
Institutional Effectiveness

Annual Report

of Progress and Achievement

2001-2002



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

February 2003

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 objectives. These goals and objectives formulate the college's Strategic Plan for 2001-2005 and provide the framework for the development of operational objectives on departmental and program levels.

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

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

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Institutional Effectiveness

Annual Report

Strategic Goals and Priority Objectives

2001-2002



Strategic Goals and Priority Objectives, 2001-2002

This section of the *Annual Report* details the college's accomplishments during 2001-2002 in addressing the 10 institutional goals and 52 priority objectives established in the college's Institutional Plan for 2001-2005. The year's operational plan outlined action strategies that were worked on by individuals and divisions throughout the college.

Institutional Goal 1: Revise, enhance and develop a dynamic curriculum to meet the needs of students and service area constituents.

Priority Objectives

- Continue to develop and revise a comprehensive, up-to-date education and service plan that addresses changing technology in the workplace, increasing demands for broadly educated citizens and the special needs of underprepared students.
- Develop the curriculum to assess and validate competencies to meet the needs of the community, transfer institutions, business and industry.
- Continue a strong commitment to preparing students for successful university transfer into baccalaureate degree programs.
- Continue a strong commitment to educating and retraining a highly skilled workforce that can compete globally.
- Encourage and utilize intradepartmental team approaches to sharing teaching strategies and resources, integrating credit and noncredit experiences, and collaborating with community partners.

PROGRESS ACHIEVED 2001-02

The Technical Education Division finalized revisions to the fire technology program. In addition to the AAS degree, three new certificate programs were developed in response to changing workforce needs. The college formed a partnership with the City of Lubbock during the summer of 2002, reaching an agreement to use the Lubbock Fire Department Training Center. This arrangement allowed SPC to offer its first Basic Fire

Academy program in the fall of 2002. A full-time faculty position was also approved for the fire technology program.

South Plains College was selected by the Texas Electric Cooperative as the state's training site for electrical linemen who work for the 80 rural electrical cooperatives that are affiliated with TEC. Training facilities for above-ground and below-ground electrical services were constructed by TEC on the Levelland Campus in November 2001. The first classes were held in May 2002 with 68 linemen participating in the above-ground electrical training school and 33 linemen participating in a below-ground electrical training school. The electrical and power transmission technology program developed two online Internet courses to support the program. Faculty in the program worked with trainers to integrate credit and noncredit experiences into the college's ELPT program.

The Division of Continuing and Distance Education expanded the software curriculum and training offered through the SPC Autodesk Training Center. The center trained 73 students in 2001-2002, primarily Texas Tech faculty from the Department of Architecture.

The Division of Continuing and Distance Education offered 131 credit and non-credit continuing education classes and enrolled 2,319 students for 2001-2002. This program was delivered through the Levelland campus.

The Office of Workforce Development at the Byron Martin Advanced Technology Center offered 470 credit and non-credit continuing education courses and enrolled 3,030 students.

The applied rehabilitation psychology program formalized an articulation agreement with Texas Tech University's College of Human Science that will enable graduates of the program to transfer up to 57 hours from the AAS degree toward a bachelor of science degree in human development and family studies.

In another agreement, the applied rehabilitation psychology program became a participant in a five-year pilot project with the vocational rehabilitation program of the School of Allied Health at the Texas Tech University Health Sciences Center. Selected SPC courses in applied rehabilitation psychology have been identified as meeting prerequisite requirements for TTUHSC's Associate's Matriculation Program. This program allows SPC graduates with an AAS degree in applied rehabilitation psychology to matriculate directly into the vocational rehabilitation master's degree curriculum. The project is designed to address a regional and statewide shortage of rehabilitation counselors.

The college opened the ACT Center in partnership with ACT, Inc., and Market Lubbock, Inc., to provide customized on-line training and high-stakes certification testing. The center will enable small businesses the opportunity to access training in the areas of information technology, professional and personal development, industrial safety, management/leadership, English as a second language and adult literacy. The college received a three-year \$350,000 grant from Market Lubbock to launch the ACT Center.

The Division of Continuing and Distance Education investigated the offering of college credit courses at two Texas Department of Criminal Justice facilities in Plainview. A contract to deliver credit and non-credit courses to the Formby Unit and Wheeler Unit was established in the summer of 2002 to begin offering courses in the fall.

The workforce development curriculum offered at the Lubbock County Community Corrections Facility was revised and expanded to include computer skills training and keyboarding skills training.

The college expanded course offerings in both credit and non-credit areas at the Plainview Extension Center. Computer labs were added at the Plainview Technology Center, which will allow the college to offer additional computer courses. The Office of Workforce Development offered 19 vocational courses in Plainview that enrolled 95 students.

The first year of the Gateway Program with Texas Tech University was completed with much success. 170 students enrolled in the program in the fall of 2001 and 42% of those students met TTU admissions criteria and were eligible to transfer after the first semester. 101 (59%) of the original participants enrolled at SPC for the spring 2002 semester. 48 students transferred to

TTU for the spring. 16 of the original participants returned to SPC for the Fall of 2002, while 99 or 58% of the participants enrolled at TTU in the Fall of 2002.

SPC became an active member of the South Plains Nursing Coalition. Members include nursing faculty from SPC, Texas Tech University Health Science Center, Lubbock Christian University and Covenant School of Nursing. The coalition collaborated on the development of seamless articulation and coordination of nursing programs in order to address the region's shortage of qualified nursing personnel. The goal was to provide nursing students with more options and access to nurse education programs.

The Health Occupations Division began studying the implementation of a technical program in histology in order to meet health care needs in the area. A feasibility study was conducted for the program. The program would provide technical education for those medical personnel who prepare tissue slides for evaluation and diagnosis by a histologist. This job requires highly specialized training and is identified as an emerging technology.

The Surgical Technology program developed an AAS curriculum for implementation in Fall 2003 in order to provide opportunities for certificated surgical technologists to become licensed as surgical assistants in accordance with a new Texas law. Faculty and advisory committee members also developed an advanced technical certificate that will be offered above the AAS degree in order to meet licensing requirements for this emerging medical specialty.

Twelve SPC faculty members participated on WECM maintenance teams with the Texas Higher Education Coordinating Board. These faculty reviewed suggested changes to technical courses contained in the statewide Workforce Education Course Manual for the following program areas: commercial art, electronics service technology, electrical and power transmission technology, sound technology, office technology, computer information systems, business, radiologic technology, respiratory care, emergency medical services and nursing.

Courses in the agribusiness technology program were revised in order to transfer as academic courses to Texas Tech University's School of Agriculture. The new curriculum gives agriculture students greater opportunity to pursue associate and baccalaureate degrees.

The petroleum technology program was discontinued. Courses to support this industry will be offered on a continuing education basis.

The accounting associate program at the Byron Martin ATC implemented new Peachtree for Windows v.8 accounting software in its microcomputer accounting courses.

The computer information systems program developed a new computer networking certificate designed to train students to use current network operating systems, network applications and network-related hardware. The microcomputing certificate in this program was dropped as an option.

The office technology program developed two new certificate options, software applications and microcomputing. The programs are to introduce students to the use and operation of popular computer software and hardware.

The machinist trades program developed a new CNC programming certificate designed for students who wish specific skills in converting CAD-CAM drawings into machine code used by automated machines.

The welding technology program developed two new certificate programs in structural and pipe welding and advanced processes and fabrication in response to local and regional training needs.

The electrical and power transmission technology program curriculum was revised into a single AAS degree with specialization options in electrical technician and electrical line technician areas. Eight new courses for training electrical linemen were added to the program. An electrical technician certificate program was also developed.

The law enforcement program implemented a new rifle marksmanship program using current basic and advanced firearms training courses. The courses provide opportunities for students who have competed in 4-H marksmanship skills programs to continue on the collegiate level.

The English Department developed three new sophomore-level courses – Introduction to Fiction, Introduction to Poetry and Introduction to Drama – in order to bring sophomore literature offerings in line with Texas Tech University offerings.

The English Department and Math Department expanded the offering of developmental English and developmental math sections to accommodate a greater percentage of Texas Tech University students as part of the Gateway Program. The English Department is now teaching all developmental English sections for TTU students needing remediation.

Institutional Goal 2: Enhance student learning through excellence in teaching, quality instructional support services and innovative instructional delivery systems that address diverse learning styles.

Priority Objectives

- Promote teaching excellence through effective professional development programs for faculty and staff.
- Expand the use of instructional technology and implement innovative instructional delivery and support systems to enhance student learning.
- Develop high-quality library resources that support information literacy.
- Improve and strengthen recruitment procedures that can effectively attract quality faculty and staff.
- Expand distance learning opportunities and options as needs are identified and resources become available.

PROGRESS ACHIEVED 2001-02

The Professional Development Committee was organized in order to coordinate and maximize professional development programs for employees. The Committee created a process for recommending, developing and presenting professional development programs.

The position of director of instructional technology was created in order to coordinate and provide support for online and ITV instructional delivery and courseware.

Professional development activities involving faculty experimentation with instructional technology and its application to the classroom continued under the Title

III Strengthening Institutions Grant. Eight faculty members were selected to participate in summer grant activities and projects. The participants presented their findings to faculty during fall 2002 in-service activities.

Eighteen high schools participated in the college's service area network for the delivery of ITV classes during 2001-2002.

SPC has received \$207,000 in grants from the Telecommunications Infrastructure Fund Board (TIF) to upgrade student computer labs, provide additional computers and upgrade access to the Internet. The funds were used to purchase additional computers for agriculture, mathematics, drafting, computer information systems and English and provide better Internet access and connectivity. Grant money will also be used to equip the Sundown Room and Theater for the Performing Arts with capabilities for multimedia presentations and provide professional development stipends for faculty who want to learn more about advanced technology.

SPC's library system received a \$154,415 TIF LB8 grant to provide 42 computers for the learning lab at the Levelland campus and 21 computers for the SPC Reese Center library. The funds were used to upgrade the network connection at the two campuses. Laptop computers for circulation, a digital camcorder and a color network printer were purchased for the Reese library.

Faculty resource web pages were developed and brought online. The web pages provided support for WebCT online courses, PowerPoint presentation resources, and Internet resources.

WebCT training sessions were provided each semester during the year. The sessions included a six-week online session, as well as a traditional classroom session. Approximately 30 faculty and staff from departments that provide online instruction participated in the sessions.

Additional resources were provided to address student technology issues in online courses and to enhance retention and completion rates in these courses. These strategies included face-to-face orientation sessions with online students, the development of additional online resources via a web site, and the availability of student tech support for online students.

The college was a partner in the development of a \$2.9 million Department of Labor grant that was funded in the spring of 2002. The grant will provide resources for the recruitment of credentialed nursing faculty that will allow the college to expand enrollment in the associate degree nursing program. The grant includes 27 regional partners and is administered through WorkSource of the South Plains. In addition to the South Plains Nursing Coalition, participants include Market Lubbock, Inc., the Community Workforce Partnership, University Medical Center, Covenant Health System, the City of Lubbock and South Plains ISDs.

The Distance Learning Committee was organized to address ITV issues and web-based instruction methods and techniques. The committee developed strategies for greater faculty and student interaction, training in the use of WebCT and course quality.

The Creative Arts Department launched a new weekly television program, "AlternaTV" which featured a rock music format. The program was aired over SPC-TV, cable channel 10 during the fall and spring semesters.

The sound technology program incorporated the industry-standard audio engineering software ProTools in its Audio Engineering I course. Faculty applied to participate in the initial phase of becoming a certified ProTools sponsored training center.

The telecommunications program obtained licensure for the establishment of a low power AM radio station that will be used by telecom students for instruction and training.

Fifteen broadcasting students took advantage of Speech 2389 Academic Cooperative in Communication, to intern in Lubbock television and radio stations. The internships were made available during the spring and summer semesters.

SPC joined six other community colleges in the state to form the Texas Educational Streaming Media Consortium. Grant funds from the consortium have allowed faculty the opportunity to investigate the use of streaming media in instruction and online delivery of courses. Consortium members include SPC, Austin Community College, Blinn College, Brazosport College, Laredo Community College, Navarro College and Texas State Technical College-Waco.

Institutional Goal 3: Maintain and enhance student support programs that address student needs and support student success.

Priority Objectives

- Continue a strong commitment to developing and enhancing enrollment services for prospective and current students.
- Develop and implement strategies that increase student success, retention and graduation rates.
- Promote a campus environment that is conducive to student learning and inclusive of diverse student populations.
- Continue to involve students in the college community by providing appropriate student organizations, activities, publications and opportunities for interaction with faculty, staff and peers outside of class.
- Continue to implement cross-functional approaches designed to integrate support systems in the areas of counseling and guidance, orientation, advisement and registration.
- Continue to encourage positive student outcomes by enhancing the delivery of quality assessment, advisement, career guidance, personal adjustment and job placement services.

PROGRESS ACHIEVED 2001-02

The college completed the implementation of CampusConnect allowing for faculty submission of grades, class rolls/rosters, online advising and registration, and billing processes. Through CampusConnect, student can review grades, transcripts, financial aid updates, class schedules, and billing information from home or school computers.

The Student Affairs Division redefined the responsibilities for the Dean of Student Life with new emphasis given to enhancing student involvement in campus activities. The reorganization of the office included residence hall training and development and student activities.

A full complement of student services were developed to support students enrolled in the Gateway Program, including counseling, advisement, orientation, scheduling and testing.

The New Student Relations Office was made operational in 2001-2002.

Senior Sneak Preview was revised and rescheduled resulting in record attendance. The event was moved to a Friday morning format. 715 students and 139 parents attended the event, a 56% increase in attendance.

Dr. Guadalupe Quintanilla, a nationally known educator, was a featured speaker on diversity issues for college students as a professional development opportunity for faculty and staff. Her presentation was supported by the Title III Strengthening Institutions Grant. Dr. Quintanilla also made her presentation to community members.

Counseling staff and faculty at the Reese Center developed a customized addendum to the Master Student textbook used in orientation courses at the Reese Center. The addition to the text featured information specific to SPC.

A College Night was scheduled in mid-August for Plainview to introduce new courses and program opportunities in that community.

Tech Prep representatives were available during registration periods to answer student questions about articulation of high school tech prep courses for college technical credit.

Tech Prep and SPC partnered with other institutions and agencies to plan and sponsor the first Career Connections event in the United Spirit Arena in Lubbock. More than 3,000 high school students attended the event that featured representatives from SPC, Texas Tech, business and industry who presented interactive information about careers, training and education.

During registration periods, advisors were available to speak directly with students enrolling in Internet courses to discuss hardware, software and technology issues.

1,260 high school students participated in Groundhog Shadow Day presented by Tech Prep. These students spent a day "shadowing" career mentors at their places of work.

Residence Hall occupancy was up 7% over the previous year.

Major improvements were made to the women's residence hall complex with new carpet, paint, and the installation of an electronic access and CCTV security system. Magee Hall, a men's residence hall, was re-carpeted and painted.

The Student Health Office facilitated more than 3,000 visits during 2001-2002.

In response to the State of Texas Racial Profiling requirements, in-car audio and video systems were installed in campus police patrol cars.

In response to community input and a re-evaluation of campus police responsibilities, the number of off-campus calls for assisting other law enforcement agencies declined by 41%. This focus on on-campus patrol and safety has resulted in a lowering of crime incidents on the Levelland Campus.

Participation in student activities sponsored events was up 12% over 2000-2001 figures. Total participation numbers for 2001-2002 in campus events were 8,393.

The snack bar area was updated and improved with the installation of three television monitors that allow students access to news, weather, sports and entertainment channels.

The Student Activities Office initiated the development of magnetic stripe technology on student ID cards.

The Admissions and Records Office implemented CampusConnect Web-based registration to allow advisors the ability to pre-enroll students on-line during advising sessions. The new system allows for continuous pre-registration of students for summer and fall semesters. The pre-registration period was extended from a traditional 3-day arena registration format in the spring to a 5-month period of online advising and registration of students.

The Financial Aid Office processed 10,582 applications during 2001-2002, a 13.7% increase over the 9,309 applications processed the previous year. The office also disbursed \$11.2 million in federal and state financial aid, up from the \$9.6 million disbursed the previous year.

The Financial Aid Office transitioned from manual student loan check processing to electronic funds transfer (EFT). This process assisted students and staff by decreasing time and paper spent on the process.

Cross training of staff in the Financial Aid Office continued with staff training for at least one additional job function.

The Guidance and Counseling Office worked with the Admissions and Records Office to redesign and coordinate the registration process, including the expanded advising and pre-registration period. Training was offered for faculty advisors to access the CampusConnect system allowing advisors to pre-register students in their offices. Computer systems in the Counseling Center were upgraded to assist with on-line advising and scheduling.

The Guidance and Counseling Office offered an extended orientation for vocational nursing students. The new session is designed to increase retention and success of these students in the nursing program.

The Guidance and Counseling Office partnered with Texas Tech Raiders Rojos in recruiting Hispanics to college from surrounding counties of Hockley, Lamb, Terry and Lubbock.

Counselors served as presenters and resource staff to the Littlefield Migrant Families/Federal Program, Breaking the Barriers program.

The Guidance and Counseling Office expanded its access to students, documenting 36,711 student contacts in 2001-2002, a 13% increase over the previous year.

Student-use computers in the Career Center and Testing Room were upgraded to allow students access to better technology in facilitating career exploration and testing.

Counseling staff developed an on-line version of the HUDV 1200 Career and Self-Evaluation course and expanded Internet-based career research resources to support it.

Student support service programs were relocated to the SPC Reese Center from the Lubbock Main Street Facility. Student services staff worked to make these programs operational at the Reese Center to serve a larger population of students.

South Plains College received a two-year grant totaling \$237,600 from the Department of Labor H1B Technical Skills Grant to support recruitment and retention of nursing students. The funds will allow for the hiring of a part-time recruiter, provide support for a Summer Health Careers Camp targeting high school students and provide scholarship support for prospective nursing students.

The associate degree nursing program received a \$4,500 grant from the Texas Higher Education Coordinating Board for nursing student retention. A mentoring program involving employed RNs will be developed and implemented in 2002-2003.

The associate degree nursing program expanded its new student orientation to a two-day format. The orientation was conducted by nursing faculty members with support from the Guidance and Counseling office. Faculty members piloted the use of the Noel-Levitz Retention Management System for first-year nursing students in August, 2002. The assessment system serves as a predictor of success in the program.

Institutional Goal 4: Support the college's commitment to access, equity and diversity.

Priority Objectives:

- Develop, implement and evaluate recruiting and support strategies that target underrepresented, underprepared and underemployed populations.
- Continue to develop and expand appropriate program offerings and services to serve populations needing short-term skills training in underserved areas.
- Develop and implement an enrollment management plan that provides for the integration of student services in support of recruitment strategies and goals.
- Ensure service quality and access to facilities, programs and services for individuals with disabilities.
- Continue to develop sources of funds to support students not served by existing financial aid resources.

- Maintain and strengthen comprehensive marketing and public relations strategies that clearly communicate to college constituents information related to curriculum offerings, educational services, program delivery options, college diversity, and institutional performance and success.

PROGRESS ACHIEVED 2001-02

A total of 20,750 students (18,547 for 2000-2001) were enrolled by the Admissions and Records Office for 2001-2002 academic year for a fifth consecutive annual enrollment record.

The Admissions and Records Office processed 9,952 new student applications during 2001-2002, a 15.7% increase over the previous year's total of 8,600.

The Student Affairs Division continued to expand the role of the Multicultural Services Office to assist with recruitment of under-represented populations and to assist these first generation students in their transition to college. The Multicultural Services Office coordinated and participated in 125 diversity activities that produced 4,575 contacts with students, faculty, staff and community partners.

The Multicultural Services Office worked closely with faculty through professional development activities supported by the Title III Strengthening Institutions Grant to incorporate diversity issues into course curricula.

During 2001-2002, the New Student Relations Office participated in 33% more recruiting events than the previous year, and documented a 51% increase in the number of prospective students contacted through these recruiting events.

In the fall of 2001, the New Student Relations Office began recruiting in the Dallas area as a strategy to support the new Gateway Program with Texas Tech University. Staff attended three college day programs and contacted approximately 90 students.

In February 2002, the NSR staff attended a training session focused on the prospective file of the Campus America System in an attempt understand student recruitment and retention.

The New Student Relations Office initiated two direct mail campaigns to targeted student markets. In April 2002, 515 letters were mailed to students that had applied to Texas Tech University, but that were denied acceptance. The letters emphasized South Plains College as a viable choice for higher education and its relationship with Texas Tech. Additionally, 2,800 letters were sent to high school seniors who had expressed interest in South Plains College, but had not applied. The Office of New Student Relations received 30 phone calls and 47 applications from the effort. In August 2002, New Student Relations mailed 313 letters to students that had been dropped for non-payment. The letter encouraged students to attend open registration.

The New Student Relations began a peer tele-counseling project. Current South Plains College students called approximately 1,500 high school seniors who had expressed interest in SPC, but had not applied.

The Office of New Student Relations presented a "Preparing for College" workshop for over 300 junior high students from Dunbar Junior High and Hutchison Junior High.

South Plains College also had the opportunity to visit with elementary students through field trips organized by New Student Relations. Recruiting events designed to reach younger students allowed the opportunity to become familiar with the college campus.

In June 2002, New Student Relations in conjunction with the Technical Division presented Super Saturday, a program designed for "at risk" students and their parents. Participants in Super Saturday received information about financial aid, testing, preparing for college, and had the opportunity to visit every technical department on the Levelland Campus.

The STAR Program (Success through Academic Resources) was initiated to provide special student support services for first-generation college students. The STAR Center served 156 students during 2001-2002 in its first year of operation. A major program enhancement was the inclusion of grant aid awards which allowed 35 students to receive between \$400 and \$900 in additional financial aid to offset their school expenses for the 2002 spring and summer sessions.

SPC made progress on drafting its Uniform Recruitment and Retention Plan to contribute to the "Closing the Gaps" state-wide initiative. The plan for the college was completed and submitted to the Texas Higher Education Coordinating Board.

The college was successful in recruiting and hiring more diversity into its student services program.

SPC received grant funds from the Department of Labor to hire a recruiter for the nursing program who can address access issues for prospective students.

Using Carl Perkins Grant funds, the College Relations Office developed an awareness campaign promoting non-traditional career opportunities for women and men. The campaign consisted of radio and print advertising and special sponsorships of diversity events.

The SPC Reese Center facilities were reviewed for ADA compliance and a number of improvements were made to assist accessibility at that campus.

For the second year, scholarships were awarded from the Founders Challenge Campaign based on recommendations of in-district ISD superintendents and principals. The scholarships served a diverse group of students in terms of ethnicity and background.

The Office of Workforce Development and Motivational Education Training of Plainview partnered to offer GED preparation classes in Plainview, Tahoka, Muleshoe and Seagraves. MET was the recipient of the GED training grant and SPC assisted in hiring faculty and providing the classes through the grant.

The Plainview advertising campaign was expanded in December 2001 to include the production of a printed Schedule of Plainview Courses. This schedule was inserted in the Plainview Daily Herald and supporting advertising appeared in the newspaper and on English and Spanish radio stations in Plainview.

Working with the Tech Prep Office, the college was also a sponsor for Job Center Pages that were featured in the Lubbock A-J. These special career information pages appeared the third Wednesday of the month. Programs highlighted included: early childhood education, health information services, accounting, professional secretary/administrative assistant, auto technician, nursing, HVAC technician and correctional facilities law enforcement personnel.

Bilingual radio spots were produced and aired on selected Lubbock radio stations in support of the non-traditional career initiative funded by Carl Perkins funds.

The Office of College Relations worked with the Office of Workforce Development to develop two new marketing publications to promote workforce development and the new ACT Center.

Institutional Goal 5: Strengthen commitment to excellence through employee satisfaction, professional development, recognition and a quality work environment.

Priority Objectives

- Maximize opportunities for employees and students to contribute to the decision-making process and continuous quality improvement process.
- Develop and implement a structured professional development program for faculty and staff that responds to the needs of the employee, the college, and students.
- Develop strategies for identifying and promoting leadership at all levels.
- Continue to provide employee recognition, rewards and opportunities for advancement.
- Continue to foster the “SPC family atmosphere.”
- Foster and facilitate timely, accurate, collegewide communications by improving vertical and lateral lines of communications within the organization.
- Seek appropriate and competitive levels of compensation for faculty and staff.
- Develop activities that build stronger teams and that contribute to an appreciation for teamwork and unity of purpose.

PROGRESS ACHIEVED 2001-02

The Professional Development Committee was organized and this group presented a number of professional development activities for employees.

The Information Technology Office provided eight POISE training classes that involved 25 employees.

Emergency phones were installed as a safety feature at the major entrances to all Levelland Campus buildings.

A Safety Manual and Plan was developed by an ad hoc task force and a Safety and Health Committee was organized to administer the plan.

Exterior street and parking lot lighting was greatly improved at the SPC Reese Center around Buildings 1, 2 and 3.

A fire alarm system was installed in major academic buildings on the Levelland Campus. The fire alarm system was renovated at the Byron Martin Advanced Technology Center.

Open registration was condensed from three days to two days. The “first week schedule” was revised to include more professional development opportunities for faculty and staff as a result of this change.

Work was completed on centralizing all human resources functions and recordkeeping in the Office of Human Resources. All personnel records were consolidated and updated in the office in preparation for the Southern Association Peer Review Team visit in November 2002.

The selection process for the Faculty Excellence Award was reviewed by a select committee and revisions to the process were recommended and approved.

The Faculty Handbook was posted to the SPC web site in HTML format.

The Employee Assistance Program was established through the Texas Tech University Health Sciences Center. This program provides employees and their families access to specialized counseling services for assistance with personal and family health issues.

Institutional Goal 6: Provide high-quality facilities, technology and equipment to accommodate the college's programs and services.

Priority Objectives

- Continue to develop and implement a comprehensive facilities master plan for programs and services that identifies departmental and program needs.
- Emphasize the classroom as a critical instructional resource, keeping all classrooms and instructional equipment well maintained and supplied.
- Continue to implement, evaluate and adequately fund a technology plan that addresses current and future needs of students and constituents.
- Implement technology-based solutions that simplify administrative procedures and processes, increase efficiency and enhance service to students and constituents.
- Continue to develop and integrate the college's information and communications infrastructure to accommodate user-friendly access to computer systems and data.

PROGRESS ACHIEVED 2001-02

The College completed renovations of instructional buildings at the SPC Reese Center and relocated programs housed at the Main Street facility to Reese. The seven Lubbock-based allied health programs were relocated to Buildings 4 and 5 allowing for expanded classroom and lab space to accommodate growth. Student support services housed at Main Street were also transferred to the Reese Center and now provide that campus with a full-complement of student services.

A new 8,400 square foot Cosmetology Building was constructed and opened in summer 2002 to accommodate program growth and development. The new facility doubles the number of available student workstations for the facility.

Construction of the new 42,000 square foot Physical Education Building was completed. The facility was opened in August 2002.

The chemistry wing of the Science Building was remodeled and improved.

Plans were finalized for converting the old Women's Gym into a Technology Center with construction scheduled to begin fall of 2002. The new facility will allow more instructional space for the computer information systems program and centralization of instructional computing resources at the college.

New parking facilities were constructed on the Levelland Campus on the corner of Morton Drive and Sanders Drive.

Improvements were made to the rodeo arena at the College Farm, including the construction of a new horse barn/stables, fencing, and storage building.

Texas Electric Cooperatives installed a new above-ground and below-ground electrical power training facility.

Meeting rooms in the Student Center were remodeled and recarpeted. Rest rooms in that portion of building were renovated.

The Campus Mail Room was expanded to accommodate 100 new mailboxes.

Progress was made on increasing student access to the Internet at selected residence halls.

Room 115 in Reese Building 1 (the former Chapel sanctuary) was remodeled to better accommodate multi-events at the Reese Center.

Fourteen new faculty offices were built at the Reese Center.

The classroom wing of the Administration Building was painted and recarpeted. New window blinds were installed and lighting improvements were made in the classrooms of that portion of the building.

A new wooden floor was installed for the gym floor of Texan Dome. The Dome was also repainted.

Three major landscaping projects were completed on the Levelland campus during the year.

Plans were made with the Lubbock Reese Redevelopment Authority to convert the old base tennis courts between Reese Buildings 2 and 3 into parking lots.

College investigated the feasibility of providing DSL Internet-access for SPC employees through Valor Telecom.

An additional classroom was added to Electronic Service Technology Building.

Two service bays were added to the lab facilities for the automotive technology program at the Byron Martin Advanced Technology Center.

The deans' offices were remodeled in the Technical Arts Center.

The radiologic technology program received \$100,000 in new equipment that included three new x-ray units. The program moved into new instructional facilities at the SPC Reese Center.

The Information Technology Office implemented the help desk software TrackIt. This service allows for online reporting of computer problems and request for support. Users can search for common solutions to problems and can track the status of work orders.

Grant funds from the college's partnership with the Texas Educational Streaming Media Consortium has allowed for the acquisition of a streaming media server, upgrading of Internet connectivity and network systems, and software upgrades to support the use of streaming media in instruction.

Institutional Goal 7: Maximize fiscal effectiveness while maintaining quality.

Priority Objectives

- Operate a dynamic risk management program.
- Operate a system of inventory control that accurately accounts for institutional physical assets.

PROGRESS ACHIEVED 2001-02

The electronic purchasing system was further refined and expanded by the Purchasing Office.

The college's accounting system was adjusted to facilitate GASB 35 Reporting requirements. The conversion required POISE upgrading for the accounting system and additional training for Business Office personnel.

The Business Office reorganized the payroll and grants accounting areas. The college now employs three Certified Public Accountants in this area who include the Vice President for Finance and Administration, the Controller and the Grants Accountant.

Through the Distributive Purchasing System, budget managers now have online access to account information and balances. This electronic access has reduced paperwork and the necessity of printing out lengthy budget reports for distribution to managers.

The annual Budget Planning Hearings were restructured and focused on personnel and facilities needs.

An ad hoc committee produced a comprehensive safety plan for the college. The plan will be administered and evaluated by the newly formed Safety and Health Committee.

The Purchasing Office adopted the use of credit cards instead of cash for travel purposes.

Working with the Controller and POISE programmers, a new accounting system was developed and implemented for the South Plains College Foundation. The new system automates a number of fiscal operations and provides up-to-date scholarship account information.

The College's Policy and Procedures Manual was reviewed and revised in preparation for the SACS Peer Review Team Visit. The manual was compiled in a CD-ROM version for distribution.

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

Institutional Goal 8: Seek additional resources to support the college's mission.

Priority Objectives

- Broaden the role of the SPC Foundation in identifying and pursuing new sources of funding to meet programmatic and facility needs.
- Develop and implement strategies to increase public funding support through advocacy of full-formula funding.
- Pursue alternative forms of financial support through state and federal grants, collaborative training partnerships with business and industry and capital campaign efforts.

PROGRESS ACHIEVED 2001-02

The college participated in an Economic Impact Study in cooperation with the Texas Association of Community Colleges and CCBenefits, Inc. The analysis examined the impact of the college's operations in Hockley and Lubbock counties and found that SPC stimulates the local economy by \$73.7 million in annual earnings or roughly 2,506 direct and indirect jobs. Findings of the study, as well as statewide findings for Texas' system of community colleges, will be presented to the Legislature and other policy-makers to support expanded public funding of higher education.

The Institutional Advancement Division was organized to give new emphasis to resource development and promotion of the college to constituents and partners. The Office of College Relations and Office of Development were incorporated into the new division with the directors of these offices reporting to the vice president for institutional advancement.

The SPC Foundation and Development Office hosted the first annual SPC Scholarship Scramble Golf Tournament. The event, hosted by City Bank, attracted 55 businesses and corporate sponsors and 112 participants. A total of \$18,747 was raised for the Founders Challenge Endowment.

SPC continued to pursue federal grants to support student services and was the recipient of a TRIO Student Support Services grant from the Department

of Education. The grant award totaled \$950,000 and will be disbursed over a 5-year period.

The Health Occupations Division received four grants during the year to support the nursing programs and respiratory care program. Covenant Health Systems awarded the Nursing Department a \$101,000 grant to support faculty development, equipment acquisition, student retention activities and program recruitment. The Texas Higher Education Coordinating Board awarded the Nursing Department a \$4,500 grant in support of a mentoring program for first-year student nurses. SPC was the recipient of \$237,600 from the Department of Labor H1B Technical Skills Grant. The funds will be used to support a two-year program for the recruitment and retention of nursing students, expand faculty support of the program and provide nursing scholarships. The respiratory care program received a \$20,000 grant from the Vest Airway Clearance System to purchase this piece of medical equipment, obtain the curriculum package on how to train on the use of the system and provide for professional development for faculty.

The college received a \$350,000 grant from Market Lubbock Inc. to support the ACT Center that opened in November 2001.

Twenty-two SPC students were the recipients of TTU presidential transfer scholarships. The students were presented the scholarships in May following their graduation from SPC. Texas Tech announced SPC students received the greatest number of these transfer scholarship which were awarded to community college students.

The college was the recipient of two grants from the Telecommunications Infrastructure Fund Board – a \$172,514 TIF-HE3 grant for technology upgrades in selected instructional programs and a \$139,075 TIF-LB8 grant for library technology.

For the third consecutive year, South Plains College outperformed six other community colleges in Texas in a voluntary pilot study measuring student improvement in developmental education. As a result of its top marks, SPC received \$94,000, the largest portion of a \$250,000 grant awarded by the Texas Higher Education Coordinating Board to the participating institutions.

The approval process for writing and accepting grants was formalized and included in the Policy and Procedures Manual.

Institutional Goal 9: Strengthen and develop mutually beneficial alliances with educational institutions, business and industry and the community.

Priority Objectives

- Continue to develop and expand partnerships with K-12 public schools in support of dual credit programs, student preparation for college, and other instructional initiatives.
- Continue to develop partnerships with institutions of higher education in the college's service area that result in expanded and coordinated delivery of educational services and programs to students and constituents.
- Actively pursue relationships with business and industry, community-based organizations and governmental agencies that enhance public understanding of SPC and promote the economic development strategies of the region.

PROGRESS ACHIEVED 2001-02

SPC served as one of three lead colleges, with Navarro College and Panola College, to identify unique needs and barriers for rural community colleges and develop a strategic plan as part of the Texas Higher Education Coordinating Board's Rural Community College Initiative.

SPC continued to develop and expand its partnership with Texas Tech University through the Gateway Program. The college increased its offering of developmental math and English courses for Tech students, continued to offer beginning Spanish classes on the Tech Campus and became a partner in the university's Pathway Program.

The College began offering dual credit courses at Plainview High School for the first time in the fall of 2001, enrolling 76 students in English, history and government courses.

A new Memorandum of Understanding was developed for the college's Dual Credit Program and was adopted by all 42 high schools participating in the program. The agreement defines the roles of the parties involved and establishes an academic environment for best practices.

A memorandum of understanding allied SPC with all Texas community colleges in delivering courses through the Virtual College of Texas.

SPC signed an admissions reciprocal agreement with Eastern New Mexico University that allows, in accordance with Texas state law, out-of-state tuition waivers for New Mexico residents who choose to enroll at SPC. Additionally, New Mexico out-of-state tuition is waived for SPC graduates who choose to attend ENMU.

Clinical partnerships supporting allied health programs were maintained with Covenant Health Systems and University Medical Center.

The college entered into a partnership with the City of Lubbock to use the Lubbock Fire Department Training Center in order to provide fire academy and fire technology training.

South Plains College became a member of the Community Workforce Partnership, a coalition of more than 30 Lubbock businesses and educational institutions created by Market Lubbock, Inc., at the request of Senator Robert Duncan. The partnership seeks to promote economic development by connecting business and industry with educational institutions.

The College entered its eight year in partnership with the Lubbock County Community Corrections Facility. The LCCCF contracts with the Office of Workforce Development to provide residents of the facility with vocational training and job skills training that enable them to enter the workforce directly.

The Office of Workforce Development continued to develop and expand the college's partnership with Market Lubbock, Inc. Office staff worked hand and hand with Market Lubbock staff to discuss economic development opportunities and to determine strategies for supporting business development and retention.

SPC partnered with West Tex Federal Credit Union to secure office space in Plainview to house administrative services for the program there.

Contract training classes, offered through the Lubbock County Community Corrections Facility, the Lubbock State School, International Truck Driving School and other local business contracts, increased from 224 in 2000-01 to 277 in 2001-02.

The Office of Workforce Development was successful in obtaining three Skills Development Grants from the Texas Workforce Commission to provide specialized training for V-Tech Environmental Services, Heritage Oaks Nursing and Rehabilitation Center and OSC Teleservices.

The United States Naval Reserve Center renewed its cooperative agreement to train reservists in machine shop activities on drill weekends at the Byron Martin ATC. SPC machinist instructors and curriculum were used to train reservists to bid for items to be constructed for the Pacific Naval Command Surface Fleet.

The Development Office assisted the Classes of 1962 to 1964 with scheduling and conducting their second alumni reunion October 27, 2001. 30 former students attended the event.

The Office of College Relations worked with KCBD-TV's Community Coverage series in July 2002 that featured Levelland and the college in an on-location news program. The College Relations staff provided photos, video and information regarding a number of programs for inclusion in the broadcast.

The SPC Reese Center held an open house and dedication ceremony Nov. 16, 2001, to promote the college programs and facilities located at the Reese Technology Center. The new ACT Center was opened in special ceremonies and the college's partnerships with Market Lubbock, Inc., the Lubbock Reese Redevelopment Authority, the City of Lubbock, and Texas Tech University were highlighted during the festivities.

Students and instructors in the commercial music, sound technology and performing arts technology programs worked in association with public broadcasting station KTXT-TV and Texas Tech University to produce the West Texas Crossroads songwriter series for Public Educational Television.

Institutional Goal 10: Strengthen and refine college processes that enhance quality, demonstrate effectiveness and ensure public accountability.

Priority Objectives

- Comply with all state-mandated planning, accountability and institutional effectiveness requirements.
- Continue to encourage and facilitate full participation in the college's strategic planning process.
- Refine methods to collect, assess and disseminate research data to all college planning units for planning and assessment purposes.
- Continue to refine the process for measuring and reporting institutional performance and effectiveness.
- Reactivate and strengthen the Quality Steering Team to provide leadership in implementing the college's continuous quality improvement process.
- Continually update the planning process to ensure the effective implementation and evaluation of the college's Strategic Plan.

PROGRESS ACHIEVED 2001-02

Instructional and administrative units of the College completed the implementation of the first year of the 2001-2005 Institutional Plan.

South Plains College conducted an extensive Institutional Self-Study for reaccreditation with the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The six Principal Committees, composed of 103 faculty, staff, administrators and students, examined the operations of the college against the Southern Association's "Criteria for Accreditation." The committee evaluations and analyses were conducted during the 2001-2002 school year and a report of the findings of the Self-Study was prepared for presentation to SACS. Collectively, the committees made 18 recommendations and 26 suggestions for improvement. Many of these were addressed

during the year in preparation for the November 2002 SACS Peer Review Visit.

All reports and data required by the Texas Higher Education Coordinating Board were compiled and submitted as requested.

The biennial Employee Survey was administered in the spring of 2002 in an online format. 373 employees responded to the survey, the largest number of respondents in the survey's 10-year history. Results were compiled by the Office of Institutional Research and Reports and were made available on the SPC web site for review. Information from the survey was used for internal planning purposes.

All technical programs offered by the college were reviewed against State Perkins performance measures.

The Quality Steering Team was reactivated and with the Coaches Network was given standing committee status. The team, central to the college's program of continuous quality improvement, re-examined its role in the CQI process and developed an evaluation procedure for CQI.

Instructional divisions worked with the Office of Institutional Research and Reports to define benchmark data elements that would be useful for planning and assessment. The IR Office established a process to collect and report this data to instructional departments.

The annual report process was streamlined and reorganized and a new reporting timeline was established to better facilitate the college's planning and institutional effectiveness processes.

The Office of Institutional Research and Reports developed and administered a user satisfaction survey to evaluate the institutional research function of the college. Results of the first survey indicated favorable responses from users.

An Assistant Researcher position was added to the Office of Institutional Research and Reports.

Sustaining Excellence and Student Achievement, 2001-2002

In addition to the progress made on stated goals, initiatives and Critical Success Factors, the college's faculty and staff provided exceptional service to students and the community through the ongoing activities of the college. This service resulted in notable recognition for the institution, for employees and for students. These accomplishments are presented below.

Lieutenant Kyle Battin received a state award for valor from the Texas Commission on Law Enforcement Officers Standards and Education. Lt. Battin saved a small child from a burning house in Levelland.

The Student Government Association served as secretary school for the Texas Junior College Student Government Association (TJCSGA) and as vice-president school for the regional TJCSGA.

The Financial Aid Office was recognized by the Texas Higher Education Coordinating Board for completing the annual financial aid database report early.

The Texas Association of Collegiate Registrars and Admissions Officers nominated Kimbra Quinn, director of new student relations, to the High School Relations Committee for the organization.

Gracie Quinonez received an award during the Mariachi Fest 2002 for "the ongoing support of Hispanic culture and education" from the Mariachi Raiders Rojos. This group is a student organization at Texas Tech University. The other individuals that received the same award were Texas Tech personnel, including Eric E. Strong (Upward Bound Director and Maria's husband), Janie Ramirez (former diversity administrator), and Maria Fernandez, Upward Bound Assistant Director). The other recipients were Ernesto Barton (West Texas Hispanic News), Emilio Abeyta (lawyer), and Maggie Trejo (former city council person).

Maggie Seymour, Special Services Coordinator-Reese Center, serves as the editor for the newsletter publication of the Texas Association on Higher Education and Disability (AHEAD), a state level branch of the national organization.

Steven Means, director of the AutoDesk Training Center, was invited to present at the National Collegiate CADD Conference. He was a co-presenter with

faculty from Texas Tech University and representatives from K-Teksolutions and was the only community college faculty member to be invited to this prestigious conference.

The Student Government Association increased their community outreach activities by participating in the "Share the Warmth" coat drive. The SGA collected and distributed 300 coats. They also participated in the Christmas "Adopt a Family," a canned food drive for the Hockley County Food Bank, and raised funds for Hockley County Family Outreach. The SGA also volunteered time and resources to the Levelland Volunteer Fire Department for their annual Haunted House.

Students in the building trades program at the Lubbock County Community Corrections Facility constructed many of the components for the Legacy Play Village that was erected in Lubbock. The components were taken to the village construction site and were put together by volunteers from the Lubbock community. Students in this program also constructed storage buildings for Habitat for Humanity during the year that were transported and installed at home sites.

Pat Dennis, assistant professor of office technology, was named Post-Secondary Teacher of the Year for 2001-2002 for District 17 of the Texas Business and Technology Educators Association. Dennis also served on the Professional Development Committee for the Texas Community College Teachers Association.

Chris Angerer, instructor in fire technology, was recognized as Firefighter of the Year for the Lubbock Fire Department for 2002.

More than 70 alumni of South Plains College's livestock judging program honored Jim Jenkins, professor of agriculture, with the establishment of an endowed scholarship program in his name. Jenkins coached the college's livestock judging teams for more than 25 years.

Gary Cloud had named the first Outstanding Continuing Education and Workforce Development Faculty Member of the Year at South Plains College. Cloud has taught computer courses at the Byron Martin Advanced Technology Center since 1997.

Natalie Bryant, assistant professor of speech, was elected to serve as vice president/president-elect of the West Texas Speech Association.

The staff of the Office of College Relations was recognized for excellence in publications, promotions and advertising by District 4 of the National Council for Marketing and Public Relations. Kristin Bunyard, visual communications specialist, received a Gold Medallion Award for best brochure/flyer and a Bronze Medallion Award for a promotional poster advertising "The Miracle Worker." Dianne Whisenand, coordinator of news and information, received a Gold Medallion Award for feature writing. The office staff received a Bronze Medallion Award for the 2000-2001 Texan and Lady Texan Basketball Program.

Alan Munde, associate professor of music, was a featured performer on a bluegrass music album "Knee Deep in Bluegrass, that was named Instrumental Album of the Year by the International Bluegrass Music Association. Munde performs a banjo rendition of "I'm Looking Over a Flour-Leaf Clover." The album, produced by Tim Stafford, is on the Rebel Label.

Wes Underwood, photographer in the Office of College Relations, was one of 31 regional photographers whose works were selected for "High and Dry," a photographic exhibit of arid and semiarid landscapes and the people and animals that inhabit them. The exhibit was sponsored by the Texas Tech University International Center for Arid and Semiarid Land Studies and the Office of International Affairs.

The SPC Forensics Team captured state championships in three events at the Texas Community College Speech and Theatre Association State Tournament. Lindsay Wakefield, won the state championship in communications analysis and persuasive speaking. Kelley Dunn, won the state championship in speeches to entertain. Wakefield took second place in that event, while Dunn finished fourth in programmed oral interpretation. Reta Cooper took fourth in prose interpretation, fifth in speeches to entertain and fifth in persuasive speaking. In national competition, Wakefield brought home SPC's first gold medal, taking first place in informative speaking at the

National Phi Rho Pi Speech Tournament. Dunn received certificates of achievement in programmed oral interpretation and speeches to entertain at the same meet. The three-member team accumulated more than 50 awards and was second best team in the region.

Ten SPC engineering students were selected to participate in the first Community College Aerospace Scholars program, a project sponsored by the National Aeronautics Space Administration (NASA). The students visited NASA's Johnson Space Center and participated in an on-site team engineering project to design and build a utility vehicle for potential use on Mars. They were among 300 community college students selected from 30 colleges to participate in the program.

The newly organized Skills USA-VICA Chapter at South Plains College earned a silver medal in a statewide quiz bowl competition and finished sixth in the contest at the organization's national championships in Kansas City, Mo. Members of the team included automotive service technology majors Victor Saenz, Josh Carr, Armando Rodriguez, Diego Romero, and James Rowland.

Staff members from SPC's student newspaper, *The Plainsman Press*, earned top awards at the 2002 Texas Intercollegiate Press Association competition. The paper won honorable mention in the Best of Show category. Joe Cavazos won first place in newspaper single ad design, newspaper sports feature photo, newspaper picture page design and newspaper illustration. Cavazos also received a third place in newspaper page design and three honorable mentions. Seth Green won second in newspaper general column. Grover Clift won second in newspaper humor column and Clay Hornaday won third in newspaper sports news. SPC competed in Division III of the contest.

Weekday SPC, the telecommunications student-produced public affairs television show, won first place in public affairs programming in the Texas Intercollegiate Press Association (TIPA) Convention competition in spring 2002. The hour-long show focused on the history and modern lifestyle of the Ruidoso, N.M., and Hondo Valley areas. The SPC telecommunication program also broadcast 10 basketball games live on SPC-TV, Cable Channel 10, during the spring season.

Students in the South Plains College chapter of the Texas Junior College Agriculture Association earned

two first place awards in statewide competition hosted by TJCAA. Katie Decker earned a first place in horticulture, and Quint Johnson earned a first place in agronomy. Rhae Lamb took third in horticulture and Larae Harris and Jennifer Martin took second and third places respectively in animal science competition. Taryn Decker was a second place finisher in extemporaneous speaking and fourth in ag economics.

The South Plains College Texan Basketball Team finished WJCAC champions with a 12-2 conference record and were NJCAA Region V champions, advancing to the NJCAA Championships for the first time since 1992. The team, led by head coach Steve Green, was ranked as high as No. 7 in the nation during the season. The team finished 2001-2002 with a 30-5 overall season record.

The South Plains College Lady Texans Basketball Team, ranked as high as No. 3 during the season, finished the year as WJCAC Champions and runners-up in NJCAA Region V. The team set a school record for most consecutive victories with 25 and ended the season with a 30-2 record. Head Coach Lyndon Hardin was named WJCAC Coach of the Year.

Joseph Fly, assistant professor of English, was named by his peers to receive the 2002 Faculty Excellence Award. Jill Berset, executive director of the South Plains Tech Prep Partnership; Patsy Garner, secretary in the Professional Services Department, and Tano Jacquez, maintenance supervisor at the SPC Reese Center, were named recipients of the 2002 Employee Excellence Awards.

Dr. Mike Felker, professor of English, was selected to serve on the editorial board of an international juried journal, *Academic Leadership*.

Dr. Patricia Cearley, professor of English, was selected to serve on the editorial board of *The Messenger*, the official publication of the Texas Community College Teachers Association.

The South Plains College livestock judging team was among the top five teams in finishes at the Southwestern Livestock Exposition in Fort Worth and Houston Livestock Show in the spring of 2002. The team also had championship honors in the sheep and swine divisions at Fort Worth and the sheep division at Houston.

Cristiana Perez, a commercial music major from Odessa, was awarded \$1,000 as first-place winner in a national singing competition sponsored by Byron Hoyt and The Voice Studio of San Francisco. She used the funds for advanced voice training in Phoenix, Az., to attend the Speech-Level Singing Vocal and Performance Camp last summer in Los Angeles.

Crystal Gonzales, an SPC pre-nursing major, won a \$10,000 scholarship in the Lubbock Avalanche-Journal's Make Kids Count Contest in December, 2001. She was also one of the first students in the STAR Center, a federally-funded program designed to help first-generation college students and others attain a college education.

Dr. Ginny Mahan, professor of psychology, taught for the second time in China in May 2002. She participated in a collaborative teaching project between Morehead State University in Kentucky and the People's Republic of China. She taught at Shanghai Teachers University.

SPC students and organizations participated for the first time in April, 2001, in The Big Event, a nationwide project to involve college and university students in community service projects. More than 40 students from nine student clubs and organizations participated at SPC. They received nine work requests, including those from churches, Covenant Hospital Levelland as well as individuals in the community. In April, 2002, they rolled up their sleeves one Saturday morning and afternoon and leveled yards, cleaned out flower beds and sheds, picked up trash, cleaned windows, painted a fence and picked up shingles. Students also spoke to the Rotary, Kiwanis, Lions Club and other groups in promoting the community.

SPC's chapter of Phi Beta Lambda, the collegiate division of Future Business Leaders of America, captured one first-place and four second places at the state PBL Conference hosted in April, 2002, by the University of Houston. The group qualified for national PBL competition in June, 2002, in Nashville, Tenn. In state competition, Alexis Murillo won first in public speaking, Ty Gregory won second in computer applications, Lauren Watkins took second in economics, and Jeremiah Gavina took second in marketing. Amanda Beard, who took third in impromptu speaking, advanced to the nationals as an alternate.

Institutional Effectiveness
Annual Report

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

2001-2002



CRITICAL SUCCESS FACTORS AND MEASURES OF INSTITUTIONAL EFFECTIVENESS

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

Critical Success Factors and Measures of Institutional Effectiveness – 2001-2002

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.

South Plains College measures its performance through an outcome-based assessment process. The college has identified five factors that are critical to its success as an institution of higher learning. Through these Critical Success Factors, SPC maintains a comprehensive evaluation system that measures the extent to which institutional goals and objectives are accomplished. These Critical Success Factors include the following.

- Dynamic Educational Programs and Quality Instruction
- Student Outcomes
- Quality Student and Support Services
- Economic Development and Community Involvement
- Effective Leadership and Management

To monitor progress and achievement in each of these areas, the college has identified 27 measures of institutional effectiveness. Benchmarks (standards) have been developed for each of these measures. The results of performance are compared against these benchmarks and indicate how well the college has achieved its stated goals and objectives. The achievement of the identified Critical Success Factors is positive proof of the college's effectiveness. This system of outcome assessment against critical success factors is illustrated in the table found on the preceding page.

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 (2001-2002) has been developed.

Definition of Critical Success Factors

CSF A: DYNAMIC EDUCATIONAL PROGRAMS AND QUALITY INSTRUCTION

The primary mission of South Plains College is to provide quality educational programs that prepare students for transfer to a university or to enter the workplace. Faculty design curricula to develop students' competencies, skills and general knowledge in order to be successful in a rapidly changing world. The quality of instruction received by the student in these programs is an essential contributor to student success. At the same time, these curricula address the needs and expectations of transfer institutions, employers in business and industry, and accrediting bodies.

CSF B: STUDENT OUTCOMES

The success of South Plains College is measured by the success of students as they attain their goals. These goals may include remaining in college and graduating in a field of study, attaining specific job skills, successfully transferring to a university, obtaining employment in the workplace, obtaining licensure in certain professions, and performing well in their chosen careers.

CSF C: QUALITY STUDENT & SUPPORT SERVICES

South Plains College provides opportunities for widely diverse populations to access its educational programs and services. To successfully respond to these constituencies, the college continually assesses the needs and satisfaction levels of its students, alumni and employers. This information is used to provide appropriate programs, services, facilities, technology and resources to assist students in achieving their goals.

CSF D: ECONOMIC DEVELOPMENT & COMMUNITY INVOLVEMENT

The college supports economic and workforce development by providing educational programs that facilitate the training of entry-level workers and the retraining of current workers, based on local business and industry demands. South Plains College faculty, staff and students are actively involved in the community and its development. At the same time, the community is actively involved in the events, activities and programs of the college.

CSF E: EFFECTIVE LEADERSHIP & MANAGEMENT

To be effective, the college must be accountable to the citizens and students who provide resources. This accountability includes demonstrating effective leadership, cooperative planning, resource management, acquisition of resources and the development of facilities and technology in order to accomplish college goals. Additionally, the culture of an organization powerfully influences the performance of its members, the use of available resources and the quality of its programs and services. South Plains College seeks to nurture an organizational climate that is characterized by a shared vision, unity of purpose, common organizational values and collaboration. Decision making and resource allocation reflect these values and are influenced by broad input from college employees.

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CSF A: Dynamic Educational Programs and Quality Instruction

Measurement A-1: Curriculum Review and Planning

BENCHMARK AND RESULTS

A-1.1 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 known.

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

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Curriculum Changes	292	486	525	645	390	138
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. From 1997 - 2000, 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 guidelines, a common course numbering manual for technical programs throughout the state. The first initiative was completed during 1997-98. Conversion of technical programs to WECM guidelines was initiated in 1998-99 and continues to influence the number of curricular changes from year to year. For the most recent period, the number of curriculum changes has fallen below the upper control limit. WECM guidelines continue to be applied to some technical programs. The variations outside the upper control limits can be explained. Therefore, the standard is met.

Measurement A-2: Accreditation

BENCHMARK AND RESULTS

A-2.1 Individual educational programs subject to accreditation by external review bodies shall achieve reaccreditation status with a minimum of recommendations.

Report and Interpretation: The following programs successfully completed peer reviews for accreditation during 2001-02.
The Associate Degree Nursing program was reaccredited by the State Board of Nurse Examiners.
The Vocational Nursing program was reaccredited by the State Board of Nurse Examiners.
The standard is met.

Measurement A-3: Articulation Agreements

BENCHMARK AND RESULTS

A-3.1 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, Sul Ross State University and Angelo State University. The standard is met.

BENCHMARK AND RESULTS

A.3-2 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

	1999-00	2000-01	2001-02
Total Service Area ISDs	51	51	50
Tech Prep Agreements	47	47	47
Dual Credit Agreements	27	44	44
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. Three-Way ISD consolidated with Sudan ISD during 2001-02, reducing the number of service area ISDs to 50. A new dual credit agreement was instituted at Plainview High School. The activation of the Region 17 Education Service Center ITV network has allowed the college to expand this effort and deliver courses beyond its service area. The standard is met.

Measurement A-4: Student Satisfaction with Instruction

BENCHMARK AND RESULTS

A-4.1 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

	1997-98	1998-99	1999-00	2000-01	2001-02
Overall Rating of Instruction	4.60	4.60	4.60	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

A-4.2 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

Cohort Year	1997	1998	1999	2000	2001
Overall Rating of Instruction	4.50	4.41	NA	4.32	NA

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 graduate survey process for the most recent reporting period was not completed for the 1999 cohort year and the available data is insufficient to report. For the 2000 cohort year, the overall rating of instruction was 4.32. The instrument used to survey graduates was evaluated during 2001-02 and is in the process of being redesigned in order to collect more meaningful data. The standard is met for those cohorts that are reported.

Action Plan: The Institutional Research Office will develop a new graduate survey instrument during 2002-2003 and administer the survey to the 2002 graduate cohort.

BENCHMARK AND RESULTS

A-4.3 Technical graduates of South Plains College will rate their level of satisfaction of program training 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**

Cohort Year	1997	1998	1999	2000	2001
Overall Rating of Instruction	4.50	4.41	NA	4.35	NA

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. For the 2000 cohort, the rating is 4.35. The instrument used to survey graduates was evaluated during 2001-02 and is in the process of being redesigned in order to collect more meaningful data. The standard is met for those cohorts that are reported.

Action Plan: The Institutional Research Office will develop a new graduate survey instrument during 2002-2003 and administer the survey to the 2002 graduate cohort.

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

A-5.1 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**

	1997	1998	1999	2000	2001
Overall Rating by Employers	4.17	NA	NA	3.84	NA

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 employer survey process was not completed in 1998 and 1999 and the available data is insufficient to report. The overall rating by employers for 2000 is 3.84. The survey process and instrument was evaluated during 2001-2002 and a new process and instrument will be developed in 2002-2003. The standard is met for those cohorts that are reported.

Action Plan: The Institutional Research Office will develop a new employer survey instrument during 2002-2003 and administer the survey to the 2002 graduate cohort.

Measurement A-6: Faculty Qualifications

BENCHMARK AND RESULTS

A-6.1 The college will employ full-time faculty members whose degrees are presented by regionally accredited institutions, whose educational credentials meet or exceed the SACS standards, or whose qualifications meet the standards for exceptions described in the SACS Criteria.

PERCENTAGE OF FACULTY MEETING SACS QUALIFICATIONS CRITERIA

Data Elements	1999-00	2000-01	2001-02
Total Academic Faculty	113	117	126
No. Meeting SACS Criteria	113	116	126
% Compliance	100%	99.1%	100%
Total Technical Faculty	99	104	106
No. Meeting SACS Criteria	99	104	106
% Compliance	100%	100%	100%

Interpretation: South Plains College seeks to employ full-time faculty members who meet the educational credentials required by SACS. Faculty who do not meet the criteria are required to demonstrate progress toward meeting the requirements as a condition of employment. For 2001-2002, all academic faculty members and technical faculty members met the credential requirements or had sufficient justifications on file to meet the SACS criteria. The standard is met.

BENCHMARK AND RESULTS

A-6.2 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	1999-00	2000-01	2001-02
SPC Full-Time Faculty	92.0%	92.0%	90.0%
State Average Full-Time Faculty	69.0%	68.0%	66.0%

Interpretation: The percentage of courses taught by full-time faculty members is a performance measure used by the Legislative Budget Board and 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. 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

B-1.1 South Plains College will maintain a course completion rate of not more than 5% below the state average.

PERCENTAGE OF COURSE COMPLETERS

Data Elements	1998-99	1999-00	2000-01	2001-02
SPC Course Completers	84.2	83.5	85.1	85.0
State Average	81.2	79.5	81.5	81.4

Interpretation: The state performance measures for two-year institutions includes the percentage of students who complete a course (grades of A, B, C, D & F 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

B-2.1 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	1996 Cohort	1997 Cohort	1998 Cohort
Cohort of Full-Time FTIC Students	628	908	483
No. of SPC Students who Graduated or Transferred	239 in 1999	362 in 2000	217 in 2001
Percent of the Cohort	38%	40%	45%
State Standard	30%	30%	30%

Interpretation: This measure examines the graduation rate of full-time, first-time-in-college students who are not subject to remediation. Data for this measure are collected and reported by THECB. The college's graduation/transfer rate for the 1996 and 1997 cohorts who graduated or transferred three years after entering SPC is 38% and 40%, respectively. For the 1998 cohort, the rate is 45%. The measures exceed the 30% benchmark for all three years. The standard is met.

BENCHMARK AND RESULTS

B-2.2 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	1994 Cohort	1995 Cohort	1996 Cohort
Cohort of Part-Time FTIC Students	407	413	484
No. of SPC Students who Graduated or Transferred	99 in 1999	116 in 2000	172 in 2001
Percent of the Cohort	24%	28%	36%
State Standard	15%	15%	15%

Interpretation: This measure examines the completion rate of part-time, first-time-in-college students. Data for this measure is collected and reported by the THECB. The college's graduation/transfer rate for part-time students was 24% for the 1994 cohort, 28% in for the 1995 cohort and 36% for the 1996 cohort. These measures are well above the 15% benchmark. The standard is met.

BENCHMARK AND RESULTS

B-2.3 The total number of degrees awarded by the college in a given year shall compare favorably with peer institutions such that the college's regional ranking on this measure shall not be more than two positions less than its regional ranking for enrollment.

NUMBER OF DEGREES AND CERTIFICATES AWARDED

Data Elements	1997-98	1998-99	1999-00	2000-01
AA, AS Degrees	201	202	183	206
AAS Degrees	92	98	71	81
Tech Prep AAS Degrees/Certificates	125	116	142	106
Technical Certificates	191	149	135	217
Total Degrees and Certificates	609	565	531	610
SPC Regional Ranking -- Degrees	3rd	3rd	3rd	3rd
SPC Regional Ranking -- Enrollment	3rd	3rd	3rd	3rd
Ranking Difference	0	0	0	0

Interpretation: The THECB performance measures include the total number of degrees and certificates earned at an institution annually. For 1998-99, the criteria for determining this measure was redefined by the college to provide a more accurate count of degree/certificates awarded. SPC awarded 610 degrees and certificates in 2000-01, a 19% increase in awards. The college ranked third among peer institutions in its region. All institutions which awarded more degrees than SPC had larger enrollments. The standard is met. Beginning Sept. 1, 2001, the college no longer required students to pay a graduation fee. The change in policy is designed to encourage more eligible students to apply for graduation.

BENCHMARK AND RESULTS

B-2.4 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	1996 Cohort	1997 Cohort	1998 Cohort
Number of FTIC Students	1,637	2,397	2,185
No. of SPC Students who Graduated or Transferred	443	729	748
Percent of Cohorts Reported	27.0%	30.4%	34.2%
Statewide Average of Peer Institutions	24.6%	25.4%	27.5%

Interpretation: For the 1998 FTIC cohort that was tracked, 34.2% persisted to graduation or transferred three years later. This rate exceeded the statewide rate of 27.5%. For the previous two reported cohorts, South Plains College's measure exceeded the state average for peer institutions. The graduation/transfer rate has also increased for the past three report periods. The standard is met.

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

B-3.1 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	1996-97	1997-98	1998-99	1999-00	2000-01
SPC Percentage Rate	37.3	39.5	45.5%	44.1%	44.3%
Regional Percentage Rate	34.0	35.1	37.0%	34.1%	39.9%
State Percentage Rate	35.1	35.5	33.2%	36.6%	45.8%

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 public higher education institutions for later years. The rate of transfer for the most recent reporting period is 44.3%. The SPC transfer rate exceeds the regional regional rate. It is within 5 percentage points of the state rate. The standard is met.

BENCHMARK AND RESULTS

B-3.2 The number of student transfers to other public institutions of higher education within the state will compare favorably with peer institutions such that the college's ranking for this measure will not be more than two positions less than its ranking for enrollment.

NUMBER OF STUDENT TRANSFERS

Data Elements	1998	1999	2000	2001
Total SPC Transfers	1,107	1,372	1,627	1,803
SPC State Ranking -- Transfers	16th	14th	14th	14th
SPC State Ranking -- Enrollment	18th	16th	15th	13th
Ranking Difference	+2	+2	+1	-1

Interpretation: The THECB performance measures for two-year institutions includes a review of the total number of students who transfer from the college to continue their education. For the past four reporting years, the SPC total number of transfers is in excess of 1,100 students each year. For 2001, only one community college, Tyler Junior College, had a smaller enrollment than SPC and had more transfers. The standard is met.

BENCHMARK AND RESULTS

B-3.3 Academic transfer students from SPC will have transfer grade point averages at the primary transfer institution within two tenths of a point of the grade point averages for transfers from other two-year institutions.

**GRADE POINT AVERAGES OF SPC TRANSFERS
AT TEXAS TECH UNIVERSITY**

Data Elements	1998 Cohort	1999 Cohort	2000 Cohort	2001 Cohort
SPC Transfer Students Enrolled	2.60	2.63	2.61	2.64
All Transfer Students Enrolled	2.59	2.68	2.69	2.68
Native Students (from High School)	2.82	2.77	2.87	2.94

Interpretation: The grade point averages for SPC transfer students to Texas Tech University for the years reported are within two tenths of a point of the grade point averages for all transfers from other two-year colleges. The GPA data for TTU native students (first-time, full-time freshmen) is two-tenths to three-tenths of a point higher than SPC transfers. Texas Tech University implemented a plan to raise its admission standards for new students during the reporting period. The standard is met for transfers from peer institutions.

BENCHMARK AND RESULTS

B-3.4 Academic transfer students from SPC will have graduation rates within 5% of the rates for other two-year institutions who entered the transfer institution at the same time.

**GRADUATION RATES OF SPC TRANSFERS
AT TEXAS TECH UNIVERSITY**

Data Elements	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort
SPC Transfer Students Enrolled	31.8%	38.6%	30.0%	27.7%
All Transfer Students Enrolled	29.1%	29.6%	24.9%	26.9%
	1993 Cohort	1994 Cohort	1995 Cohort	1996 Cohort
Native Students (from High School)	46.4%	47.5%	51.5%	51.7%

Interpretation: South Plains College transfer students to Texas Tech University persist to graduation at greater rates than all transfer students. The transfer data tracks students who enter TTU and graduate within three years. The native student (first-time, full-time freshmen entering summer or fall) data tracks students who enter TTU and graduate within six years. The standard is met. Efforts will be made to collect this graduation data from West Texas A&M University, Eastern New Mexico University and Angelo State University.

Measurement B-4: Success in Developmental Education

BENCHMARK AND RESULTS

B-4.1 Retention of full-time first-time-in-college 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 FTIC STUDENT (12+ HOURS) REQUIRING REMEDIATION
REPORTED FROM ANNUAL DATA PROFILE**

Data Element	1996-97	1997-98	1998-99	1999-00	2000-01
SPC Percentage Rate	80.0	78.0	88.0	76.0	51.0
State Percentage Rate	76.0	76.0	86.0	78.0	77.0
Perkins Goal	75.0	70.0	70.0	73.0*	72.0

*Perkins Standard Changed

Interpretation: For the current reporting period, South Plains College's retention rate for full-time students requiring remediation from fall to spring semesters has dropped to 51%, well below the state rate and the Perkins Goal. This drop is unexplained and will need to be studied. The number of students identified as requiring remediation dropped from 458 for 1999-00 to 185 for 2000-01. The standard is not met.

Action Plan: The data for this measure will be evaluated to determine if a reporting error has occurred. The college will continue to monitor the retention of FTIC students requiring remediation.

BENCHMARK AND RESULTS

B-4.2 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	1996-97	1997-98	1998-99	1999-00	2000-01
SPC Percentage Rate	55.0	48.0	81.0	63.0	54.0
State Percentage Rate	59.0	62.0	79.0	61.0	61.0
Perkins Goal	50.0	50.0	50.0	56.0	56.0

Interpretation: South Plains College's retention rate for part-time students enrolled in 6 to 11 hours and requiring remediation was more than 5% below the state average for 2000-01. The SPC rate is two percentage points below the Perkins Goal. The standard is not met for the state average. The college will continue to monitor the retention of these part-time students.

Action Plan: The data for this measure will be evaluated to determine if a reporting error has occurred. The college will continue to monitor the retention of FTIC students requiring remediation.

BENCHMARK AND RESULTS

B-4.3 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	1996-97	1997-98	1998-99	1999-00	2000-01
SPC Percentage Rate	100.0	50.0	72.0	67.0	53.0
State Percentage Rate	49.0	54.0	69.0	42.0	44.0
Perkins Goal	35.0	35.0	35.0	37.0	37.0

Interpretation: For all 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. For 2000-01, the SPC exceeded the state rate by nine percentage points. The SPC rate has also exceeded the Perkins Goal for the past five years. The standard is met.

BENCHMARK AND RESULTS

B-4.4 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	1996-97	1997-98	1998-99	1999-00	2000-01
SPC Students (%)	26.0	21.3	28.0	8.8	10.0
Statewide (%)	15.6	13.7	12.4	9.4	8.4

Interpretation: The THECB performance measure includes the percentage of students enrolled in remediation who master all TASP requirements during a given year. The completion rate for SPC exceeded the statewide completion rate for all years previous to 1999-00. The data for this measure is computed by the THECB and data definitions were changed for the 1999-00 report period. The college is now required to report all TASP-required students for comparative purposes, even those enrolled in dual/concurrent credit courses and those enrolled in TASP-waived certificate programs. For the current reporting period, the SPC completion rate is greater than the state rate. Based on the data, the standard is met.

Action Plan: The college will determine if the new reporting criteria is affecting this measure. It is possible that an increasing number of students who opt to "B" out of the TASP requirement could be affecting the measure. The college will continue to monitor the TASP completion rate and the course sequencing for developmental programs.

Measurement B-5: Technical Program Placement Rates

BENCHMARK AND RESULTS

B-5.1 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	1996-97	1997-98	1998-99	1999-00	2000-01
SPC Rate (%)	88.8	92.4	89.7	88.3	96.5
Regional Rate (%)	87.9	84.5	86.2	84.5	84.1
State Rate (%)	86.2	89.1	87.4	83.5	89.5

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 96.5%. The SPC transfer rate exceeds the regional and state rate. The standard is met.

BENCHMARK AND RESULTS

B-5.2 90% of all active technical programs will have at least 15 graduates in a three-year period.

PERCENT OF TECHNICAL PROGRAMS WITH 15 GRADUATES IN 3 YEARS

Data Elements	1996-97	1997-98	1998-99	1999-00
Total Active Programs	33	33	33	33
No. Programs 3 Years in Operation	33	33	32	32
No. with 15 Graduates in 3 Years*	25	25	26	22
% of Programs in Compliance	75.8%	75.8%	81.3%	68.8%

*Benchmark changed in 1997-98

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 33 active technical programs in 1999-00, only 32 have been in operation three or more years in order to track graduates. Of the 32 programs producing graduates, 22 programs have met the standard for 68.8%. The standard is not met.

Action Plan: In 2000-01, the Business Administration Department consolidated its programs in general business, management and marketing and merchandising into a single program of business management with specialization options. In 2001-02, the college decided to deactivate its agribusiness technology program and to discontinue the petroleum technology program. The computer information systems program also decided to discontinue its microcomputing certificate. Departmental chairpersons, working with the Instructional Deans, will continue to work on ways to consolidate fields of study into single programs.

BENCHMARK AND RESULTS

B-5.3 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	1998-99	1999-00
Total Active Programs	33	33	33
No. Programs 3 Years in Operation	33	32	32
No. with 85% Placement Rate	30	30	32
% of Programs in Compliance	87.8%	93.8%	100%

Interpretation: This is a relatively new measure developed by the THECB. Only 32 of the college's 33 active technical programs in 1999-00 have been in operation for three years or more. For the most recent reporting period, 100% of these technical programs have achieved the required placement rate of 85%. The standard is met.

Measurement B-6: Goal Attainment

BENCHMARK AND RESULTS

B-6.1 Respondents to the Student 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

	1998-99	1999-00	2000-01	2001-02
Goal Attainment Satisfaction	4.10	4.25	NA	4.47

Interpretation: Students are asked to rate their level of satisfaction with personal goal attainment during the spring semester. The Student Support Services Survey was not administered during the spring of 2001 due to an organizational restructuring and transition period. For 2001-02, respondents rated their satisfaction in this area as being above average (greater than 3.0 on 5.0 scale). The standard is met for the years reported.

Measurement B - 7: Licensure Passage

BENCHMARK AND RESULTS

B-7.1 The percentage of students who take licensure exams and pass shall be within 5% of the state average.

PERCENTAGE STUDENTS PASSING LICENSURE IN ALL PROGRAMS

Data Elements	1997	1998	1999	2000	2001
SPC Student Passage (%)	88.7	91.0	82.1	84.0	72.0
Statewide Passage (%)	87.0	89.0	82.7	83.5	79.0

Interpretation: The percentage of graduates passing state licensure exams is outside the normal range of variance (5%) of the state average. For 2001, the SPC passing rate is seven percentage points below the state average. The standard is not met. Licensure test performance for individual programs is continually evaluated.

Interpretation: Programs with licensure pass rates below state averages will evaluate courses and course sequencing to determine if modifications are necessary to improve rates.

CSF C: Quality Student and Support Services

Measurement C-1: Access and Equity

BENCHMARK AND RESULTS

C-1.1 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

Data Elements	1997	1998	1999	2000	2001
Total Fall Headcount Enrollment	6,291	6,687	7,154	7,481	8,574
% Variance	7.7%	6.3%	6.9%	4.6%	14.6%

Interpretation: The college has exhibited steady growth in the past four enrollment periods, reversing a downward enrollment trend in fall 1996. A fourth consecutive record fall enrollment was achieved in 2001 that exceeded 8,500 students, nearly 2,800 students more than the benchmark. The standard is met.

BENCHMARK AND RESULTS

C-1.2 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	1998	1999	2000	2001	2002
Total H.S. Seniors in Service Area	4,712	4,668	4,530	4,443	4,485
Total H.S. Grads Enrolled at SPC	932	918	948	958	976
% of Service Area Seniors Enrolling	19.8%	19.7%	20.9%	21.5%	21.8%

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

BENCHMARK AND RESULTS

C-1.3 The college will enroll 40% of those individuals participating in higher education who reside in the college's service area within a normal range of variance of 5%.

**SOUTH PLAINS COLLEGE SERVICE AREA MARKET SHARE
INDIVIDUALS PARTICIPATING IN HIGHER EDUCATION**

Data Elements	Fall 2000	Fall 2001
Total Service Area Residents Enrolled in Higher Education	14,927	15,813
Total Service Area Residents Enrolled at SPC	6,210	6,760
% of Service Area Residents Enrolling at SPC	42.0%	43.0%

Interpretation: This market share analysis attempts to determine the percentage of service area residents who participate in higher education and enroll at SPC. The college's "share" is computed as a percentage of the total number of service area residents who enroll in higher education as reported by the Texas Higher Education Coordinating Board. In this analysis, the 40% benchmark has been exceeded in both years reported. The standard is met.

BENCHMARK AND RESULTS

C-1.4 The majority of students residing in the college's service area who enroll at a community college will enroll at South Plains College.

**SOUTH PLAINS COLLEGE SERVICE AREA MARKET SHARE
INDIVIDUALS ENROLLING AT COMMUNITY COLLEGES**

Data Elements	Fall 2000	Fall 2001
Total Service Area Residents Enrolled in Community Colleges	6,709	7,285
Total Service Area Residents Enrolled at SPC	6,210	6,760
% of Service Area Residents Enrolling at SPC	93.0%	93.0%

Interpretation: This market share analysis attempts to determine the percentage of service area residents who choose to attend a community college and who subsequently enroll at SPC. The college's "share" is computed as a percentage of the total number of service area residents who enroll at Texas community colleges. In this analysis, the greater majority of students who enroll at a community college choose to enroll at SPC. The standard is met.

BENCHMARK AND RESULTS

C-1.5 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

Fall Semesters	1997	1998	1999	2000	2001
% Hispanic Population	21.0*	21.0*	21.0*	26.0**	26.0**
% Hispanic Enrollment	25.6	24.9	25.0	25.8	24.1
Variance	+4.6	+3.9	+4.0	-0.2	-1.9
% African-American Population	7.0*	7.0*	7.0*	4.4**	4.4**
% African-American Enrollment	5.6	5.7	5.2	4.3	4.4
Variance	-1.4	-1.3	-1.8	-0.1	0.0

*1990 U.S. Census Data; **2000 U.S. Census Data

Interpretation: The SPC student body reflects the ethnicity of the adult population of the college service area. For Hispanics, the percentage enrolled is within the accepted range of variance. Since 1993, fall semester enrollment of Hispanic students has grown at a faster rate than all other ethnicity categories, on the average 6.5% a year. This student population has had a net gain of 51.9%. For African-Americans, the percentage enrolled is within the accepted range of variance. The standard is met for both ethnic populations.

The college has initiated efforts to attract and retain students from diverse ethnic backgrounds. The Office of Multicultural Services has been established to coordinate these efforts. Additionally, the college's Title III Strengthening Institutions Grant contains a diversity component designed to aid in the retention of students. The new Title V Student Support Services grant will also provide additional student services for first-generation college students to aid in recruitment and retention. The college will also continue to monitor the effect of its expanding partnership with Texas Tech University on this measure.

BENCHMARK AND RESULTS

C-1.6 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

Annual Data Elements	1997-98	1998-99	1999-00	2000-01
% Hispanic Graduates	23.0	25.0	23.0	29.0
% Hispanic Enrollment (Annual)	25.0	24.0	22.0	23.0
Variance	-2.0	+1.0	+1.0	+6.0
% African-American Graduates	4.0	7.0	6.0	6.0
% Enrollment African-American	7.0	6.0	6.0	5.0
Variance	-3.0	+1.0	0.0	-1.0

Interpretation: The retention rate for Hispanic students as measured by graduation is 29% for the most recent reporting year. This rate exceeds the annual enrollment rate by six percentage points. The retention rate for African-American graduates as measured by graduation is one percentage point below the rate of annual enrollment. The standard is met.

BENCHMARK AND RESULTS

C-1.7 The percentage of economically disadvantaged students will not be more than 5% below the percentage of economically disadvantaged adults in the college service area.

PERCENTAGE OF ENROLLMENT BY ECONOMICALLY DISADVANTAGED INDIVIDUALS

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
% Population	17.0*	17.0*	21.0*	21.1**	21.1**
% SPC Enrollment	31.0	28.8	48.0	42.3	31.0
Variance	+14.0	+11.8	+27.0	+21.2	+9.9

*1990 U.S. Census Data; **2000 U.S. Census Data

Interpretation: Economically disadvantaged students are defined as those individuals who qualify for federal financial aid. Economically disadvantaged individuals, those whose income falls below reported poverty levels, represent 21 percent of the adult population of the college service area. For the reporting periods, the college enrollment has ranged from 28% to 48% and is within the normal range of variation for this measure. For the most recent reporting period, the percentage enrolled exceeds the benchmark by 9.9 percentage points. The standard is met.

BENCHMARK AND RESULTS

C-1.8 The percentage of academically disadvantaged students will not be more than 5% below the percentage of academically disadvantaged adults in the college service area.

PERCENTAGE OF ENROLLMENT BY ACADEMICALLY DISADVANTAGED INDIVIDUALS

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
% Population	28.0*	28.0*	28.0*	28.0**	28.0**
% SPC Enrollment	41.0	43.3	36.0	28.1	23.0
Variance	+13.0	+15.3	+8.0	+0.1	-5.0

*1990 U.S. Census Data; **2000 U.S. Census Data

Interpretation: Academically disadvantaged students are defined as those individuals who require remediation. Academically disadvantaged individuals represent 28.0 percent of the adult population of the college service area. For the reporting periods, this population at the college has ranged from 23% to 43.3% and is within the normal range of variation for this measure. The standard is met. The growing number of Texas Tech University students who concurrently enroll at SPC and the increase in dual credit students could impact this measure in the future.

Measurement C-2: Assessment of Programs and Services

BENCHMARK AND RESULTS

C-2.1 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	1997	1998	1999*	2000	2001
Financial Aid	4.45	4.06	NA	4.37	NA
Counseling Center	4.10	3.80	NA	4.03	NA
Job Placement	3.36	3.15	NA	3.35	NA
Course Advisement	4.05	3.56	NA	4.15	NA
Tutoring Services	4.23	3.18	NA	3.80	NA
Veterans Services	4.23	2.86	NA	3.76	NA
Student Activities	4.00	3.57	NA	4.13	NA
Overall Satisfaction	4.06	3.67	NA	3.94	NA

*Incomplete survey data reported

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 for the most graduate cohort (2000). The instrument used to survey graduates was evaluated during 2001-02 and is in the process of being redesigned in order to collect more meaningful data. The standard is met for those cohorts that are reported.

Action Plan: The Institutional Research Office will develop a new graduate survey instrument during 2002-2003 and administer the survey to the 2002 graduate cohort.

BENCHMARK AND RESULTS

C-2.2 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	1999-00	2000-01	2001-02
Deans' Office	3.98	NA	4.11
Counseling Center	4.11	NA	4.12
Instructional Support Services	4.04	NA	4.41
Student Health Services	3.76	NA	4.63
Student Activities	3.75	NA	4.09
Campus Security/Police	3.98	NA	3.88
Food Service	3.58	NA	4.30
Admissions and Records	4.16	NA	4.00
Financial Aid	4.04	NA	4.28
Veterans Services	3.84	NA	4.75
Overall Satisfaction	3.92	NA	4.25

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. Mean scores improved in all but two categories for 2001-02. The Student Support Services Survey was not administered during the spring of 2001 due to an organizational restructuring and transition period. The standard is met for the years reported.

Measurement C-3: Retention

BENCHMARK AND RESULTS

C-3.1 The cohort retention rate for first-time-in college students at SPC from fall to spring will be within the normal range of variation (5%).

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

Data Elements	1996-97	1997-98	1998-99	1999-00	2000-01
Not Remediated	63.0	62.0	56.0	65.0	73.0
Had Remediation	77.0	73.0	85.0	73.0	52.0
All SPC Students	64.0	63.0	72.0	67.0	71.0
Lower Control Limit	60.0	60.0	60.0	60.0	60.0
State Rate for All Students	66.0	67.0	69.0	69.0	69.0

Interpretation: The percentage of first-time-in-college 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 72% during the years reported. The retention rate for students who are not subject to remediation approximates the same range of rates (56% to 73%). For the most recent reported year, this rate has risen above the lower control limit from the previous year. Retention of students who had remediation fell below the lower control limit for 2000-01. It is possible that the enrollment of TTU students in developmental courses at SPC is impacting this measure. These students make take a developmental course in the fall, meet their requirement for TTU, and then not return to SPC in the spring. The standard is met for all FTIC students. However, the retention of those students requiring remediation will be monitored closely. Increasing numbers of part-time students and concurrently enrolled Texas Tech University students will affect the college's fall to spring retention rate in the future.

BENCHMARK AND RESULTS

C-3.2 Retention of full-time FTIC 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	1996-97	1997-98	1998-99	1999-00	2000-01
SPC Percentage Rate	75.0	70.0	57.0	79.0	85.0
State Percentage Rate	75.0	77.0	63.0	79.0	79.0
Perkins Goal	70.0	70.0	70.0	74.0	74.0

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 recent reporting period, the retention rate has reached its highest point (85%) and exceeds the state rate. The measure also exceeds the Perkins goal. The standard is met. 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 and dual credit students on the standard.

BENCHMARK AND RESULTS

C-3.3 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	1996-97	1997-98	1998-99	1999-00	2000-01
SPC Percentage Rate	45.0	43.0	57.0	65.0	73.0
State Percentage Rate	58.0	60.0	53.0	66.0	66.0
Perkins Goal	50.0	50.0	50.0	61.0	61.0

Interpretation: South Plains College's retention rate for part-time students enrolled in 6 to 11 hours exceeds the state average for the most recent reporting period. The retention rate for this population of students is also the highest for all years reported and does exceed the Perkins goal. The college's relationship with Texas Tech and the expanding concurrent enrollment of Texas Tech students at the Reese Center who enroll in a limited number of hours are contributing factors to the lower percentage for SPC. Additionally, the expansion of dual credit enrollments of high school students is also a factor. The college will continue to monitor the retention of these part-time students and study the effect of the concurrent enrollment of Texas Tech students and the enrollment of dual credit students on the standard. The standard is met for the current year.

BENCHMARK AND RESULTS

C-3.4 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	1996-97	1997-98	1998-99	1999-00	2000-01
SPC Percentage Rate	41.0	58.0	53.0	50.0	54.0
State Percentage Rate	49.0	54.0	49.0	49.0	51.0
Perkins Goal	35.0	35.0	35.0	44.0	44.0

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 the past four years. The SPC rates for 2000-01 exceeds the state average. 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 the 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

C-4.1 The level of graduate 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**

Data Elements	1997	1998	1999	2000	2001
SPC Graduates	4.05	3.56	NA	4.15	NA

Interpretation: Graduates rate their satisfaction with course advisement high. The mean scores for this group exceed the benchmark for the years reported. The graduate survey process for the 1999 graduate cohort was not completed and the available data is insufficient to report. The instrument used to survey graduates was evaluated during 2001-02 and is in the process of being redesigned in order to collect more meaningful data. Graduates in the most recent cohort (2000) rate course advisement above average. The standard is met for those cohorts that are reported.

Action Plan: The Institutional Research Office will develop a new graduate survey instrument during 2002-2003 and administer the survey to the 2002 graduate cohort.

BENCHMARK AND RESULTS

C-4.2 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 STUDENT SURVEY**

Data Elements	1999-00	2000-01	2001-02
Current SPC Students	4.15	NA	4.02

Interpretation: Data for this measure was collected for the first time during 2001-02. For that year, students rated their level of satisfaction with course advisement as being very good. The mean score for this group exceeded the benchmark. The standard is met for the year reported.

CSF D: Economic Development and Community Involvement

Measurement D-1: Education in Support of Economic Development

BENCHMARK AND RESULTS

D-1.1 Individuals who enroll in community service short courses will rate their level of satisfaction with the course above average (greater than 3.0 on 5.0 scale).

SATISFACTION WITH COMMUNITY SERVICE SHORT COURSE TRAINING DIVISION OF CONTINUING EDUCATION

Data Element	1998-99*	1999-00*	2000-01	2001-02
Student Satisfaction Rating	6.59	6.46	4.29	4.54

*Evaluation based on 7-point scale. Evaluation instrument was revised to 5-point scale in 2000-2001.

Interpretation: For the four years examined, individuals who enrolled in community service short courses rated their level of satisfaction with the courses above average and very near to excellent on the scale. The evaluation instrument was revised in 2000-01 to reflect a 5-point scale for rating satisfaction with course objectives. The standard is met.

BENCHMARK AND RESULTS

D-1.2 Individuals who enroll in workforce education and training short courses will rate their level of satisfaction with the course above average (greater than 3.0 on 5.0 scale).

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

Data Element	1999-00	2000-01	2001-02
Student Satisfaction Rating	4.17	4.37	4.40

Interpretation: Individuals who enrolled in workforce education and training short courses rated their level of satisfaction with the courses above average. The standard is met.

BENCHMARK AND RESULTS

D-1.4 The number of contract classes for customized training will increase each year.

CONTRACT CLASSES FOR CUSTOMIZED TRAINING

Data Elements	1999-00	2000-01	2001-02
Number of Contract Classes	155	224	277
% Variance	+22%	+44%	+23%

Interpretation: For the three years examined, the number of contract classes for customized training has increased. The standard for the years examined is met.

Measurement D-2: Interaction with Community

BENCHMARK AND RESULTS

D-2.1 Respondents to the External Constituent Survey will rate the functions of the college related to its role and scope as being important for the college to perform (3.0 or greater on 5.0 scale).

COLLEGE FUNCTION RANKED BY IMPORTANCE FROM EXTERNAL CONSTITUENT SURVEY

College Function	1999-2000
Preparation for university transfer	4.7
Preparation for employment	4.6
Technology in the curriculum	4.5
Programs to upgrade job skills	4.4
Programs that provide workforce development	4.3
Programs and services for student success	4.3
Provide a comprehensive curriculum	4.3
Accessible educational programs	4.3
Build partnerships to meet community needs	4.3
Provide developmental programs for college preparation	4.1
Deliver instructional programs off-campus via distance education	4.1
Provide programs which meet professional development needs	4.0
Develop private fundraising activities	4.0
Provide continuing education programs for personal enrichment	3.9

Interpretation: The External Constituent Survey was administered for the first time in 1999-2000. Respondents were asked to indicate how important it is for the college to perform the critical functions related to mission, role and scope. All functions were rated as being important or very important for the college to perform, thus validating the college's purpose and mission. The standard is met. The survey will be administered again in 2002-03.

BENCHMARK AND RESULTS

D-2.2 Respondents to the External Constituent Survey will rate the college's performance of its critical functions and services as better than average (3.0 or greater on 5.0 scale).

**COLLEGE FUNCTION RANKED BY PERFORMANCE
FROM EXTERNAL CONSTITUENT SURVEY**

College Function	1999-2000
Preparation for employment	4.2
Preparation for university transfer	4.1
Provide a comprehensive curriculum	4.0
Incorporate technology in the curriculum	4.0
Accessible educational programs	4.0
Programs to upgrade job skills	3.9
Provide developmental programs for college preparation	3.9
Programs and services for student success	3.9
Programs that provide workforce development	3.8
Build partnerships to meet community needs	3.8
Provide continuing education programs for personal enrichment	3.6
Provide programs which meet professional development needs	3.5
Deliver instructional programs off-campus via distance education	3.5
Develop private fundraising activities	3.5

Interpretation: The External Constituent Survey was administered for the first time in 1999-2000. Respondents were asked to rate how well the college performed the critical functions related to its mission, role and scope. All functions were rated as being better than average. The standard is met. The survey will be administered again in 2002-2003.

BENCHMARK AND RESULTS

D-2.3 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
1998-99	7%	160,814*	15,040	9.4%
1999-00	7%	193,255*	15,804	8.2%
2000-01	7%	228,578**	16,645	7.3%
2001-02	7%	228,578**	17,756	7.8%

*1990 U.S. Census data; **2000 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 vocational short courses and enrollments in community service short courses. The census data is the estimated number of adults who comprise the civilian workforce (age 18 to 62) and who are most likely to benefit from the programs and services the college provides. For 2000-01 new Census data was computed. 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

D-2.4 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
1998-99	90,000	98,416	Yes
1999-00	90,000	104,601	Yes
2000-01	90,000	97,329	Yes
2001-02	90,000	98,787	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

D-3.1 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 44 area high schools for dual credit purposes.

South Plains College continued to develop an academic alliance with Texas Tech University for the purpose of providing undergraduate instruction for Texas Tech students.

The partnership between SPC and Lubbock ISD continued to provide 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 relocation of the college's Lubbock Main Street programs to the Reese Center.

SPC partnered with TEA Region 17 Service Center to develop a distance education network. The ITV network expanded from 40 remote sites to 62 sites.

SPC was an active partner in the Five Area Community Telecommunication Consortium for the purpose of expanding distance education opportunities.

SPC continued 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 established a partnership with Market Lubbock, Inc., to plan for the establishment and operation of an ACT Center in Lubbock. The center will provide server-based workforce training and assessment to assist small business employers with training needs.

The college continued its partnership with the Virtual College of Texas, a consortium of the state's community colleges who deliver on-line and ITV courses.

The college maintained active membership in the Levelland Chamber of Commerce, the Lubbock Chamber of Commerce, the Lubbock Hispanic Chamber of Commerce, and the Lubbock Chamber of Black Entrepreneurs.

CSF E: Effective Leadership and Management

Measurement E-1: Cooperative Planning and Goal Attainment

BENCHMARK AND RESULTS

E-1.1 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	1998	2000	2002
Informed about Planning Effort	3.7	3.7	3.7
Use of Outcome Assessment Tools	3.6	3.8	3.8
Involvement in Planning Effort	3.4	3.6	3.5
Review Planning Documents/Reports	3.0	3.6	3.6
Composite Rating for Planning Process	3.4	3.7	3.7

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 for the most recent survey. Efforts have continued to provide a greater understanding of the college's planning and institutional effectiveness processes. The college will continue to educate those involved in strategic and operational planning as to the importance and use of planning data and documents which result from planning efforts.

Measurement E-2: Management of Resources

BENCHMARK AND RESULTS

E-2.1 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	1998	2000	2002
Involvement in Budget Process	3.6	4.1	3.5
Satisfaction with Budget Process	3.2	3.9	3.5
Budget Reflects Institutional Objectives	3.4	3.9	3.6
Composite Rating for Budgetary Process	3.4	4.0	3.5

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 for the most recent reporting period. The level of satisfaction in all categories declined slightly from 2000 to 2002. The standard is met.

BENCHMARK AND RESULTS

E-2.2 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	1998	2000	2002
Satisfaction with Budgetary Controls/Reports	3.5	4.0	3.5

Interpretation: Employees rate their level of satisfaction with budgetary controls and reports as above average. The standard is met.

BENCHMARK AND RESULTS

E-2.3 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	1998	2000	2002
Satisfaction with Purchasing System	3.6	3.9	3.4

Interpretation: Employees rate their level of satisfaction with the purchasing system as above average. The standard is met.

BENCHMARK AND RESULTS

E-2.4 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	1998	2000	2002
Satisfaction with Inventory System	3.5	3.9	3.6

Interpretation: Employees rate their level of satisfaction with the inventory system as above average. The standard is met.

BENCHMARK AND RESULTS

E-2.5 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 1999-00	FY 2000-01	FY 2001-02
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

E-2.6 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	1999-00	2000-01	2001-02
Instruction	43.5%	47.7%	44.7%
Academic Support	7.5%	5.0%	4.7%
Student Services	6.2%	5.8%	10.7%
Scholarships and Fellowships	17.4%	16.8%	11.6%
Institutional Support	8.9%	8.4%	8.5%
Operation and Plant Maintenance	9.3%	9.6%	11.7%
Auxiliary Enterprises	4.7%	4.0%	3.9%
Public Service	2.5%	2.7%	1.8%
Depreciation	Not Reported	Not Reported	2.4%
Total	100%	100%	100%

Interpretation: The expenditure of funds demonstrates stability. The major expenditure is for instruction, followed by operations and plant maintenance, scholarships and fellowships (federal aid is included in this expenditure category), student services, institutional support, and academic support. Institutional accounting standards and guidelines were changed in 2001-2002 in order to comply with new Government Accounting Standards Board requirements. The chart of accounts comprising the eight elements of costs reported to the THECB were adjusted.

Measurement E-3: Acquisition of Public/Private Resources

BENCHMARK AND RESULTS

E-3.1 The distribution of income by major source will demonstrate stability over time.

REVENUE BY SOURCE FROM ANNUAL AUDIT REPORT

Income Sources	1999-00	2000-01	2001-02
Student Sources	22.8%	23.8%	17.7%
State Sources	38.0%	38.9%	42.6%
Local Sources	13.8%	12.1%	12.3%
Govt. Grants and Contracts	19.6%	19.5%	23.1%
Private Gifts and Grants	0%	0.2%	0.5%
Auxiliary Sources	4.2%	3.7%	2.5%
Other Sources	1.6%	1.8%	1.3%
Total	100.0%	100.0%	100.0%

Interpretation: The income from various sources demonstrates stability. The state provides most of the revenue for operations, followed by federal grants in the form of student financial aid, student tuition and fees, and local taxes. Accounting and reporting requirements were changed in 2001-2002 in order to comply with new Government Accounting Standards Board requirements. These new requirements explain the shift of revenue from student sources to governmental sources. The return of federal tax dollars (\$8,612,473) from Washington and the return of state tax dollars (\$17,573,657) from Austin are major contributors to the local economy. The sum of those two sources (\$26.2 million) turns over 3.5 times (a very conservative number) in the local economy and has an economic impact of approximately \$91.6 million annually. The \$91.6 million would represent a return of \$18 for each local tax dollar invested in the college enterprise.

BENCHMARK AND RESULTS

E-3.2 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
1997-98	\$532,690	+80%
1998-99	\$583,803	+10%
1999-00	\$574,818	-1.5%
2000-01	\$781,941	+36.0
2001-02	\$789,549	+1.0

Interpretation: Contributions to the annual fund of the foundation have exhibited steady growth for the years examined. The standard is met.

BENCHMARK AND RESULTS

E-3.3 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
1997-98	1,594	+86%
1998-99	2,187	+37%
1999-00	2,539	+16%
2000-01	3,660	+44%
2001-02	3,657	0%

Interpretation: The number of gifts to the annual fund measures the base of support for charitable giving to the foundation. For 2001-02 the number of gifts received remained stable. Over the period examined, the number of gifts have exhibited steady growth. The standard is met.

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

E-4.1 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	1998	2000	2002
Adequacy of Physical Facilities	3.2	3.6	3.7
Facilities are Conducive to Learning	3.5	4.1	3.7
Safe and Secure Environment	4.0	4.2	4.1
Composite Rating for Physical Facilities	3.6	4.0	3.8

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 for all reporting periods. The standard is met.

BENCHMARK AND RESULTS

E-4.2 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 was updated in January 2000 in preparation for the CTC Site Review Team. The plan was again reviewed in 2000-2001 and a status summary was prepared for inclusion in the college's new Institutional Plan for 2001-2005. The plan is scheduled for review and updating during 2002-2003. The standard is met.

Measurement E-5: Ongoing Professional Development

BENCHMARK AND RESULTS

E-5.1 Overall college involvement in formal professional development activities will exceed 70% annually.

INVOLVEMENT IN PROFESSIONAL DEVELOPMENT ACTIVITIES FOR 2001-2002

Categories	Total Number	Number Involved	Percent
Full-Time Faculty	232	206	88.7%
Professional Non-Faculty	85	76	89.4%
No. of Classified Staff Involved	163	72	44.2%
All Full-Time Employees	480	354	73.7%

Interpretation: The data show 73.7% of all SPC employees were involved in professional development experiences at college expense during the year. The standard is met. The process for collecting and summarizing this data will be improved for future years.

Measurement E-6: Employee Diversity

BENCHMARK AND RESULTS

E-6.1 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)

	1997		1999		2001	
	N	%	N	%	N	%
Anglo	259	94.2%	264	93.0%	302	93.5%
Hispanic	11	4.0%	14	4.9%	16	5.0%
African-American	3	1.2%	4	1.4%	3	0.9%
Other	2	0.6%	2	0.7%	2	0.6%
Total	275	100%	284	100%	323	100%

Interpretation: The data which reflects the diversity of the professional staff is derived from IPEDS reports. Staff data are reported every two years. In the professional area, the college has increased the number of Hispanic professionals by 5 from 1997 to 2001. The numbers of African-American and other professionals remained constant 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

E-6.2 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)

	1997		1999		2001	
	N	%	N	%	N	%
Anglo	90	68.7%	98	68%	100	63.7%
Hispanic	36	27.5%	42	29.2%	53	33.8%
African-American	5	3.8%	4	2.8%	4	2.5%
Other	2	0	0	0	0	0
Total	131	100%	144	100%	157	100%
Percent of Population						
Hispanic	21.0%*		21.0%*		26.0%**	
African-American	7.0%*		7.0%*		4.4%**	

* 1990 U.S. Census Data; ** 2000 U.S. Census Data.

Interpretation: The data which reflects the diversity of other employees is derived from IPEDS reports. Staff data are reported only every two years. For this group, the percentage of Hispanic employees increased over the years reported and currently exceeds the percentage of Hispanics in the service area population (26%). The percentage of African-American employees was 2.5% for 2001. This measure is within 5% of the percentage of African-Americans in the general population (4.4%). The standard is met for this employee group.

Measurement E-7: Employee Satisfaction

BENCHMARK AND RESULTS

E-7.1 Composite scores on all subscales of the Employee Survey will be at least 3.0 on 5.0 scale.

EMPLOYEE SURVEY RESULTS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Subscales	1998	2000	2002
Constancy of Purpose	4.3	4.3	4.4
Student Focus	4.3	4.3	4.3
Employee Empowerment	4.1	4.1	4.2
Trust	4.1	4.1	4.2
Cooperation and Teamwork	4.1	4.1	4.4
Internal Customer Focus	3.9	3.9	4.0
Rewards and Recognition	3.6	3.8	3.6
Communication	3.6	3.6	3.7

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 (Spring 2002), slight improvement was seen in the Employee Empowerment, Trust and Cooperation and Teamwork, Communication and Internal Customer Focus subscales. Although this improvement is not statistically significant, it does indicate strong employee satisfaction with these areas. For all subscale categories, the standard is met. The next administration of the Employee Survey is scheduled for Spring 2004. The Administrative Council will study whether the current survey instrument should be updated and re-designed to address changes in the college's institutional effectiveness program.