REMEDIATION
REPORTED FROM ANNUAL DATA PROFILE**

Data Elements	1993	1994	1995	1996	1997
SPC Percentage Rate	61.0	57.0	59.0	45.0	43.0
State Percentage Rate	50.0	50.0	60.0	58.0	60.0
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 1993 to 1995. The SPC rate for 1996 and 1997 is not within 5% of the state average for those reporting periods. 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 PART-TIME STUDENTS (1-5 HOURS) NOT REQUIRING REMEDIATION
REPORTED FROM ANNUAL DATA PROFILE**

Data Elements	1993	1994	1995	1996	1997
SPC Percentage Rate	33.0	29.0	48.0	41.0	58.0
State Percentage Rate	35.0	53.0	48.0	49.0	54.0
Perkins Goal	35.0	35.0	35.0	35.0	35.0

Interpretation: South Plains College's retention rate for part-time students enrolled in 1 to 5 hours is within the normal range of variance in relation to the state average for all years reported except for 1996. The SPC rate for 1997 exceeds the state average for the first time. For the most recent reporting period the standard is met. The college's relationship with Texas Tech and the expanding concurrent enrollment of Texas Tech students at Reese Center as well as the growing number of dual credit high school students who enroll in a limited number of hours are contributing factors to performance on this measure.

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
SPC GRADUATE SURVEY 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	1998-99
SPC Students	6.49	6.61	6.57	6.59

Interpretation: For the four 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	127
% Variance	nc	+108%

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%
1998-99	7%	160,814	15,711	9.7%

*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
1998-99	90,000	98,416	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.

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 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 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* was published for the first time in May 1999 and distributed to SPC employees in July 1999. 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	FY 1996-97	FY 1997-98	FY 1998-99
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	1996-97	1997-98	1998-99
Instruction	44.8%	41.9%	44.0%
Academic Support	9.7%	10.8%	9.0%
Student Services	7.4%	8.9%	8.2%
Scholarships and Fellowships	14.7%	15.4%	17.1%
Institutional Support	7.5%	6.4%	4.9%
Operation and Plant Maintenance	9.3%	9.2%	8.9%
Auxiliary Enterprises	5.1%	5.7%	5.4%
Public Service	1.5%	1.7%	2.5%
Research	nc	nc	0.1%
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, operations and plant maintenance, and student services.

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	1996-97	1997-98	1998-99
Student Sources	19.7%	21.6%	23.1%
State Sources	38.6%	36.5%	35.4%
Local Sources	15.8%	15.5%	14.7%
Govt. Grants and Contracts	16.6%	19.1%	20.6%
Private Gifts and Grants	1.5%	0.1%	0%
Auxiliary Sources	4.6%	4.9%	4.0%
Other Sources	3.2%	2.3%	2.2%
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 (\$6,152,581) from Washington and the return of state tax dollars (\$11,786,536) from Austin are major contributors to the local economy. The sum of those two sources (\$17.9 million) turns over 3.5 times (a very conservative number) in the local economy and has an economic impact of approximately \$62.7 million annually. The \$62.7 million would represent a return of \$13 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
1994-95	\$266,015	+16%
1995-96	\$439,487	+65%
1996-97	\$296,300	-33%
1997-98	\$532,690	+80%
1998-99	\$690,076	+30%

Interpretation: Contributions to the annual fund of the foundation have exhibited steady growth for the years examined. For the five-year period, growth averaged 32% 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
1994-95	766	-30%
1995-96	900	+17%
1996-97	855	-5%
1997-98	1,594	+86%
1998-99	2,187	+37%

Interpretation: The number of gifts to the annual fund measures the base of support for charitable giving to the foundation. For 1998-99 a record number of gifts were received resulting in a 37% increase over a previous record. For the five-year period, growth averaged 37% 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)

	1995		1997		1999	
	N	%	N	%	N	%
Anglo	268	95.0%	259	94.2%	264	93.0%
Hispanic	10	3.5%	11	4.0%	14	4.9%
African-American	3	1.2%	3	1.2%	4	1.4%
Other	1	0.3%	2	0.6	2	0.7%
Total	282	100%	275	100%	284	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 4 from 1995 to 1999. The numbers of African-American and other professionals have increased by one over the same time period.

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 full-time 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)**

	1995		1997		1999	
	N	%	N	%	N	%
Anglo	98	72.0%	90	68.7%	98	68%
Hispanic	33	24.3%	36	27.5%	42	29.2%
African-American	5	3.7%	5	3.8%	4	2.8%
Other	0	0%	02	0	0	0
Total	136	100%	131	100%	144	100%
Percent of Population						
Hispanic	21.0%*		21.0%*		30.0%**	
African-American	7.0%*		7.0%*		6.0%**	

* 1990 U.S. Census Data; ** Texas Data Center 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 approximates the percentage of Hispanics in the service area population (30%). The percentage of African-American employees was 2.8%. This measure is within 5% of the percentage of African-Americans in the general population (6%). 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 the 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.