
Institutional Effectiveness

**Performance
Report**

2008-2009



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

SEPTEMBER 2009

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 and institutional 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 commitment statements. Each goal is reached through a set of priority objectives and strategies. These goals, objectives and strategies formulate the college's *Institutional Plan* and provide the framework for the development of operational objectives on departmental and program levels.

A companion assessment process measures the extent to which the college accomplishes its mission through its *Institutional Plan*. The college has identified these indicators as Critical Success Factors (CSF) and Indicators of Institutional Effectiveness which map the college's performance against high standards. The college uses this process to monitor its effectiveness and make necessary adjustments in programs and services.

A yearly update of the institutional effectiveness program is presented to the South Plains College Board of Regents. The document used to convey these annual results is the *Institutional Effectiveness Performance Report*. The *2008-09 Performance Report* presents the most recent available assessment results recorded for Year 4 of the *2005-2008 Institutional Plan*.

During 2008-09, the college's *Institutional Plan* was updated for planning years 2009-2013.

For additional information about the institutional effectiveness program at South Plains College or to address questions, contact the Office of Institutional Advancement, South Plains College, 1401 S. College Ave., Levelland, Texas 79336. Telephone: (806) 716-2217 or (806) 716-2218.

Critical Success Factors and Indicators of Institutional Effectiveness

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 six 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
- Collaborative Organizational Climate

To monitor progress and achievement in each of these areas, the college has identified 26 indicators 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 page 6.

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 (2009-10) 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 AND 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.

CSF F: COLLABORATIVE ORGANIZATIONAL CLIMATE

The culture of an organization powerfully influences the performance of its members, the use of resources, and the quality of its programs and services. South Plains College seeks to promote a collaborative institutional climate through a shared institutional vision and common organizational values. Decision-making and resource allocation reflect these values and are influenced by broad input from college employees.

Comparative Standards

The Texas Higher Education Coordinating Board has developed, in consultation with the state's community colleges, the Community College Accountability System which reports the performance of the state's 51 community college districts in the areas of participation, success, and excellence. Key measures and contextual measures for each of these areas are defined and data is collected and reported on an annual basis. South Plains College has incorporated a number of these measures and standards, as reported in this *Institutional Effectiveness Performance Report*, into its overall system of outcome assessment. As a result, SPC's performance is compared against the performance of all Texas community colleges, as well as a Large College Peer Group that is based on enrollment. The following institutions form the Large College Peer Group.

Amarillo College, Amarillo, Texas
Blinn College, Brenham and Bryan/College Station, Texas
Central Texas College, Killeen, Texas
Del Mar College, Corpus Christi, Texas
Laredo Community College, Laredo, Texas
South Plains College, Levelland, Lubbock and Plainview Texas
Texas Southmost College, Brownsville, Texas
Tyler Junior College, Tyler, Texas

SYSTEM OF OUTCOME ASSESSMENT							
INDICATORS 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 & Instruction	
CSF-B STUDENT SUCCESS OUTCOMES	Course Completion	Graduation Rates	Academic Transfer & Performance	Technical Program Placement	Licensure Passage	Success in Developmental Education	Personal Growth and Goal Attainment
CSF-C QUALITY STUDENT & SUPPORT SERVICES	Access, Participation & Equity	Assessment of Programs & Services	Retention & Persistence				
CSF-D ECONOMIC DEVELOPMENT & COMMUNITY INVOLVEMENT	Education in Support of Economic Development	Interaction with the Community	Partnerships & Alliances				
CSF-E EFFECTIVE LEADERSHIP & MANAGEMENT	Cooperative Planning & Goal Attainment	Management of Resources	Acquisition of Public/Private Resources	Facility Development			
CSF-F COLLABORATIVE ORGANIZATIONAL CLIMATE	Ongoing Professional Development	Employee Diversity	Employee Satisfaction				

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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

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Curriculum Changes	118	150	172	182	172	69
Upper Control Limit	337	337	337	337	337	337

SOURCE: Office of Academic Affairs

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 annually. The number of curriculum changes has remained relatively stable. The annual number of changes is still below the upper control limit which is calculated as two Standard Deviations above the Mean of the population. 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 re-accreditation status with a minimum of recommendations.

Status Report: The following programs received accreditation or certification by external review bodies.

- The automotive technology program at the Byron Martin Advanced Technology Center received Automotive Service Excellence Program certification from the National Automotive Technicians Educational Foundation (NATEF).
- The Respiratory Care Program was returned to full accreditation with the Committee on Accreditation of Respiratory Care (CoARC).
- The Radiologic Technology dropped its accreditation with the Joint Review Committee on Education in Radiologic Technology, but meets the requirements of the American Registry of Radiologic Technologists (ARRT).
- The Associate Degree Nursing Program's distance learning program in Muleshoe and Plainview was reviewed by the National League of Nursing for accreditation.

Measurement A-3: Articulation Agreements

BENCHMARK AND RESULTS

A-3.1 South Plains College will maintain articulation agreements with 100% of all accredited universities in the college's service area.

Status Report: South Plains College maintains active articulation agreements with the following accredited universities: Texas Tech University, Lubbock Christian University and Wayland Baptist University. Additionally, articulation agreements are maintained with the following universities located outside the college's service area: West Texas A&M University, Eastern New Mexico University, Midwestern 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

Data Elements	2006-07	2007-08	2008-09
Total Service Area ISDs	49	49	49
Tech Prep Agreements	49	49	49
Dual Credit Agreements	44	48	62
Percent Involvement	100%	100%	100%

SOURCE: Office of Academic Affairs

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. An active partnership with the Region 17 Education Service Center ITV network has allowed the college to expand dual credit articulation efforts and deliver additional courses beyond its service area. Additionally, the college has established dual credit partnerships with private high schools and charter schools operating within the service area. Options to offer home-schooled students dual credit have also been implemented. 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 3.5 on 5.0 scale) in all categories.

STUDENT EVALUATION OF INSTRUCTION ANNUAL REPORT TO THE BOARD

	2004-05	2005-06	2006-07	2007-08	2008-09
Overall Rating of Instruction	4.65	4.62	4.71	4.70	4.64

SOURCE: Office of Academic Affairs

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 1.6 points throughout the reporting years. For all reported years, the overall rating has approached excellent on the scale (5.0), indicating consistent instructional quality. The standard is met. The student evaluation of instruction process is monitored by the Faculty Evaluation Committee.

BENCHMARK AND RESULTS

- A-4.2** Technical graduates will rate their level of satisfaction of program training in relation to job above average (greater than 5.0 on 7.0 scale) in all survey categories.

DEGREE OF SATISFACTION WITH CAREER PREPARATION

Survey Statements	2007 Cohort	2008 Cohort
Satisfaction with preparation for current job	5.57	NA
Satisfaction with preparation for additional study	5.62	NA

SOURCE: Technical Graduate Follow-up Survey

Interpretation: A Graduate Follow-up Survey was developed and piloted with a 2007 graduate cohort (December 2006 grads and May 2007 grads). Respondents expressed above average satisfaction with preparation for job and/or additional study beyond their degree or certificate. The standard is met. The follow-up system is in the process of being operationalized. The Institutional Effectiveness Committee, in consultation with the Instructional Council, will develop guidelines for operationalizing the graduate follow-up system in Year 1 of the 2009-2013 Institutional Plan (2009-10).

BENCHMARK AND RESULTS

A-4.3 Arts and Sciences graduates will rate their level of satisfaction with instruction above average (greater than 5.0 on 7.0 scale) in all survey categories.

Action Plan: Plans are underway to develop an Arts and Sciences Graduate Follow-up Survey to provide data for this performance measure. The Institutional Effectiveness Committee, in consultation with the Instructional Council, will develop and pilot an Arts and Sciences Graduate Follow-up Survey instrument in Year 2 of the 2009-2013 Institutional Plan (2010-11) and will operationalize the follow-up system in Year 3 (2011-2012).

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 3.5 on 5.0 scale) in all survey categories.

EMPLOYER SATISFACTION WITH TECHNICAL GRADUATES

Current Employment Experience	2007 Cohort	2008 Cohort
Graduates' knowledge and understanding of field of study	4.35	NA
Graduates' knowledge and understanding outside field of study	4.26	NA
Demonstrate qualities expected of a college graduate	4.28	NA
General skills as they relate to job requirements	4.29	NA
Level of preparation graduates bring to the job	4.25	NA
Likelihood to hire other SPC graduates	4.43	NA

SOURCE: Technical Graduate Employer Survey, SPC

Interpretation: An Employer Survey was developed and piloted in 2008-09 with 86 regional employers responding to the survey. Respondents rated their level of satisfaction with survey statements on a scale of 1 (Not at all satisfied) to 5 (Very satisfied). For all "overall satisfaction" statements, responding employers expressed above-average satisfaction with the education and training SPC technical graduates received. The standard is met.

Measurement A-6: Faculty Qualifications and Instruction

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	2006-07	2007-08	2008-09
Total Academic Faculty	153	169	165
No. Meeting SACS Criteria	153	169	165
% Compliance	100%	100%	100%
Total Technical Faculty	108	111	113
No. Meeting SACS Criteria	108	108	108
% Compliance	100%	97.3%	95.6%

SOURCE: Office of Academic Affairs

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 2008-09, all full-time academic faculty members and 95.6% of technical faculty members met the credential requirements or had sufficient justifications on file to meet the SACS criteria. Those technical faculty who did not meet credential requirements were seeking additional education to meet the standards. The standard is met. Instructional Deans will monitor the educational credentials of faculty members and progress made on faculty educational plans to meet the SACS criteria.

BENCHMARK AND RESULTS

A-6.2 The percentage of contact hours taught by full-time faculty employed at the college will exceed the average for peer institutions and the state average for public community colleges.

PERCENTAGE OF CONTACT HOURS TAUGHT BY FULL-TIME FACULTY

Data Elements	Fall 2006	Fall 2007	Fall 2008
SPC Full-Time Faculty	84.8%	79.2%	84.2%
Peer Institutions Full-Time Faculty	71.9%	72.1%	77.3%
State Average Full-Time Faculty	62.7%	62.9%	63.8%

SOURCE: CC Accountability System, THECB

Interpretation: The percentage of course sections 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 and reports institutional, peer group and statewide data for this measure. The percentage of courses taught by full-time faculty at SPC greatly exceeds the statewide percentage reported by THECB. The standard is met.

A-6.3 The percentage of full-time faculty employed by the college will compare favorably with peer group and the state averages for public community colleges.

PERCENTAGE OF FULL-TIME FACULTY EMPLOYED BY SPC

Data Elements	Fall 2006	Fall 2007	Fall 2008
SPC Full-Time Faculty Employed	63.9%	63.0%	66.2%
Peer Group Full-Time Faculty	52.2%	52.8%	55.3%
State Average Full-Time Faculty	36.6%	37.5%	37.8%

SOURCE: CC Accountability System, THECB

Interpretation: The percentage of full-time faculty employed by the college is a measure that can be interpreted as an indicator of instructional quality. South Plains College's ratio of full-time to part-time faculty exceeds peer group colleges as well as the state ratio for all community colleges. This high percentage demonstrates the commitment of the College's Board of Regents to provide a full-time faculty workforce that will meet the needs of students and ensure teaching excellence. The standard is met.

A-6.4 The College's FTE student to FTE faculty ratio will compare favorably with peer group and state averages for public community colleges.

FTE STUDENT TO FTE FACULTY RATIO

Data Elements	Fall 2006	Fall 2007	Fall 2008
SPC Student/Faculty Ratio	22:1	24:1	22:1
Peer Group Student/Faculty Ratio	19:1	20:1	19:1
State Student/Faculty Ratio	20:1	20:1	20:1

SOURCE: CC Accountability System, THECB

Interpretation: South Plains College's full-time-equivalent student to full-time equivalent faculty ratio is higher than peer group and state community college averages for all three reporting periods. While the college's ratio is not undesirable, it could be the result of several factors. The college has experienced difficulty in hiring qualified individuals to fill approved faculty positions in certain disciplines, such as in nursing. The area's pool of qualified part-time faculty is not sufficient in some disciplines to handle overload class situations. Class seating limits have been increased in some disciplines in order to accommodate student demand for certain courses without having to hire additional part-time faculty. Course overload policies for full-time faculty have been adjusted to allow some faculty to teach a greater course overload, especially in online courses. The ratio is within an acceptable range of variance, so the standard is met. Instructional Deans will continue to monitor course limits, course overloads and faculty assignments to keep the College's student/faculty ratio as low as possible.

CSF B: Student Success 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 percentage points below peer group or state averages for community colleges.

PERCENTAGE OF COURSE COMPLETERS

Data Elements	Fall 2005	Fall 2006	Fall 2007	Fall 2008
SPC Course Completers	84.8%	84.4%	85.9%	88.3%
Peer Group Course Completers	85.3%	84.6%	85.5%	87.1%
State CC Average	83.6%	84.8%	85.9%	87.7%

SOURCE: LBB Performance Measures, THECB

Interpretation: The state performance measures for two-year institutions includes the percentage of state funded contact hours that are completed during the fall semester. Contact hours for students receiving grades of A, B, C, D and F are count as course completion. South Plains College's course completion rate has been on par with the Large College Peer Group and the state averages. For the most recent reporting period, the college's rate exceeded the rate of both comparison groups. The standard is met.

Measurement B-2: Graduation and Persistence Rates

BENCHMARK AND RESULTS

B-2.1 The 6-year graduation / persistence rate of first-time, full-time, credential seeking undergraduates will not be more than 5 percentage points below the peer group and statewide rates for public community colleges.

6-YEAR GRADUATION / PERSISTENCE RATE FOR FIRST-TIME, FULL-TIME STUDENTS

Data Elements	FY 2005 Fall 1999 Cohort	FY 2006 Fall 2000 Cohort	FY 2007 Fall 2001 Cohort	FY 2008 Fall 2002 Cohort
SPC Graduation/Persistence Rate	39.5%	38.2%	41.9%	NA
Peer College Group Rate	50.5%	47.9%	48.8%	NA
Statewide CC Rate	44.0%	43.7%	43.1%	NA

SOURCE: CC Accountability System, THECB

Interpretation: The percent of first-time, full-time credential seeking students who have graduated or who are still enrolled in a Texas public or private institution of higher education is tracked as a performance measure by the THECB. Students who transferred to out-of-state institutions are not tracked. While SPC has improved its graduation/persistence rate and has been within 5 percentage points of the state average for the three years reported here, it has lagged behind its Large College Peer Group rate by a considerable gap. The standard is not met.

Action Plan: Improving graduation rates and student goal attainment is a priority objective in the College's Institutional Plan. Improvements to the advisement system and development of individual educational plans for students are being piloted as strategies to address performance in this area. A significant number of students eligible for graduation transfer from SPC without applying for graduation. Strategies to encourage eligible students to apply for a degree or certificate will continue to be developed and implemented. The Admissions and Records Office has a system in place to contact students who are nearing completion of certificate and associate degree to encourage them to apply for graduation. Appropriate personnel, as well as the Retention Team, will continue to monitor this measure.

BENCHMARK AND RESULTS

B-2.2 The 3, 4 and 6-year graduation rates of first-time, full-time credential seeking undergraduates will not be more than 5 percentage points below the peer group and statewide rates for public community colleges.

3, 4, AND 6-YEAR GRADUATION RATES FOR FIRST-TIME, FULL-TIME STUDENTS

	Student Cohorts	SPC Rates	Peer Rates	State Rates
FY 2006	3-Year Graduation Rate (Fall 2003)	11.4%	12.5%	12.1%
	4-Year Graduation Rate (Fall 2002)	20.1%	19.9%	17.5%
	6-Year Graduation Rate (Fall 2000)	28.4%	35.1%	30.6%
FY 2007	3-Year Graduation Rate (Fall 2004)	11.9%	10.1%	11.1%
	4-Year Graduation Rate (Fall 2003)	17.9%	21.1%	18.3%
	6-Year Graduation Rate (Fall 2001)	32.4%	37.5%	30.8%

SOURCE: CC Accountability System, THECB

Interpretation: First-time, full-time credential seeking student cohorts are tracked to degree/certificate completion at 3, 4 and 6-year intervals. SPC's graduation rates at these points are within the accepted range of variance when compared to the Large College Peer Group and statewide averages for all public community colleges. The standard is met. Improving graduation rates and student goal attainment is a priority objective in the College's Institutional Plan. Improvements to the advisement system and development of individual educational plans for students are being piloted as strategies to address performance in this area. A significant number of students eligible for graduation transfer from SPC without applying for graduation. Strategies to encourage eligible students to apply for a degree or certificate will continue to be developed and implemented. The Admissions and Records Office has a system in place to contact students who are nearing completion of certificate and associate degree to encourage them to apply for graduation. Appropriate personnel, as well as the Retention Team, will continue to monitor this measure.

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	2004-05	2005-06	2006-07	2007-08
AA, AS Degrees	578	407	467	276
AAS Degrees	144	227	215	169
Tech Prep AAS Degrees/Certificates	92	110	78	28
Technical Certificates	396	271	466	265
Total Degrees and Certificates	1,210	1,015	1,226	738
SPC Regional Ranking -- Degrees	2nd	3rd	2nd	3rd
SPC Regional Ranking -- Enrollment	3rd	3rd	3rd	3rd
Ranking Difference	+1	0	+1	0

SOURCE: LBB Performance Measures, THECB

Interpretation: The THECB performance measures include the total number of degrees and certificates earned at an institution annually. SPC awarded a record 1,226 degrees and certificates in 2006-07, a 20.7% increase from the previous year. The college ranked second among peer institutions in the West Texas region in awarding degrees and certificates. All institutions which awarded more degrees than SPC had larger enrollments. For 2007-08, SPC awarded 738 degrees and certificates, a sharp 39.8% decrease from the previous year. That year, Texas Tech University suspended its "transfer back" service for SPC students entering TTU through the Pathway Partnership. This service identifies SPC transfers who have not completed requirements for an associate degree and contacts them about transferring credits back to SPC to complete associate degree requirements. A change in data management systems prevented TTU from providing this service. Additionally, the college awarded a record number of certificates in 2006-07. Since many certificate programs are two-years in length, the number of certificates awarded cycles up and down. The college's regional ranking in awarding degrees has matched or exceeded its ranking for enrollment in all years reported here. The standard is met. Improving graduation rates and student goal attainment is a priority objective in the College's Institutional Plan. Strategies have been identified to address student goal attainment through expanded advisement. SPC will work with Texas Tech University Pathway Program to continue the "transfer back" service for SPC transfer students. Appropriate personnel will continue to monitor this measure.

BENCHMARK AND RESULTS

B-2.4 The percentage ethnicity of graduates at the college will be within 5% parity of the percentage of ethnicity of degree-seeking student enrollment.

PERCENTAGE OF GRADUATES BY ETHNICITY

Annual Data Elements	FY 2005	FY 2006	FY 2007	FY 2008
Percent Anglo Graduates	67.7%	65.0%	63.5%	62.7%
Percent Anglo Enrollment (Annual)	69.1%	69.6%	65.9%	63.8%
Variance	-1.4	-4.6	-2.4	-1.1
Percent African-American Graduates	4.0%	3.6%	4.4%	4.5%
Percent African-American Enroll (Annual)	4.5%	4.5%	4.7%	5.6%
Variance	-0.5	-0.9	-0.3	-1.1
Percent Hispanic Graduates	25.3%	29.2%	29.7%	29.3%
Percent Hispanic Enrollment (Annual)	24.7%	24.8%	27.5%	28.6%
Variance	+0.6	+4.4	+2.2	+0.7
Percent Other Ethnic Graduates	3.1%	2.1%	2.4%	3.5%
Percent Other Ethnic Enroll (Annual)	1.1%	1.1%	1.8%	1.9%
Variance	+2.0	+1.0	+0.6	+1.6

SOURCE: CC Accountability System, THECB

Interpretation: The percentage of graduates by ethnicity is within 5% parity of the percentage of ethnicity of degree-seeking student enrollment. For Hispanic students, the percentage of graduates exceeds the percentage of students enrolled. The standard is met.

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

B-3.1 The transfer rate for academic students will not be more than 5 percentage points below peer group and statewide averages for public community colleges.

TRANSFER RATE FOR FTIC STUDENTS

Data Elements	FY 2006 Fall 2000 Cohort	FY 2007 Fall 2001 Cohort	FY 2008 Fall 2002 Cohort
SPC Transfer Rate	17.5%	16.7%	16.6%
Peer Group Transfer Rate	22.1%	23.3%	21.8%
Statewide Transfer Rate	20.8%	20.5%	19.6%

SOURCE: CC Accountability System, THECB; LBB Performance Measures, THECB

Interpretation: The THECB has defined a transfer student as a student who had completed 30 or more semester credit college-level hours at an institution/district before transferring to a Texas public or private university. Cohorts of first-time students who started are followed for six years. Those students who attempted 30 or more credit hours at more than one community college are not

assigned to an institution/district but are included in the statewide rate. This definition presents a more narrow perspective of the dynamics of student transfer to university and may discount those students who may stop out of college for one or more semesters. For the data presented in the above table, South Plains College’s transfer rate is below both the peer group and statewide averages, but within the acceptable range of variance. The standard is met. Appropriate personnel will continue to monitor transfer rates and will work to strengthen transfer pathways to the region’s universities.

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 FTIC STUDENTS WHO TRANSFER

Data Elements	FY 2006	FY 2007	FY 2008
	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort
Number of SPC Students who Transferred	410	471	441
SPC Regional Ranking -- Number of Transfers	2nd	2nd	2nd
SPC Regional Ranking -- Enrollment	3rd	3rd	3rd
Ranking Difference	+1	+1	+1

SOURCE: CC Accountability System, THECB; LBB Performance Measures, THECB

Interpretation: The THECB has defined a transfer student as a student who had completed 30 or more semester credit college-level hours at an institution/district before transferring to a Texas public or private university. Cohorts of first-time students who started are followed for six years. Those students who attempted 30 or more credit hours at more than one community college are not assigned to an institution/district but are included in the statewide rate. This definition presents a more narrow perspective of the dynamics of student transfer to university and may discount those students who may stop out of college for one or more semesters. For the data presented in the above table, South Plains College ranks second among the West Texas Region’s community colleges in the number of students transferring to university, while ranking third in total enrollment. 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	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort
SPC Transfer Students Enrolled	2.71	2.56	2.57	2.53
All Transfer Students Enrolled	2.78	2.60	2.53	2.57
Native Students (from High School)	3.01	2.90	2.91	2.82

SOURCE: Texas Tech University

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 three-tenths to four-tenths of a point higher than SPC transfers. Texas Tech University has continued to raise its admission standards for new students during the reporting periods. Even so, SPC transfers compare favorably to native students. The standard is met for transfers from peer institutions.

BENCHMARK AND RESULTS

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

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

Data Elements	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort
SPC Transfer Students Enrolled	29.38%	53.95%	44.96%	56.41%
All CC Transfer Students Enrolled	29.08%	20.16%	NA	NA
	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort
Native Students (from High School)	55.37%	56.38%	NA	NA

SOURCE: Texas Tech University

Interpretation: South Plains College transfer students to Texas Tech University persist to graduation at comparable rates with other community college transfer students. The transfer data tracks first-time/full-time 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. Beginning with the 2002 Cohort, the number of SPC students persisting to graduation has increased greatly. Graduation rates for all community college transfer students and TTU native students were not available at the time of this report. The standard is met for the data that is available.

BENCHMARK AND RESULTS

B-3.5 The percentage of academic graduates either employed and/or enrolled in a Texas educational institution within six months after graduation will not be more than 5 percentage points below peer group or statewide rates for public community colleges.

**PERCENT OF ACADEMIC GRADUATES EMPLOYED AND/OR ENROLLED
IN HIGHER EDUCATION**

SPC Academic Graduates	FY 2005	FY 2006	FY 2007
Employed Only after Graduation	37.7%	33.4%	36.3%
Employed and Enrolled (in Senior Institutions)	43.1%	46.7%	38.1%
Enrolled Only (in Senior Institutions)	11.3%	14.9%	20.3%
Enrolled Only (in Community Colleges)	2.9%	0.7%	3.2%
Graduates Not Found	5.0%	4.2%	2.3%
Total SPC Employed and/or Enrolled	95.0%	95.8%	97.7%
Total Peer Group Employed/Enrolled	90.2%	89.0%	90.8%
Total State Employed/Enrolled	93.7%	90.9%	91.7%

SOURCE: CC Accountability System, THECB

Interpretation: THECB tracks community college academic graduates to determine if they are employed and/or enrolled in a Texas public/private institution of higher education six months after graduation. The data reveals that a high percentage of reported SPC academic graduates either find employment or continue their education following graduation, 97.7% for the most recent cohort. The SPC percentage of placed academic graduates exceeds both the Large College Peer Group and the statewide averages. The standard is met.

Measurement B-4: Technical Program Placement Rates

BENCHMARK AND RESULTS

B-4.1 85% of graduates of active technical programs will be placed in the workforce within six months of graduation and/or be enrolled in another Texas public/private institution of higher education.

PERCENT OF TECHNICAL GRADUATES EMPLOYED AND/OR ENROLLED IN HIGHER EDUCATION

SPC Technical Graduates	FY 2005	FY 2006	FY 2007
Employed Only after Graduation	83.9%	90.2%	81.5%
Employed and Enrolled (in Senior Institutions)	10.2%	5.5%	6.5%
Enrolled Only (in Senior Institutions)	1.8%	0.6%	2.6%
Enrolled Only (in Community Colleges)	1.8%	2.0%	5.1%
Graduates Not Found	2.2%	1.7%	4.3%
Total SPC Graduates Placed in Workforce	94.1%	95.7%	88.0%
Total SPC Employed and/or Enrolled	97.8%	98.3%	95.7%
Total Peer Group Employed/Enrolled	93.1%	92.2%	91.7%
Total State Employed/Enrolled	93.5%	91.6%	92.3%

SOURCE: CC Accountability System, THECB

Interpretation: THECB tracks community college technical graduates to determine if they are employed and/or enrolled in a Texas public/private institution of higher education six months after graduation. The data reveals that a high percentage of reported SPC technical graduates find employment, exceeding the 85% placement benchmark for technical graduates for all three reported periods. The SPC percentage of technical graduates employed and/or enrolled exceeds both the Large College Peer Group and the statewide averages. The standard is met.

BENCHMARK AND RESULTS

B-4.2 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	2004-05	2005-06	2006-07	2007-08
Total Active Programs	32	32	32	32
No. Programs 3 Years in Operation	32	32	32	32
No. with 15 Graduates in 3 Years	30	30	29	29
% of Programs in Compliance	93.7%	93.7%	90.6%	90.6%

SOURCE: Perkins Desk Review Data

Interpretation: Of the college’s 32 active technical programs in 2007-08, 29 programs met the 15 graduates in three years standard for 90.6%. The standard is not met.

Action Plan: Departmental chairpersons, working with the Instructional Deans, will continue to evaluate fields of study and to develop strategies for retaining and graduating additional students in non-compliant programs.

BENCHMARK AND RESULTS

B-4.3 All active technical programs will have at least an 85% placement rate for completers.

PERCENT OF TECHNICAL PROGRAMS WITH 85% SUCCESSFUL OUTCOMES

Data Elements	2004-05	2004-05	2006-07	2007-08
Total Active Programs	32	32	32	32
No. with 90% Success Rate	31	31	31	32
No. Less than 90% Success Rate	1	1	1	0
% of Programs in Compliance	96.9%	96.9%	96.9%	100%

SOURCE: Perkins Desk Review Data

Interpretation: Of the 32 active programs in 2007-08, all technical programs met the 85% benchmark for successful outcomes. The standard is met.

Measurement B-5: Licensure Passage and Skills Attainment

BENCHMARK AND RESULTS

B-5.1 The percentage of technical graduates who take state and national certification or licensure exams and pass shall not be below 5 percentage points of the peer group rate or the state average for community colleges.

PERCENTAGE OF TECHNICAL GRADUATES PASSING LICENSURE AND CERTIFICATION IN ALL PROGRAMS

Data Elements	FY 2005	FY 2006	FY 2007	FY 2008
SPC Licensure Passage Rate	89.1%	81.0%	88.9%	NA
Peer Group Licensure Passage Rate	87.5%	86.0%	87.6%	NA
State Licensure Passage Rate	85.7%	87.6%	87.9%	NA

SOURCE: CC Accountability System, THECB

Interpretation: The percentage of SPC graduates passing state licensure exams is greater than the rate for both the Large College Peer Group and the statewide community college rate for the most recently reported period. The standard is met. Licensure test performance for individual programs is continually evaluated. Programs with licensure pass rates below state averages evaluate courses and course sequencing to determine if modifications are necessary to improve student success on licensure exams.

BENCHMARK AND RESULTS

B-5.2 All technical programs leading to certification or licensure will have at least a 90% pass rate on state or national exams.

PERCENT OF TECHNICAL PROGRAMS WITH 90% LICENSURE RATE

Data Elements	2006-07	2007-08	2008-09
Total Programs Leading to Licensure	9	9	9
Number of Programs 3 Years in Operation	9	9	9
Number of Programs with 90% Licensure Rate	7	5	6
% of Programs in Compliance	77.8%	55.6%	66.7%

SOURCE: Perkins Desk Review Data

Interpretation: SPC offers 9 technical programs that lead to recognized licensure in a profession. Perkins performance measures have set a minimum 90% pass rate on licensure exams for these programs. For the years reported, 66.7% of programs were in compliance with this benchmark. Data reported for 2008-09 is as of the date of this publication. Graduates generally have more than one opportunity to take licensure exams. The standard is not met for the most recent period.

Action Plan: Program faculty and departmental chairpersons will continue to monitor licensure passage rates and adjust program curricula and instruction as required.

B-5.3 The percent of technical students achieving technical skills proficiency aligned with industry-recognized standards through assessments will not be below the state average for community college students.

PERCENT OF STUDENTS ACHIEVING TECHNICAL SKILLS PROFICIENCY

Data Elements	2006-07	2007-08	2008-09
SPC Percentage Rate	84.9%	86.0%	NA
State Percentage Rate	82.8%	82.3%	NA

SOURCE: Perkins Data Resources, THECB

Interpretation: For the most recent reporting period, the college's percentage of students achieving technical skills proficiency aligned with industry-recognized standards exceeds the state average by 3.2 percentage points. The standard is met. College technical faculty, working with advisory committees, will continue to identify technical skill sets that can be assessed through industry-recognized methods and incorporate these skills competencies and assessments into the curriculum.

Measurement B-6: Success in Developmental Education

BENCHMARK AND RESULTS

B-6.1 The percentage of underprepared FTIC students who satisfy TSI obligation within three years will not be more than 5 percentage points below peer group and statewide rates for community colleges.

PERCENTAGE OF UNDERPREPARED FTIC STUDENTS COMPLETING TSI REQUIREMENTS WITHIN THREE YEARS

Fall 2004 Cohort	Math	Reading	Writing	Total
SPC Percentage Rate	50.5%	58.2%	50.2%	52.8%
Peer Group Percentage Rate	36.3%	48.2%	48.5%	44.3%
State Percentage Rate	29.1%	50.1%	46.6%	41.9%

SOURCE: 2009 LBB Performance Measures, CC Accountability System, THECB

Interpretation: THECB reports the percentage of underprepared FTIC students who satisfy TSI obligation within two years if they tested above deviation or three years if they tested under deviation by subject areas. For the most recent year reported (2007-08), the percentage of SPC completers was greater than the Large College Peer Group as well as statewide summary percentages. The standard is met.

BENCHMARK AND RESULTS

B-6.2 The percentage of underprepared students who return the following fall semester will not be more than 5 percentage points below peer group and statewide rates for public community colleges.

PERCENTAGE OF UNDERPREPARED STUDENTS RETURNING THE FOLLOWING FALL SEMESTER

Data Elements	Fall 2004	Fall 2005	Fall 2006	Fall 2007
SPC Retention Rate	56.5%	59.7%	NA	NA
Peer Group Retention Rate	58.5%	59.2%	NA	NA
State Retention Rate	57.8%	57.0%	NA	NA

SOURCE: CC Accountability System, THECB

Interpretation: South Plains College’s fall-to-fall retention rate for students requiring remediation was 59.7%, the most recent data provided by the THECB. The SPC retention rate was on par with the peer group and 2.7 percentage points higher than the state rate. The standard is met. The Retention Team and appropriate college personnel will continue to monitor the retention of FTIC students requiring remediation.

Measurement B-7: Personal Growth and Goal Attainment

BENCHMARK AND RESULTS

B-7.1 Respondents to the ACT Faces of the Future Survey will rate the college's contribution to personal growth and goal attainment above average (greater than 3.0 on 5.0 scale).

STUDENT SATISFACTION WITH PERSONAL GROWTH AND GOAL ATTAINMENT

Current College Experience	2000-01	2003-04	2006-07
Increasing my academic competence.	3.93	3.99	3.89
Learning skills needed for my job.	3.91	3.77	3.71
Enriching my intellectual life.	3.96	3.58	3.48
Identifying training/skills that fit interest/abilities.	3.62	3.44	3.58
Developing self-confidence.	3.57	3.35	3.42
Learning effective leadership skills.	3.23	3.12	3.04

SOURCE: ACT Faces of the Future Survey

Interpretation: A representative sample of students are asked to rate the college's contribution to their personal growth and goal attainment on a scale of major contribution (5) to moderate contribution (3) to no contribution (1). The ACT Faces of the Future Survey was administered to SPC students most recently in Fall 2006. For all survey results reported, the respondents rated the college's contribution as a moderate contribution (3) or higher on the scale. The data results indicate students feel their current college experience is contributing to their personal growth and goal attainment. The standard is met for the years reported. The ACT Survey is scheduled to be administered in Fall 2009.

CSF C: Quality Student and Support Services

Measurement C-1: Access, Participation and Equity

BENCHMARK AND RESULTS

C-1.1 The college will annually enroll approximately 12,000 students in credit-level or developmental courses within a normal range of variance of 5%.

SOUTH PLAINS COLLEGE ANNUAL CREDIT ENROLLMENTS

Data Elements	2004-05	2005-06	2006-07	2007-08	2008-09
Annual Credit Enrollments	13,168	12,502	12,447	12,560	12,917
Percent of Annual Variance	-2.6%	-5.1%	-0.4%	0.9%	2.8%
Lower Control Limit (-5%)	11,875	11,875	11,875	11,875	11,875

SOURCE: Annual Data Profile, THECB

Interpretation: Annual enrollment peaked in 2003-04 with 13,424 students. The college has experienced an annual enrollment decline of 7.2% from FY 2004 to FY 2007 that has been attributed to a strong economy, low unemployment rates and changes in the SPC-TTU Gateway Program. Since FY 2007, the college's enrollment has rebounded 3.8%. For all years reported, annual enrollment has remained above the 12,000 student benchmark. The standard is met.

BENCHMARK AND RESULTS

C-1.2 Students who enroll at SPC will include a minimum of 45% of the most recent high school graduates from the college service area.

SOUTH PLAINS COLLEGE HIGH SCHOOL MARKET SHARE SERVICE AREA SCHOOL DISTRICTS WITH MORE THAN 25 GRADUATES*

Data Elements	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Total Service Area H.S. Grads*	4,643	4,169	4,235	4,059	4,211
H.S. Grads Enrolled in Higher Ed.	2,065	1,933	1,918	1,910	2,061
% of Grads Enrolled in Higher Ed.	44.5%	46.1%	45.3%	47.1%	48.9%
H.S. Grads Enrolled at SPC	972	886	899	900	929
% of Grads Enrolled at SPC	47.1%	45.8%	45.9%	47.1%	45.1%

SOURCE: High School to College Linkages, THECB

Interpretation: As part of the statewide "Closing the Gaps in Higher Education" initiative, the THECB tracks high school graduates enrolling in Texas public/private colleges and universities the fall semester following May graduation. Only districts that graduate more than 25 students are tracked and reported in the High School to College Linkages Report. Of the 51 public school and charter school districts in the College's service area, 35 districts (68.6%) graduated 25 or more students for 2008. Within this cohort, only 48.9% of graduates enrolled in a Texas public/private college or university in Fall 2008. SPC enrolled 929 graduates from these schools for 45.1% of the college bound service area group. While the percentage of service area high school graduates attending college has improved from 44.5% in 2004 to 48.9% in 2009, the region lags behind the

state average of 55.9% matriculation to college. SPC has consistently enrolled 45% or more of service area graduates for the years reported. The standard is met. SPC will continue to actively support the P-20 Closing the Gaps Council and its initiatives to nurture a “college going culture” in the South Plains region.

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 2006	Fall 2007	Fall 2008
Total Service Area Residents Enrolled in Higher Education	15,194	15,480	15,582
Total Service Area Residents Enrolled at SPC	6,934	7,103	7,121
% of Service Area Residents Enrolling at SPC	45.6%	45.9%	45.7%

SOURCE: PREP Online Query, THECB

Interpretation: This market share analysis attempts to determine the percentage of service area residents who participate in higher education by enrolling at SPC. The college’s “share” is computed as a percentage of the total number of service area residents who enroll in public/private higher education as reported by the Texas Higher Education Coordinating Board. In this analysis, the 40% benchmark has been exceeded in all years reported, averaging 45% for the past four years. The overall number of service area residents enrolled in higher education has increased slightly by 2.6% from Fall 2006 to Fall 2008. The number of service area residents enrolling at SPC has increased at a similar rate of 2.7%. 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 2006	Fall 2007	Fall 2008
Total Service Area Residents Enrolled in Community Colleges	7,588	7,766	7,777
Total Service Area Residents Enrolled at SPC	6,934	7,103	7,121
% of Service Area Residents Enrolling at SPC	91.4%	91.5%	91.6%

SOURCE: PREP Online Query, THECB

Interpretation: This market share analysis attempts to determine the percentage of service area residents who choose to attend a public 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 service area residents who enroll at a community college choose to enroll at SPC. Enrollment of service area residents at SPC increased 2.7% from Fall 2006 to Fall 2008. The number of service area residents attending community colleges in general increased 2.5%. 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% parity of the ethnic composition of the adult population of the college service area.

PERCENTAGE OF STUDENT ENROLLMENT BY ETHNICITY

Annual Credit Enrollment	2004-05	2005-06	2006-07	2007-08
Percent of Anglo Population*	56.7%*	56.5%*	54.8%*	54.0%*
Percent of Anglo Enrollment	69.1%	69.6%	65.9%	63.8%
Gap in Participation	+12.4	+13.1	+11.2	+9.9
Percent of African-American Population*	6.5%*	6.5%*	6.5%*	6.6%*
Percent of African-American Enrollment	4.5%	4.5%	4.7%	5.6%
Gap in Enrollment	-2.0	-2.0	-1.8	-1.0
Percent of Hispanic Population*	35.3%*	35.3%*	36.7%*	37.3%*
Percent of Hispanic Enrollment	24.7%	24.8%	27.5%	28.6%
Gap in Participation	-10.6	-10.5	-9.1	-8.7
Percent of Other Ethnic Populations*	1.8%*	1.8%*	2.1%*	2.1%*
Percent of Other Enrollment	1.1%	1.1%	1.8%	1.9%
Gap in Enrollment	-0.7	-0.7	-0.3	-0.2

SOURCE: CC Accountability System, THECB

*Texas Higher Education Coordinating Board Data

Interpretation: The SPC student body reflects the ethnicity of the adult population of the college service area. Since 2004-05, annual enrollment of Hispanic students has grown 19.3%; African-American enrollment has grown 15.6%; and Other Ethnic students has grown 40.5%. By comparison, annual enrollment of white students has declined -12.6%. Progress has been made in narrowing the gap between the ethnicity of the population and the ethnicity of SPC’s student body. The participation gap for African-American students has been closed by one percentage point, while the participation gap for Hispanic students has been narrowed by nearly 2 percentage points. For African-American students and students of other ethnic origin, the participation gap is within the normal range of variation. The standard is met for both ethnic populations. However, the standard is not met for the Hispanic student population.

Action Plan: The college has initiated efforts to attract and retain students from diverse ethnic backgrounds. The college has developed a plan for ensuring equitable access and participation (General Education Provisions Act, Section 427). Through Title V Strengthening Hispanic-Serving Institutions grant funds and TRIO program grant funds (Student Support Services and Upward Bound), the college has developed and implemented a number of programs to increase minority student participation in higher education. The college will continue to identify this task as a priority initiative and will monitor progress.

BENCHMARK AND RESULTS

C-1.6 The percentage of economically disadvantaged students will not be more than five percentage points below the percentage of economically disadvantaged adults in the college service area.

PERCENTAGE OF ENROLLMENT BY ECONOMICALLY DISADVANTAGED INDIVIDUALS

Data Elements	2004-05	2005-06	2006-07	2007-08	2008-09
Percent of Population	21.1*	21.1*	21.1*	21.1*	21.1*
Percent of SPC Enrollment	29.4%	28.8%	29.1%	29.3%	NA
Variance	+8.3	+7.7	+8.0	+8.2	NA

SOURCE: CC Accountability System, THECB

*2000 U.S. Census Data

Interpretation: Economically disadvantaged students are defined as those individuals who qualify for federal Pell Grants. Economically disadvantaged individuals, those whose income falls below 150% of poverty level, represent 21 percent of the adult population of the college service area. For the reporting periods, the college enrollment of economically disadvantaged students has exceeded the service area population. For the most recent reporting period, the percentage enrolled exceeds the benchmark by 8.2 percentage points. The standard is met.

BENCHMARK AND RESULTS

C-1.7 The percentage of academically disadvantaged students will not be more than five percentage points below the percentage of academically disadvantaged adults in the college service area.

PERCENTAGE OF ENROLLMENT BY ACADEMICALLY DISADVANTAGED INDIVIDUALS

Data Elements	2004-05	2004-05	Fall 2006	Fall 2007	Fall 2008
Percent of Population	28.0%*	28.0%*	28.0%*	28.0%*	28.0%*
Percent SPC Enrollment	27.4%	25.6%	NA	25.3%	25.2%
Variance	-0.6	-2.4	NA	-2.7	-2.8

SOURCE: LBB Performance Measures, THECB

*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. Beginning in 2006-07, the THECB began reporting the percentage of academically disadvantaged students on a fall semester basis rather than on an annual credit enrollment basis. However, data was not reported for the 2006-07 fiscal year. For the reporting periods, this population at the college has averaged 25.9% and is within the normal range of variation for this measure. The standard is met.

BENCHMARK AND RESULTS

C-1.8 The college will make satisfactory progress toward “Closing the Gaps” participation targets.

PROGRESS MADE ON CLOSING THE GAPS PARTICIPATION TARGETS

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Closing Gaps Target - Fall 2010	10,183	10,183	10,183	10,183
Percent SPC Enrollment	9,233	9,043	9,259	9,232
Closing the Gaps Target Completion	90.7%	88.8%	90.9%	90.7%

SOURCE: LBB Performance Measures, THECB

Interpretation: The State’s Closing the Gaps in Higher Education initiative seeks to increase the number of Texans participating in higher education by 630,000 by 2015. The state’s college’s and universities have been asked to set enrollment targets for 2010 and 2015 in order to reach this goal. SPC conducted an analysis of historical enrollment trends to establish its Fall 2010 target of 10,183 students. As of Fall 2008, 90.7% of the enrollment target had been completed. The standard is met.

Measurement C-2: Assessment of Programs and Services**BENCHMARK AND RESULTS**

C-2.1 The level of technical graduate satisfaction with student support services will be above average (greater than 5.0 on 7.0 scale) in all survey categories.

TECHNICAL GRADUATE SATISFACTION WITH STUDENT SUPPORT SERVICES

Follow-up Survey Elements	2006-07 Grads	2007-08 Grads
Satisfaction with Student Support Services	5.61	NA
Satisfaction Advisement Services	5.97	NA
Satisfaction with Placement Services	4.17	NA

SOURCE: LBB Performance Measures, THECB

Interpretation: A graduate follow-up survey for graduates of technical and health occupations programs was developed and piloted in 2006-07. A cohort of December and May graduates were surveyed six months following May 2007 graduation. Three questions were developed to gauge technical program graduates’ satisfaction with student support services, advisement and placement. Satisfaction with placement services fell below the 5.0 benchmark and presents an opportunity for improvement. The standard is met for two of the three measures. The Technical Education Dean will work with program faculty and placement services personnel to develop strategies for improving the level of satisfaction with placement. The Institutional Effectiveness Committee, in consultation with the Instructional Council, will work to develop a graduate follow-up survey for Arts and Sciences program graduates in Year 1 (2009-10) and pilot the survey in Year 2 (2010-11). Survey statements will be developed to survey satisfaction with student support services for this cohort.

BENCHMARK AND RESULTS

C-2.2 The level of student satisfaction with institutional student support services, as measured on the Student Satisfaction Inventory, will be above average (greater than 5.0 on 7.0 scale) in all survey categories.

**STUDENT SATISFACTION WITH INSTRUCTIONAL AND STUDENT SUPPORT SERVICES
REPORT FROM STUDENT SATISFACTION INVENTORY**

Student Service Areas	Fall 2005	Fall 2007
Registration Effectiveness	5.38	5.75
Campus Climate	5.51	5.81
Student Centeredness	5.35	5.75
Instructional Effectiveness	5.56	5.70
Academic Advising and Counseling Effectiveness	5.29	5.50
Campus Services	5.40	5.78
Safety and Security	5.09	5.29
Admissions and Financial Aid Effectiveness	5.02	5.42

SOURCE: Noel-Levitz Student Satisfaction Inventory, SPC Office of Enrollment Management

Interpretation: Data for this measure is collected from the Noel-Levitz Student Satisfaction Inventory (SSI) which was administered in the Fall of 2005 and 2007 to a select group of students. Respondent to the survey indicated above average satisfaction with all institutional student support service areas for both survey years. Improvement in the mean scores from 2005 to 2007 was statistically significant at the .001 level for five of the measures: registration effectiveness, campus climate, student centeredness, campus services, and admission and financial aid effectiveness. The standard is met. The Office of Enrollment Management will administer the Student Satisfaction Inventory during the Fall 2009 semester.

BENCHMARK AND RESULTS

C-2.3 The level of student satisfaction with student support services will be 70% or greater agreement in all survey categories.

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

Student Service Areas	2006-07	2007-08	2008-09
Dean of Students Office	91%	94%	97%
Counseling Center	90%	91%	90%
Instructional Support Services	90%	92%	93%
Student Health Services	89%	91%	93%
Student Activities	89%	87%	90%
Campus Police / Parking	80%	76%	86%
Food Service	79%	81%	89%
Admissions and Records	88%	88%	94%
Financial Aid	80%	81%	83%
Library	95%	96%	96%
Business Office	92%	92%	93%
Veterans Services	85%	87%	97%
Advising	NA	88%	92%
Degree Audit	NA	83%	78%
CampusConnect	NA	92%	99%

SOURCE: Office of Student Affairs, SPC

Interpretation: Students participating in the online student services assessment are asked to rate their level of agreement with customer service statements for each student service office. Respondents indicate their level of agreement with survey statements on a scale of 1 (strongly disagree) to 5 (strongly agree). The benchmark has been set at 70% agreement (agree or strongly agree) with the statements for each area. For the years reported here, all areas exceeded the benchmark. The standard is met.

Measurement C-3: Retention and Persistence

BENCHMARK AND RESULTS

C-3.1 Retention/persistence of FTIC undergraduate students after one year will not be more than 5 percentage points below the peer group and statewide rate for public community colleges.

RETENTION/PERSISTENCE OF UNDERGRADUATE STUDENTS AFTER ONE YEAR

Entering Student Cohorts	Fall 2004	Fall 2005	Fall 2006	Fall 2007
SPC Total Retained or Persisting	59.8%	58.8%	60.8%	58.2%
Peer Group Total Retained or Persisting	67.0%	65.2%	66.4%	64.8%
State Total Retained or Persisting	65.4%	64.5%	65.5%	65.1%

SOURCE: CC Accountability System, THECB

Interpretation: Cohorts of first-time, full-time students are tracked from fall to fall and reported as being retained at the same institution or persisting to another institution of higher education. Those who receive a certificate or degree within the first year are excluded from the cohort. The data presents the percentage of students who “stop out” of higher education after the first year. The retention/persistence rate of South Plains College students is outside the normal range of variance in relation to the Large College Peer Group and state average for all two-year institutions for the most recent cohort tracked. For the most recent reporting period, the SPC retention/persistence total is 6.6 percentage points below the Large College Peer Group rate and 6.9 percentage points below the state rate. The standard is not met.

Action Plan: While improvements have been made in the college’s retention rate for this measure, it continues to be a priority opportunity for improvement. The Retention Team will continue to monitor retention of FTIC students and implement intrusive advisement and early alert strategies that have been piloted through the Title V grant project.

BENCHMARK AND RESULTS

C-3.2 Retention/persistence of undergraduate students after two years will not be more than 5 percentage points below the peer group and statewide rate for public community colleges.

RETENTION/PERSISTENCE OF UNDERGRADUATE STUDENTS AFTER TWO YEARS

Entering Student Cohorts	Fall 2003	Fall 2004	Fall 2005	Fall 2006
SPC Total Retained or Persisting	46.0%	49.4%	48.4%	43.8%
Peer Group Total Retained or Persisting	57.8%	54.3%	52.0%	52.9%
State Total Retained or Persisting	52.8%	51.0%	50.6%	51.4%

SOURCE: CC Accountability System, THECB

Interpretation: Cohorts of first-time, full-time students are tracked for two years and reported as being retained at the same institution or persisting to another institution of higher education. Those who receive a certificate or degree within the two years are excluded from the cohort. The data presents the percentage of students who “stop out” of higher education within two years of participation. The retention/persistence rate of South Plains College students is outside the normal range of variance in relation to the peer group and state average for all two-year institutions for the most recent cohort tracked. For the most recent reporting period, the SPC retention/persistence total is 9.1 percentage points below the peer group rate and 7.6 percentage points below the state rate. The standard is not met.

Action Plan: While improvements have been made in the college’s retention rate for this measure, it continues to be a priority opportunity for improvement. The Retention Team will continue to monitor retention of FTIC students and implement intrusive advisement, early alert, and individual educational plan strategies that have been piloted through the Title V grant project.

BENCHMARK AND RESULTS

C-3.3 Retention of first-time, full-time students from fall to fall will not be more than 5 percentage points below the peer group and statewide rate for public community colleges.

FALL-TO-FALL RETENTION OF FIRST-TIME, FULL-TIME STUDENTS

Entering Student Cohorts	Fall 2004	Fall 2005	Fall 2006	Fall 2007
SPC Total Retained	43.6%	49.2%	50.5%	49.6%
Peer Group Total Retained	51.8%	54.5%	54.6%	53.2%
State Total Retained	54.8%	64.5%	65.5%	65.1%

SOURCE: CC Accountability System, THECB

Interpretation: South Plains College’s fall-to-fall retention rate for first-time, full-time credential seeking students is within the range of variation with peer group community college, but outside the range of variation for all community colleges in the state. For the most recent reporting period, the SPC rate is 15.1 percentage points below the state average. The standard is not met.

Action Plan: While improvements have been made in the college’s retention rate for this measure, it continues to be a priority opportunity for improvement. The Retention Team will continue to monitor retention of FTIC students and implement intrusive advisement and early alert strategies that have been piloted through the Title V grant project.

BENCHMARK AND RESULTS

C-3.4 The retention rate for FTIC students from fall to spring will be within the normal range of variation (5%).

FALL TO SPRING RETENTION OF FTIC STUDENTS

Data Elements	2005-06	2006-07	2007-08	2008-09
SPC First-Time Students	75.0%	73.0%	76.8%	74.2%
Lower Control Limit	68.0%	68.0%	68.0%	68.0%

SOURCE: Office of Enrollment Management, SPC

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 averaged 72.6% for the past 10 years and the lower control limit (one standard deviation below the mean) has been calculated at 68.0%. The rate is within the 5% range of variation. The standard is met. Student retention continues to be a priority initiative for the college. The Retention Team will continue to monitor retention of FTIC students and implement intrusive advisement and early alert strategies that have been piloted through the Title V grant project.

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 3.5 on 5.0 scale).

SATISFACTION WITH COMMUNITY SERVICE SHORT COURSE TRAINING DIVISION OF CONTINUING EDUCATION

Data Element	2006-07	2007-08	2008-09
Student Satisfaction Rating	4.54	4.55	4.65

SOURCE: Office of Continuing and Distance Education, Office of Workforce Development

Interpretation: For the three 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 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 3.5 on 5.0 scale).

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

Data Element	2006-07	2007-08	2008-09
Student Satisfaction Rating	4.62	4.72	4.56

SOURCE: Office of Continuing and Distance Education, Office of Workforce Development

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 workforce training courses for business and industry and enrollment in these courses will increase each year.

CONTRACT CLASSES FOR CUSTOMIZED TRAINING

Data Elements	2006-07	2007-08	2008-09
Number of Contract Classes	482	420	403
Total Student Enrollment	4,792	4,698	5,314
% Enrollment Variance	+35.6%	-2.0%	+13.2%

SOURCE: Office of Continuing and Distance Education, Office of Workforce Development

Interpretation: For the three years examined, the number of workforce training classes for business and industry decreased from FY 2007 to FY 2009. Course offerings are contingent upon employer demand for specialized training. However, enrollment in these courses has increased 10.9% in the past three years. The standard is met for enrollment in workforce development courses. The Dean of Continuing and Distance Education and the Associate Dean of Workforce Development will continue to monitor enrollment in training classes and survey business and industry for potential new training opportunities.

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 (3.5 or greater on 5.0 scale).

COLLEGE FUNCTION RANKED BY IMPORTANCE FROM EXTERNAL CONSTITUENT SURVEY

Critical Core Process	2003-04	2007-08
Preparation for university transfer	4.78	4.89
Preparation for employment (technical education)	4.76	4.82
Programs to improve or upgrade job skills	4.45	4.58
Workforce development that supports economic development	4.43	4.55
Developmental programs for college preparation	4.29	4.32
Programs and services for student success	4.46	4.53
Comprehensive curriculum linking general and technical education	4.48	4.62
Incorporate technology in the curriculum	4.60	4.68
Provide programs which meet professional development needs	4.11	4.30
Provide general education linked to learning outcomes	NA	4.57
Deliver instructional programs off-campus via distance education	4.27	4.41
Accessible educational programs	4.51	4.57
Build partnerships to meet community needs	4.43	4.45
Seek financial support from private sources	4.33	4.45

SOURCE: Office of Institutional Advancement, SPC

Interpretation: The External Constituent Survey was developed and administered for the first time in 1999-2000. Respondents to the survey are asked to indicate how important it is for the college to perform the critical core processes related to mission, role and scope. In preparation for updating the college's Institutional Plan for 2009-13, the survey was evaluated by the Institutional Effectiveness Committee and the core function statements were revised to align better with the college's institutional purposes contained in the Mission Statement. The revised survey was administered in the fall of 2008. As in previous surveys, respondents rated all critical core processes as being important for the college to perform ($M > 4.30$). The data suggests that external constituents see South Plains College as fulfilling an important role in providing higher education opportunities for the residents of the college's service area. The standard is met. The survey will be administered again in Fall of 2011.

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 (3.5 or greater on 5.0 scale).

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

Critical Core Process	2003-04	2007-08
Preparation for university transfer	4.28	4.52
Preparation for employment (technical education)	4.36	4.47
Programs to improve or upgrade job skills	4.04	4.18
Workforce development that supports economic development	4.01	4.14
Developmental programs for college preparation	4.05	4.25
Programs and services for student success	3.97	4.09
Comprehensive curriculum linking general and technical education	4.10	4.20
Incorporate technology in the curriculum	4.14	4.24
Provide programs which meet professional development needs	3.62	3.99
Provide general education linked to learning outcomes	NA	4.03
Deliver instructional programs off-campus via distance education	3.85	4.08
Accessible educational programs	4.07	4.18
Build partnerships to meet community needs	3.99	4.08
Seek financial support from private sources	3.64	3.87

SOURCE: Office of Institutional Advancement, SPC

Interpretation: The External Constituent Survey was developed and administered for the first time in 1999-2000. Respondents to the survey are asked to rate how well the college performs the critical core processes related to mission, role and scope. In preparation for updating the college's Institutional Plan for 2009-13, the survey was evaluated by the Institutional Effectiveness Committee and the core function statements were revised to align better with the college's institutional purposes contained in the Mission Statement. The revised survey was administered in the fall of 2008. As in previous surveys, respondents rated the college's performance of all critical core processes as above the 3.50 mean benchmark ($M > 3.87$). Additionally, respondents rated the college's performance in all critical core processes at a slightly higher score when compared to previous survey results. The data suggests that external constituents believe SPC is going a good job and they see visible evidence that the college is working to address community needs and improve its programs. The standard is met. The survey will be administered again in Fall 2011.

BENCHMARK AND RESULTS

D-2.3 The college will annually serve at least 7 percent of the civilian workforce population residing in the college service area.

COMPARISON OF POPULATION SERVED

Year	Standard	Service Area Civilian Workforce*	Annual Enrollment	Percent of Population
2005-06	7%	201,456	19,363	9.6%
2006-07	7%	198,629	19,632	9.8%
2007-08	7%	201,964	21,338	10.6%
2008-09	7%	209,795	22,395	10.7%

SOURCE: Office of Institutional Advancement

*Texas Workforce Commission Employment Data

Interpretation: The standard is met in all years examined. The enrollment figures include unduplicated headcounts in college-credit and developmental courses, enrollments in non-credit workforce development short courses and enrollments in community service short courses. The service area civilian workforce is determined from Texas Workforce Commission employment data reported in June of each year. 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 All active technical programs will have an advisory committee of business and professional representatives that will meet with program faculty at least one time each academic year.

INTERACTION WITH TECHNICAL PROGRAM ADVISORY COMMITTEES

Data Elements	2005-06	2006-07	2007-08	2008-09
Number of Active Technical Programs	32	32	32	32
Number of Programs in Compliance	31	32	32	32
Percent of Programs in Compliance	96.9%	100%	100%	100%

SOURCE: Dean of Technical Education Office, SPC

Interpretation: In order to keep technical programs up-to-date with industry standards and expectations, faculty consult with advisory committee personnel who review the curriculum and program training that is provided. The standard is met in three of the four years examined.

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.

Status Report: The following alliances and partnerships were in existence during the time studied.

Articulated dual credit partnerships are being maintained with 62 area high schools.

South Plains College continues 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 continues to provide and expand the educational and instructional opportunities at the Byron Martin Advanced Technology Center.

The college partnership with the Lubbock Reese Redevelopment Authority has allowed the college to continue its use of educational buildings at the former air base for teaching courses at the Reese Center.

SPC is partnering with the Region 17 Education Service Center to develop a distance education network. The ITV network expanded from 40 remote sites to 62 sites.

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

SPC continues a partnership agreement with Lubbock County to provide workforce education at the Lubbock County Community Residential Treatment Facility.

The college works closely with the Lubbock Economic Development Alliance, to plan workforce training and assessment to assist small business employers with training needs.

The college maintained active membership in the Levelland Chamber of Commerce, the Lubbock Chamber of Commerce, the Lubbock African-American Chamber of Commerce, and the Plainview Chamber of Commerce.

The college is a active partner in the South Plains Closing the Gaps P-20 Council, a partnership between community and educational organizations designed to increase student participation and success in Pre-K to postsecondary education.

The college is a partner with the Community Workforce Partnerships and the South Plains Economic Development Task Force, a consortium representing 22 communities and economic development organizations for the purpose of rural economic development on the South Plains.

The Division of Health Occupations is a key partner in the South Plains Nursing Coalition, a concerted effort to expand the recruitment and retention of nursing students and faculty in order to address the region's critical nursing shortage.

The College partnered with WorkFource of the South Plains and the community of Crosbyton to open and support distance learning centers in these communities.

SPC, in cooperation with Texas Tech University, implemented the Texas Tech Academic Progress program (TTAP) in which SPC provides courses and instruction to students on the TTU campus. This program is a hybrid of the Gateway program and the TTU Provisional Admittance program.

SPC is a partner with 22 other organizations in the development of the Center for Clinical Excellence, a nursing clinical simulation center that is being funded by a Community-Based Job Training grant from the U.S. Department of Labor.

The Division of Technical Education has developed a partnership with the West Texas Manufacturing Alliance, WorkForce of the South Plains, Tech University, West Texas Manufacturing Center, Lubbock ISD and Frenship ISD to develop a seamless curriculum in manufacturing technology and advanced manufacturing technology.

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 planning and effectiveness processes will be above average (greater than 3.5 on 5.0 scale) as measured by the Employee Survey.

EMPLOYEE SATISFACTION WITH PLANNING PROCESS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Elements	2004	2006	2008
Informed about Planning Effort	3.8	3.8	3.9
Opportunity for Input into Planning	3.4	3.5	3.5
Involvement in Planning Effort	3.3	3.4	3.3
Knowledge of Planning Documents	3.7	3.7	3.6
Composite Rating for Planning Process	3.5	3.6	3.6

SOURCE: Office of Institutional Advancement, SPC

Interpretation: The composite rating for the planning process meets or exceeds the benchmark standard for all three reported periods. Respondents to the Employee Survey expressed above average satisfaction with planning efforts in all categories. 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. The standard is met.

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 3.5 on 5.0 scale).

EMPLOYEE SATISFACTION WITH BUDGETARY PROCESS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Elements	2004	2006	2008
Involvement in Budget Process	3.6	3.7	3.6
Satisfaction with Budget Process	3.3	3.5	3.6
Budget Reflects Institutional Objectives	3.5	3.6	3.7
Sufficient Resources to Do Job	4.0	4.1	4.1
Composite Rating for Budgetary Process	3.6	3.7	3.8

SOURCE: Office of Institutional Advancement, SPC

Interpretation: Employee satisfaction with the budgetary process remains above average. The mean scores for each category and composite rating exceed the benchmark and improved slightly for the most

recent reporting period. Efforts will continue to be made to provide more information about the budgetary process and to encourage employee input into planning and budgeting. The standard is met.

BENCHMARK AND RESULTS

E-2.2 The level of employee satisfaction with administrative support services will be above average (greater than 3.5 on 5.0 scale).

EMPLOYEE SATISFACTION WITH ADMINISTRATIVE SUPPORT SERVICES FROM SUPPORT SERVICES SURVEY

Critical Core Process	2005	2009
Purchasing Office and Operations	3.74	3.79
Campus Copy Center and Copy Services	4.15	4.46
Telephone Communication System and Services	3.92	4.26
Campus Post Office and Mail Services	NA	4.28
College Relations Office and Services	3.51	3.82
Physical Plant, Maintenance and Custodial Services	3.93	4.10
Human Resources Office and Services	3.84	4.26
Wellness and Fitness Program	NA	3.59
Business Office and Services	3.96	4.16
Development Office and Services	3.69	3.92
Information Technology Office and Services	3.95	4.11
Campus Food Service	3.81	4.02
Campus Bookstore Services	3.96	3.86

SOURCE: Office of Institutional Advancement, SPC

Interpretation: A new Administrative Support Services Survey was developed by the Institutional Effectiveness Committee and administered in 2005. The survey statements were revised in Fall 2008 to align better with the services provided in administrative areas, and the survey was administered in Spring 2009. Respondents were asked to rate their level of agreement with 43 satisfaction statements on a scale of 1 (strongly disagree) to 5 (strongly agree). Arithmetic means were calculated for each scaled statement, and a composite mean was calculated for each service area. Employee satisfaction with administrative services is generally above average in that all service area satisfaction means exceeded the 3.5 benchmark. Satisfaction means improved in 12 of the 13 areas from 2005 to 2009. The standard is met.

BENCHMARK AND RESULTS

E-2.3 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 2005-06	FY 2006-07	FY 2007-08
Independent Audit Exceptions/Mgt. Letters	0	0	0
State Audit Exceptions/Mgt. Letters	0	0	0
Federal Audit Exceptions/Mgt. Letters	0	0	0

SOURCE: Annual Audit Reports

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

BENCHMARK AND RESULTS

E-2.4 The distribution of college resources by major college function will demonstrate stability over time.

DISTRIBUTION OF COLLEGE RESOURCES BY MAJOR COLLEGE FUNCTION

College Function	FY 2005-06	FY 2006-07	FY 2007-08
Instruction	45.0%	49.9%	45.8%
Academic Support	3.6%	3.8%	4.2%
Student Services	13.4%	13.3%	12.6%
Grants and Scholarships	8.0%	7.9%	8.4%
Institutional Support	8.7%	8.3%	8.4%
Operation and Plant Maintenance	11.2%	10.8%	10.7%
Auxiliary Enterprises	4.2%	4.2%	4.5%
Public Service	2.3%	2.3%	2.1%
Debt Service	0.4%	0.3%	0.5%
Depreciation	3.2%	3.3%	2.9%
Total	100%	100.0%	100.0%

SOURCE: Annual Audit Reports, SPC

Interpretation: The expenditure of funds demonstrates stability. The major expenditure is for instruction, followed by students services, operation and plant maintenance, institutional support and grants and scholarships. The standard is met.

E-2.5 Administrative costs as a percentage of total expenditures will compare favorably with peer group and statewide costs for public community colleges.

PERCENTAGE OF ADMINISTRATIVE COSTS

Data Elements	FY 2005	FY 2006	FY 2007	FY 2008
SPC Administrative Cost Percentage	8.2%	8.7%	8.3%	8.4%
Peer Group Administrative Costs	10.1%	13.5%	13.1%	NA
State CC Administrative Costs	NA	NA	NA	NA

SOURCE: CC Accountability System, THECB

Interpretation: For the fiscal years reported, SPC administrative costs, as a percentage of total expenditures, are lower than costs for the Large College Peer Group. Statewide data for this measure is not available. The standard is met.

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 REPORTS

Income Sources	FY 2005-06	FY 2006-07	FY 2007-08
Student Sources	24.7%	23.2%	22.9%
State Sources	36.7%	37.0%	37.0%
Local Sources	12.2%	14.0%	13.2%
Govt. Grants and Contracts	21.9%	21.5%	22.7%
Private Gifts and Grants	0.6%	0.5%	0.5%
Auxiliary Sources	2.7%	2.5%	2.6%
Other Sources	1.2%	1.4%	1.1%
Total	100.0%	100.0%	100.0%

SOURCE: Annual Audit Reports, SPC

Interpretation: The income from various sources demonstrates stability. The state provides 37.0% of the revenue for operations, followed by student tuition and fees, federal grants in the form of student financial aid, and local ad valorem taxes. The percentage of income from student sources has declined because of a drop in enrollment and stabilization of tuition and fees. State sources have remained relatively constant. Local sources of revenue have also remained relatively stable, with an increase in FY 2007, reflecting a rise in mineral values. The return of federal tax dollars (\$11,960,691 in FY 2008) from Washington and the return of state tax dollars (\$20,492,588) from Austin are major contributors to the local economy. The sum of those two sources (\$34.5 million) turns over 3.5 times (a very conservative number) in the local economy and has an economic impact of approximately \$113.6 million annually. The \$113.6 million would represent a return of \$15.54 for each local tax dollar (\$7,309,236) invested in the college enterprise.

BENCHMARK AND RESULTS

E-3.2 The acquisition of federal, state and local grants will exhibit steady growth over time.

ACQUISITION OF FEDERAL, STATE AND LOCAL GRANTS

Funding Category	FY 2005	FY 2006	FY 2007	FY 2008
Federal Grant Funds	\$2,573,802	\$3,425,188	\$3,207,856	\$3,688,804
State Grant Funds	\$54,733	\$90,164	\$108,652	\$199,308
Local Grant Funds	\$600,181	\$650,553	\$739,803	\$1,341,524
Total External Funds	\$3,228,716	\$4,165,905	\$4,056,311	\$5,229,636
Annual Variance	4.0%	29.0%	-2.6%	28.9%

SOURCE: Office of Institutional Advancement, SPC

Interpretation: South Plains College has made a concerted effort to acquire external funding in the form of federal, state and local grants to support the educational program of the college. Total external funds from these sources has exhibited steady growth during the past six fiscal years, averaging 15.1% growth per year (FY 2003 to FY 2008). Overall, external funding has increased 62.0% in the past four years. The standard is met.

BENCHMARK AND RESULTS

E-3.3 Contributions to the annual fund of the foundation will exhibit steady growth over time and will result in an increase in net assets.

ANNUAL CONTRIBUTIONS TO THE SPC FOUNDATION IN DOLLARS

Year	Annual Contributions	Percent Change	Total Year-End Assets	Net Change in Assets	Percent Change
2005-06	\$678,906	-15.6%	\$6,008,581	\$584,456	10.7%
2006-07	\$1,500,029	120.9%	\$7,677,814	\$1,647,098	27.4%
2007-08	\$968,652	-25.4%	\$7,658,205	(\$18,708)	-2.4%
2008-09	\$1,045,707	7.9%	\$7,378,447	(\$279,758)	-3.7%

SOURCE: Office of Institutional Advancement, SPC

Interpretation: The annual contributions to the South Plains College Foundation serve as a measure of constituent support for the college. The amounts reported here reflect actual contributions made directly to the Foundation by donors. For the years examined, contributions to the annual fund of the foundation have exhibited steady growth. Record giving was recorded for 2006-07, due primarily to large gifts in support of the Fine Arts Building renovation project. Giving for 2007-08, while 25.4% lower than 2006-07, still exceeded previous giving levels. For 2008-09 annual contributions increased 7.9%. The 3.7% decline in net assets is due to the economic recession and its impact on investment markets. However, since FY 2002, net assets have increased 101%. The standard is met.

BENCHMARK AND RESULTS

E-3.4 The number of gifts to the annual fund will exhibit steady growth over time.

ANNUAL NUMBER OF GIFTS TO THE SPC FOUNDATION

Year	Individual Donors	% Change	Total No. of Gifts	% Change
2005-06	604	1.7%	3,099	+0.1%
2006-07	629	4.1%	3,047	-1.6%
2007-08	717	14.0%	2,821	-7.4%
2008-09	673	-6.1%	3,034	7.6%

SOURCE: Office of Institutional Advancement, SPC

Interpretation: The number of gifts to the annual fund measures the base of support for charitable giving to the Foundation. While individual donors decreased from FY 2008 to FY 2009, individual gifts to the Foundation increased 7.5%, following a two-year decline. The economic downturn experienced during FY 2009 impacted charitable giving on many levels. The standard is met.

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

E-4.1 The level of employee satisfaction with facilities, safety and security as measured by the Employee Survey will be above average (greater than 3.5 on 5.0 scale).

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

Data Elements	2004	2006	2008
Adequacy of Physical Facilities	3.7	3.9	4.0
Facilities are Conducive to Learning	4.0	4.1	4.2
Safe and Secure Environment	4.5	4.5	4.3
Composite Rating for Physical Facilities	4.1	4.2	4.2

SOURCE: Office of Institutional Advancement, SPC

Interpretation: The Employee Survey was administered in Spring 2008. The mean scores for each category and composite rating exceed the benchmark for all reporting periods. The standard is met. The Employee Survey is scheduled to be administered in Spring 2010.

BENCHMARK AND RESULTS

E-4.2 The level of student satisfaction with facilities, safety and security as measured by the Student Satisfaction Inventory will be above average (greater than 5.0 on 7.0 scale).

**STUDENT SATISFACTION WITH PHYSICAL FACILITIES
REPORT FROM STUDENT SATISFACTION INVENTORY**

Data Elements	2005	2007
Campus is safe and secure for all students	5.5	5.8
Campus is well-maintained	5.9	6.0
Amount of student parking is adequate	4.7	4.6
Parking lots are well-lighted and secure	5.0	5.3
Security staff responds quickly to calls for assistance	4.9	5.4
Composite Rating for Physical Facilities	5.2	5.4

SOURCE: Office of Enrollment Management, SPC

Interpretation The Noel-Levitz Student Satisfaction Inventory measures student satisfaction with a variety of college services and attributes. The survey includes five statements related to facilities, safety and security. With the exception of the amount of student parking, students are generally satisfied with the college's campus environment. The composite score for this area exceeds the benchmark of 5.0. The standard is met. The Office of Enrollment Management will administer the Student Satisfaction Inventory during the Fall 2009 semester.

CSF F: Collaborative Organizational Climate

Measurement F-1: Ongoing Professional Development

BENCHMARK AND RESULTS

F-1.1 The level of employee satisfaction with opportunities for professional development as measured by the Employee Survey will be above average (greater than 3.5 on 5.0 scale).

EMPLOYEE SATISFACTION WITH PROFESSIONAL DEVELOPMENT OPPORTUNITIES REPORT FROM EMPLOYEE SURVEY

Data Element	2004	2006	2008
Satisfaction with Opportunities for Professional Development	3.8	3.9	4.0

SOURCE: Office of Institutional Advancement, SPC

Interpretation: The Employee Survey was administered in Spring 2008. Employee satisfaction with opportunities for professional development exceeded the 3.5 mean benchmark for all employee groups that were surveyed. The standard is met.

Measurement F-2: Employee Diversity

BENCHMARK AND RESULTS

F-2.1 The college will demonstrate progress toward increasing the number and percentage of minority faculty, administration and professional staff to reflect the ethnicity of the student population within 5% parity.

ETHNICITY OF FACULTY AND PROFESSIONAL STAFF

	FALL 2007		FALL 2008		FALL 2009	
	N	%	N	%	N	%
Anglo	334	88.6%	357	89.4%	350	88.4%
African-American	6	1.6%	6	1.5%	8	2.0%
Hispanic	31	8.2%	31	7.6%	32	8.0%
Asian	5	1.3%	6	1.5%	6	1.5%
Total	377	100%	400	100%	396	100%
Percent of Student Population (Annual Enrollment)						
Anglo	66.1%		61.9%		64.2%	
African-American	5.3%		6.5%		5.2%	
Hispanic	26.4%		29.0%		28.1%	
Other Ethnic Origin	2.2%		2.6%		2.5%	

SOURCE: Office of Human Resources, SPC

Interpretation: The data which reflects the diversity of faculty and professional staff are reported by the Human Resources Office. Employee data for this table is reported as of Oct. 1 of each year. In the professional area, the college has increased the number of Hispanic professionals by one individual, African-American professionals by two and Asian professionals by one over the past three reporting periods. However, significant gaps exist when compared to the diversity of the SPC student body: -20.1 percentage points for Hispanic students and -3.2 percentage points for African-American students. The standard is not met for these employee groups.

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.

BENCHMARK AND RESULTS

F-2.2 Other full-time employees of the college will reflect the ethnicity of the student population of the college within 5% of parity.

ETHNICITY OF CLASSIFIED SUPPORT STAFF

	FALL 2007		FALL 2008		FALL 2009	
	N	%	N	%	N	%
Anglo	107	56.9%	98	55.4%	100	56.5%
African-American	4	2.1%	5	2.8%	3	1.7%
Hispanic	77	41.0%	74	41.8%	74	41.8%
Other Ethnic Origin	0	0%	0	0%	0	0%
Total	188	100%	177	100%	177	100%
Percent of Student Population (Annual Enrollment)						
Anglo	66.1%		61.9%		64.2%	
African-American	5.3%		6.5%		5.2%	
Hispanic	26.4%		29.0%		28.1%	
Other Ethnic Origin	2.2%		2.6%		2.5%	

SOURCE: Office of Human Resources, SPC

Interpretation: The data which reflects the diversity of classified support staff is reported by the Human Resources Office. Employee data for this table is reported as of Oct. 1 of each year. For this group, the percentage of Hispanic employees currently exceeds the percentage of Hispanic students who enroll at SPC by +13.7 percentage points. The percentage of African-American employees was 1.7% for Fall 2009, -3.5 percentage points less than the SPC student body. The standard is not met for this employee group.

Action Plan: The college will continue to actively seek to increase the diversity of its pool of qualified applicants for classified positions at the college.

Measurement F-3: Employee Satisfaction

BENCHMARK AND RESULTS

F-3.1 Composite scores on all subscales of the Employee Survey will be at least 3.5 on 5.0 scale.

EMPLOYEE SURVEY RESULTS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Survey Subscales	2004	2006	2008
Student Focus	4.4	4.4	4.4
Learning Focus	4.3	4.3	4.3
Access and Diversity	4.2	4.2	4.3
Employee Focus	4.0	4.0	3.9
Employee Empowerment	4.0	4.0	4.0
Supervisory Management	4.2	4.2	4.1
Cooperation and Teamwork	4.0	3.9	3.9
Rewards and Recognition	3.5	3.6	3.6
Quality Work Environment	4.0	4.0	4.0
Organizational Communications	3.7	3.7	3.6
Internal Customer Focus	4.1	4.1	4.1
Physical Environment	4.1	4.2	4.1
Community Focus	4.0	4.0	4.0
Leadership Focus	3.7	3.8	3.8
Planning and Effectiveness	3.5	3.6	3.7
Leadership	3.8	3.9	4.0
Budgeting and Resources	3.6	3.7	3.8

SOURCE: Office of Institutional Advancement, SPC

Interpretation: During 2003-04, the Institutional Effectiveness Committee evaluated the current Employee Survey instrument and recommended changes in order to address revisions to the college's institutional effectiveness program. These changes resulted in a revised survey and new subscale categories that correlate with the college's system of organizational commitments (values). Where similar data from previous surveys is available, it is provided for comparison purposes. Employees continue to rate student focus, learning focus and access and diversity as important strengths for the college. These subscales and those for employee focus, quality work environment, and community focus scored a 4.0 composite mean. All subscale categories meet or exceed the 3.5 benchmark for most recent survey results. The standard is met. The Employee Survey is scheduled to be administered in Spring 2010.

