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Introduction

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

To ensure effectiveness, South Plains College has embraced a process of continuous organizational improvement designed to improve the way the work of the institution is done and to accomplish the goals and objectives of the institution. The college has established a three-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. These goals and objectives 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 institutional goals and objectives are accomplished. The college has identified these measures as critical success factors and indicators of effectiveness which map the college's performance against high standards. The college uses this process to monitor its plan 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 *2004-05 Performance Report* presents assessment results recorded for Year 4 of the *2001-2005 Institutional Plan*.

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) 894-9611, ext. 2217, 2218.

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

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

The indicators and benchmarks and their supporting measurement criteria are the observed, quantified or qualified results of performance. The collected data provide valuable information for those making decisions about the future direction of the college. The following section contains the identified benchmarks for evaluation and the review of data which describes the college's performance in each critical success area. Interpretation of the findings is provided for each benchmark and if the standard was not met, an action plan for the next year (2004-05) 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. Additionally, the culture of an organization powerfully influences the performance of its members, the use of available resources and the quality of its programs and services. South Plains College seeks to nurture an organizational climate that is characterized by a shared vision, unity of purpose, common organizational values and collaboration. Decision making and resource allocation reflect these values and are influenced by broad input from college employees.

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.

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**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Curriculum Changes	390	138	391	118	150	172
Upper Control Limit	438	438	438	438	438	438

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 regularly. In recent years, the number of curriculum changes has fluctuated as changes in the Workforce Education Course Manual guidelines have been made and as consolidation of some technical programs have taken place. However, the annual number of changes is still below the upper control limit. The standard is met.

Measurement A-2: Accreditation

BENCHMARK AND RESULTS

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

Report: There were no educational programs that underwent external review for reaccreditation during the 2004-05 academic year.

Measurement A-3: Articulation Agreements

BENCHMARK AND RESULTS

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

Interpretation: South Plains College maintains active articulation agreements with the following accredited senior institutions: Texas Tech University, Lubbock Christian University and Wayland Baptist University. Additionally, articulation agreements are maintained with the following senior institutions located outside the college's service area: West Texas A&M University, Eastern New Mexico University, 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	2002-03	2003-04	2004-05
Total Service Area ISDs	50	49	49
Tech Prep Agreements	50	49	49
Dual Credit Agreements	44	44	48
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. The standard is met.

Measurement A-4: Student Satisfaction with Instruction**BENCHMARK AND RESULTS**

A-4.1 Students participating in the annual faculty evaluation survey will rate their level of satisfaction with courses and instruction above average (greater than 3.0 on 5.0 scale) in all categories.

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

	2000-01	2001-02	2002-03	2003-04	2004-05
Overall Rating of Instruction	4.60	4.60	4.60	4.80	4.80

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 1.5 points throughout the reporting years. For the past two years, the overall rating has approached excellent on the scale (5.0) with its highest mark of 4.8, indicating consistent instructional quality. The standard is met.

BENCHMARK AND RESULTS**A-4.2 Graduates of South Plains College will rate their level of satisfaction with instruction above average (greater than 3.0 on 5.0 scale) in all survey categories.**

Interpretation: Data for this measure has not been collected since the 2000 Cohort Year, therefore no new data is being reported. With the discontinuance in 1998 of TexSIS, a state-wide graduate follow-up service, administration of a graduate follow-up process and system at SPC has been limited. Development of a graduate follow-up survey instrument and reporting process has been identified as a priority initiative for the 2005-2008 Institutional Plan.

Action Plan: The Instructional Council will develop a new graduate follow-up system in Year 1 of the 2005-2008 plan cycle, pilot the system in Year 2, and operationalize the system in Year 3.

BENCHMARK AND RESULTS**A-4.3 Technical graduates of South Plains College will rate their level of satisfaction of program training in relation to job above average (greater than 3.0 on 5.0 scale) in all survey categories.**

Interpretation: Data for this measure has not been collected since the 2000 Cohort Year, therefore no new data is being reported. With the discontinuance in 1998 of TexSIS, a state-wide graduate follow-up service, administration of a graduate follow-up process and system at SPC has been limited. Development of a graduate follow-up survey instrument and reporting process has been identified as a priority initiative for the 2005-2008 Institutional Plan. Recent technical program accreditation visits have emphasized the need to reinstate a graduate follow-up process.

Action Plan: The Instructional Council will develop a new graduate follow-up system in Year 1 of the 2005-2008 plan cycle, pilot the system in Year 2, and operationalize the system in Year 3.

Measurement A-5: Employer Satisfaction with Graduates**BENCHMARK AND RESULTS****A-5.1 Employers of SPC graduates will rate their satisfaction of technical training received in relation to job requirements above average (greater than 3.0 on 5.0 scale) in all survey categories.**

Interpretation: Data for this measure has not been collected since the 2000 Cohort Year, therefore no new data is being reported. With the discontinuance in 1998 of TexSIS, a state-wide graduate follow-up service, administration of a graduate follow-up process and system at SPC has been limited. Development of a graduate follow-up survey instrument and reporting process has been identified as a priority initiative for the 2005-2008 Institutional Plan. Recent technical program accreditation visits have emphasized the need to reinstate a graduate follow-up process.

Action Plan: The Instructional Council will develop a new graduate follow-up system in Year 1 of the 2005-2008 plan cycle, pilot the system in Year 2, and operationalize the system in Year 3.

Measurement A-6: Faculty Qualifications

BENCHMARK AND RESULTS

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

PERCENTAGE OF FACULTY MEETING SACS QUALIFICATIONS CRITERIA

Data Elements	2002-03	2003-04	2004-05
Total Academic Faculty	140	145	150
No. Meeting SACS Criteria	140	145	150
% Compliance	100%	100%	100%
Total Technical Faculty	109	114	114
No. Meeting SACS Criteria	109	114	114
% Compliance	100%	100%	100%

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 2003-2004, all full-time academic faculty members and technical faculty members met the credential requirements or had sufficient justifications on file to meet the SACS criteria. The standard is met.

BENCHMARK AND RESULTS

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

PERCENTAGE OF SECTIONS TAUGHT BY FULL-TIME FACULTY

Data Elements	2002-03	2003-04	2004-05
SPC Full-Time Faculty	89.0%	90.0%	92.4%
State Average Full-Time Faculty	66.0%	66.0%	66.0%

SOURCE: LBB Performance Measures, 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. This measure was instituted for 1998-99. There are no statewide data for comparison purposes. The Texas Community College Teachers Association surveys the percentage of course sections taught by full-time faculty and this number has been used as a point of comparison for this report. The percentage of courses taught by full-time faculty at SPC greatly exceeds the statewide percentage reported by TCCTA. The standard is met.

CSF B: Student Outcomes

Measurement B-1: Course Completion

BENCHMARK AND RESULTS

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

PERCENTAGE OF COURSE COMPLETERS

Data Elements	Fall 2001	Fall 2002	Fall 2003	Fall 2004
SPC Course Completers	85.0%	85.3%	85.7%	86.0%
State Average	81.4%	83.9%	84.0%	83.8%

SOURCE: LBB Performance Measures, THECB

Interpretation: The state performance measures for two-year institutions includes the percentage of students who complete a course. Grades of A, B, C, D & F count as course completion. South Plains College's course completion rate exceeded the state average for all years reported. The standard is met.

Measurement B-2: Graduation Rates

BENCHMARK AND RESULTS

B-2.1 At least 35% of all full-time technical students not receiving remediation will complete a degree or certificate or transfer within three years.

GRADUATION/TRANSFER RATE FOR FULL-TIME STUDENTS

Data Elements	1998 Cohort	1999 Cohort	2000 Cohort
Cohort of Full-Time FTIC Students	483	636	651
No. of SPC Students who Graduated or Transferred	217 in 2001	285 in 2002	310 in 2003
Percent of the Cohort	45%	45%	48%
State Perkins Benchmark	36%	35%	35%

SOURCE: Perkins Measure, THECB

Interpretation: This Perkins measure examines the graduation rate of full-time, first-time-in-college technical students who are not subject to remediation. Data for this measure are collected and reported by the THECB. The college's graduation/transfer rate for the 1998 and 1999 cohorts who graduated or transferred three years after entering SPC is 45%. For the most recent 2000 cohort, the rate is 48%. The measures exceed the Perkins benchmark for all years reported. The standard is met.

BENCHMARK AND RESULTS

B-2.2 At least 15% of all part-time technical students not receiving remediation will complete a degree or certificate or transfer within five years.

GRADUATION/TRANSFER RATE FOR PART-TIME STUDENTS

Data Elements	1996 Cohort	1997 Cohort	1998 Cohort
Cohort of Part-Time FTIC Students	484	754	807
No. of SPC Students who Graduated or Transferred	172 in 2001	345 in 2002	517 in 2003
Percent of the Cohort	36%	46%	64%
State Perkins Benchmark	15%	15%	15%

SOURCE: Perkins Measure, THECB

Interpretation: This Perkins measure examines the five-year graduation/transfer rate of part-time, first-time-in-college technical students. Data for this measure is collected and reported by the THECB. The college's graduation/transfer rate for part-time students was 36% for the 1996 cohort, 46% in for the 1997 cohort and 64% for the 1998 cohort. The reported measures are well above the 15% benchmark. The standard is met.

BENCHMARK AND RESULTS

B-2.3 At least 35% of all full-time technical students receiving remediation will complete a degree or certificate or transfer within four years.

GRADUATION/TRANSFER RATE FOR FULL-TIME STUDENTS RECEIVING REMEDIATION

Data Elements	1998 Cohort	1999 Cohort	2000 Cohort
Cohort of Full-Time FTIC Students	681	505	NA
No. of SPC Students who Graduated or Transferred	210 in 2002	152 in 2003	NA
Percent of the Cohort	31%	30%	NA
State Perkins Benchmark	36%	35%	NA

SOURCE: Perkins Measure, THECB

Interpretation: This Perkins measure examines the graduation/transfer rate of full-time, first-time-in-college technical students who are subject to remediation. Data for this measure are collected and reported by THECB. The college's graduation/transfer rate for the 1998 cohort who graduated or transferred within four years after entering SPC is 31%. For the 1999 cohort, the rate is 30%. Data for the 2000 Cohort had not been reported by the THECB at the time this report was compiled. For the two reported cohorts, the SPC rate is five percentage points below the Perkins benchmark. The standard is not met.

Action Plan: The College will continue to monitor the graduation/transfer rate for students receiving remediation. An effort is underway by the Office of Enrollment Management and the Retention Team to revise the college's student advisement system, establish a student early alert system for at risk students, and to engage all SPC employees in retention strategies.

BENCHMARK AND RESULTS

B-2.4 At least 15% of all part-time technical students receiving remediation will complete a degree or certificate or transfer within seven years.

GRADUATION/TRANSFER RATE FOR PART-TIME STUDENTS RECEIVING REMEDIATION

Data Elements	1995 Cohort	1996 Cohort	1998 Cohort
Cohort of Part-Time FTIC Students	88	124	NA
No. of SPC Students who Graduated or Transferred	27 in 2002	35 in 2003	NA
Percent of the Cohort	31%	28%	NA
State Perkins Benchmark	15%	15%	15%

SOURCE: Perkins Measure, THECB

Interpretation: This Perkins measure examines the completion rate of part-time, first-time-in-college technical students who are subject to remediation. The measure reports the number of students who complete a degree or certificate or transfer within seven years of entering SPC. Data for this measure are collected and reported by the THECB. The college's graduation/transfer rate for part-time students was 31% for the 1995 cohort and 28% for the 1996 cohort. Data for the 1998 cohort had not been reported at the time this report was prepared. The reported measures are above the 15% benchmark. The standard is met.

BENCHMARK AND RESULTS

B-2.5 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	2000-01	2001-02	2002-03	2003-04
AA, AS Degrees	206	266	245	250
AAS Degrees	81	125	107	75
Tech Prep AAS Degrees/Certificates	106	137	199	267
Technical Certificates	217	183	279	217
Total Degrees and Certificates	610	711	830	809
SPC Regional Ranking -- Degrees	3rd	3rd	3rd	3rd
SPC Regional Ranking -- Enrollment	3rd	3rd	3rd	3rd
Ranking Difference	0	0	0	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 809 degrees and certificates in 2003-04, a 1.2% decrease from the previous year. The college ranked third among peer institutions in its region. All institutions which awarded more degrees than SPC had larger enrollments. The standard is

met. Receipt of a Title V HSI Strengthening Institutions Grant will also fund expanded retention and completion activities that are expected to encourage more students to complete degree and certificate requirements. The Pathway Partnership with Texas Tech University is also expected to result in an increase in degrees and certificates awarded in subsequent years.

BENCHMARK AND RESULTS

B-2.6 The percentage of first-time in college (FTIC) students persisting to graduation or transfer will not fall below 5% of the statewide average for peer institutions.

GRADUATION/TRANSFER RATE FOR FTIC STUDENTS

Data Elements	1999 Cohort	2000 Cohort	2001 Cohort
Number of FTIC Students	2,211	2,345	NA
No. of SPC Students who Graduated or Transferred	792	873	NA
Percent of Cohorts Reported	35.8%	37.2%	NA
Statewide Average of Peer Institutions	28.9%	29.0%	NA

SOURCE: Annual Data Profile, THECB

Interpretation: For the most recent cohort that was tracked, 37.2% persisted to graduation or transferred three years later. This rate exceeded the statewide rate of 29.0%. For the previous reported cohort, South Plains College's measure also exceeded the state average for peer institutions. The graduation/transfer rate has also increased during the reported periods. Data for the 2001 cohort was not available from the THECB at the time this report was compiled. 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% below the statewide average for peer institutions.

TRANSFER RATES FOR ACADEMIC STUDENTS REPORTED FROM DATABASE SEARCH

Data Elements	1998-99	1999-00	2000-01	2001-02	2002-03
SPC Percentage Rate	45.5%	44.1%	44.3%	49.4%	NA
Regional Percentage Rate	37.0%	34.1%	39.9%	40.4%	NA
State Percentage Rate	33.2%	36.6%	45.8%	39.6%	NA

SOURCE: Automated Student and Adult Learner Follow-up System, THECB

Interpretation: The THECB performs a database search yearly for all academic students who had previously enrolled at SPC in a given year. The student records (Social Security Numbers) are compared to the databases for other public higher education institutions for later years. The SPC rate of transfer for the most recent reporting period is 49.4%. The SPC transfer rate exceeds the regional rate and state rate. The standard is met for the years reported. Data for the 2002-03 academic year was not available from the THECB at the time this report was compiled.

BENCHMARK AND RESULTS

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

NUMBER OF STUDENT TRANSFERS

Data Elements	2001	2002	2003	2004
Total SPC Transfers	1,803	2,116	2,274	2,443
SPC State Ranking -- Transfers	14th	12th	12th	13th
SPC State Ranking -- Enrollment	13th	14th	14th	14th
Ranking Difference	-1	+2	+2	+1

SOURCE: LBB Performance Measures, THECB

Interpretation: The THECB performance measures for two-year institutions includes a review of the total number of students who transfer from the college to continue their education. For the past four reporting years, the SPC total number of transfers is in excess of 1,800 students each year. Total transfers have increased 35.5% from 2001 to 2004. For Fall 2004, SPC had more transfer students than one other community college district with larger 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	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort
SPC Transfer Students Enrolled	2.64	2.72	2.57	2.71
All Transfer Students Enrolled	2.68	2.75	2.70	2.78
Native Students (from High School)	2.94	2.93	2.96	3.01

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 two-tenths to three-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 within 5% of the rates for other two-year institutions who entered the transfer institution at the same time.

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

Data Elements	1998 Cohort	1999 Cohort	2000 Cohort	2001 Cohort
SPC Transfer Students Enrolled	30.0%	27.7%	28.7%	29.38%
All Transfer Students Enrolled	24.9%	26.9%	29.6%	29.08%
	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort
Native Students (from High School)	51.5%	51.7%	54.5%	55.37%

SOURCE: Texas Tech University

Interpretation: South Plains College transfer students to Texas Tech University persist to graduation at comparable rates with all 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. The standard is met. Efforts will be made to collect this graduation data from West Texas A&M University, Eastern New Mexico University and Angelo State University.

Measurement B-4: Success in Developmental Education

BENCHMARK AND RESULTS

B-4.1 Retention of full-time first-time-in-college students requiring remediation (12+hours) from fall to spring will be within five percentage points of the state average for peer institutions.

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

Data Element	1999-00	2000-01	2001-02	2002-03	2003-04
SPC Percentage Rate	76.0	51.0	77.0	76.0	75.0
State Percentage Rate	78.0	77.0	77.0	78.0	78.0
State Perkins Benchmark	73.0	72.0	72.0	73.0	73.0

SOURCE: Annual Data Profile, Perkins Measures, THECB

Interpretation: For the current reporting period, South Plains College's fall to spring retention rate for full-time students requiring remediation is 75%, three percentage points below the state percentage rate. The rate is two percentage points above the Perkins benchmark for technical students. The standard is met for the most recent period.

Action Plan: The college will continue to monitor the retention of FTIC students requiring remediation. Receipt of a Title V HSI Strengthening Institutions Grant will also fund expanded retention and completion activities that are expected to improve retention and success of first-generation, at risk students.

BENCHMARK AND RESULTS

B-4.2 Retention of part-time students requiring remediation (6-11 hours) from fall to spring will be within five percentage points of the state average for all peer institutions.

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

Data Elements	1999-00	2000-01	2001-02	2002-03	2003-04
SPC Percentage Rate	63.0	54.0	63.0	64.0	62.0
State Percentage Rate	61.0	61.0	62.0	65.0	64.0
State Perkins Benchmark	56.0	56.0	57.0	60.0	59.0

SOURCE: Annual Data Profile, THECB

Interpretation: South Plains College's retention rate for part-time students enrolled in 6 to 11 hours and requiring remediation was 63% for 2003-04. The SPC rate is two percentage points below the state average for this year and three percentage points above the Perkins benchmark for technical students. The standard is met for both benchmarks.

Action Plan: The college will continue to monitor the retention of FTIC students requiring remediation. Receipt of a Title V HSI Strengthening Institutions Grant will also fund expanded retention and completion activities that are expected to improve retention and success of first-generation, at risk students.

BENCHMARK AND RESULTS

B-4.3 Retention of part-time students requiring remediation (1-5 hours) from fall to spring will be within five percentage points of the state average for all peer institutions.

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

Data Elements	1999-00	2000-01	2001-02	2002-03	2003-04
SPC Percentage Rate	67.0	53.0	28.0	43.0	50.0
State Percentage Rate	42.0	44.0	43.0	44.0	45.0
State Perkins Benchmark	37.0	37.0	36.0	39.0	40.0

SOURCE: Annual Data Profile, THECB

Interpretation: For 2003-04, South Plains College's retention rate for part-time students enrolled in 1-5 hours and requiring remediation improved to five percentage points above the benchmark state average for all two-year institutions. The standard is met.

Action Plan: The college will continue to monitor the retention of FTIC students requiring remediation. Receipt of a Title V HSI Strengthening Institutions Grant will also fund expanded retention and completion activities that are expected to improve retention and success of first-generation, at risk students.

BENCHMARK AND RESULTS

B-4.4 The percentage of students completing all TSI requirements during a given year will be greater than the state average for all peer institutions.

**PERCENTAGE OF STUDENTS COMPLETING TSI REQUIREMENTS
WITHIN ONE YEAR**

Data Elements	1999-00	2000-01	2001-02	2002-03	2003-04
SPC Students (%)	8.8	10.0	16.9	17.4	17.8
Statewide (%)	9.4	8.4	8.2	7.4	NA

SOURCE: LBB Performance Measures, THECB

Interpretation: The THECB performance measure includes the percentage of students enrolled in remediation who master all Texas Success Initiative requirements during a given year. The data for this measure is computed by the THECB and data definitions were changed for the 1999-00 report period. The college is now required to report all TSI-required students for comparative purposes, even those enrolled in dual/concurrent credit courses and those enrolled in TSI-waived certificate programs. For 03-04, the SPC rate improved to 17.8%. The statewide rate had not been reported at the time this report was compiled. Based on the data, the standard is met.

Action Plan: The college will continue to monitor the retention of FTIC students requiring remediation. Receipt of a Title V HSI Strengthening Institutions Grant will also fund expanded retention and completion activities that are expected to improve retention and success for underprepared students requiring developmental education.

Measurement B-5: Technical Program Placement Rates

BENCHMARK AND RESULTS

B-5.1 85% of graduates of active technical programs will be placed in the workforce within one year of graduation or transfer to another institution.

**PLACEMENT/TRANSFER RATES OF TECHNICAL GRADUATES
REPORTED FROM DATABASE SEARCH**

Data Elements	1998-99	1999-00	2000-01	2001-02	2002-03
SPC Rate (%)	89.7	88.3	96.5	90.1	NA
Regional Rate (%)	86.2	84.5	84.1	87.2	NA
State Rate (%)	87.4	83.5	89.5	85.4	NA

SOURCE: Automated Student and Adult Learner Follow-Up, THECB

Interpretation: The THECB performs a database search yearly for all technical students who had previously enrolled at SPC in a given year. The student records (Social Security Numbers) are compared to the databases for other higher education institutions and for the Texas Workforce Commission to find former students who are employed or enrolled at another institution. The SPC rate of placement/transfer for the most recent reporting period is 90.1%. The SPC transfer rate exceeds the regional and state rate. Data for 2002-03 was not available from the THECB at the time this report was compiled. The standard is met.

BENCHMARK AND RESULTS

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

PERCENT OF TECHNICAL PROGRAMS WITH 15 GRADUATES IN 3 YEARS

Data Elements	2000-01	2001-02	2002-03	2003-04
Total Active Programs	33	32	32	32
No. Programs 3 Years in Operation	32	30	31	32
No. with 15 Graduates in 3 Years	22	22	27	29
% of Programs in Compliance	68.8%	73.3%	87.1%	90.6%

SOURCE: Annual Data Profile, THECB

Interpretation: Of the college's 32 active technical programs in 2003-04, 29 programs met the 15 graduates in three years standard for 90.6%. The standard is 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-5.3 All active technical programs will have at least an 90% rate for successful outcomes for graduates.

PERCENT OF TECHNICAL PROGRAMS WITH 90% SUCCESSFUL OUTCOMES

Data Elements	1999-00	2000-01*	2001-02*	2002-03*
Total Active Programs	34	29	31	NA
No. with 90% Success Rate	32	25	28	NA
No. Less than 90% Success Rate	2	4	2	NA
% of Programs in Compliance	94.1%	86.2%	93.3%	NA

SOURCE: Automated Student and Adult Learner Follow-up, THECB
*Compliance standard changed from 85% to 90%.

Interpretation: This is a relatively new measure developed by the THECB. Successful outcomes were expanded in 2000-01 to include placement in a job, additional higher education, military service, civil service or postal service. Self-reported outcomes by the college are also eligible for this report. Of the 31 active programs in 2001-02, 28 of the programs met the 90% benchmark for successful outcomes. Data for the 2002-03 was not available from the THECB at the time this report was compiled. The standard is not met.

Action Plan: Departmental chairpersons, working with the Instructional Deans, will continue to develop graduate placement and follow-up strategies for non-compliant programs.

Measurement B-6: Personal Growth and Goal Attainment

BENCHMARK AND RESULTS

B-6.1 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	1999-00	2000-01	2003-04
Increasing my academic competence.	3.94	3.93	3.99
Learning skills needed for my job.	3.96	3.91	3.77
Enriching my intellectual life.	3.53	3.96	3.58
Identifying training/skills that fit interest/abilities.	3.66	3.62	3.44
Developing self-confidence.	3.52	3.57	3.35
Learning effective leadership skills.	3.20	3.23	3.12

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 no contribution (1). The ACT Faces of the Future Survey was administered to SPC students in Fall 1999, 2000 and 2003. For all survey results reported, the respondents rated the college's contribution as being greater than a moderate contribution (3) 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 2006.

Measurement B - 7: Licensure Passage

BENCHMARK AND RESULTS

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

PERCENTAGE STUDENTS PASSING LICENSURE IN ALL PROGRAMS

Data Elements	2000	2001	2002	2003	2004
SPC Student Passage (%)	84.0	77.6	93.9	90.0	87.1
Statewide Passage (%)	83.5	79.0	86.8	80.0	89.2

SOURCE: Statewide Licensure Report, THECB

Interpretation: The percentage of SPC graduates passing state licensure exams is within two percentage points of the state rate for the 2004 reporting 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.

CSF C: Quality Student and Support Services

Measurement C-1: Access and Equity

BENCHMARK AND RESULTS

C-1.1 The college will annually enroll approximately 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	2000-01	2001-02	2002-03	2003-04	2004-05
Annual Credit Enrollments	11,232	12,328	13,248	13,524	13,168
% Variance	7.6%	9.7%	7.4%	2.1%	-2.6%

SOURCE: Annual Data Profile, THECB

Interpretation: The college has exhibited steady growth in the past four enrollment periods. In Fall 2002, the college topped the 9,000 student mark for the first time. Annual credit enrollment exceeded 13,000 that year. The benchmark for this measure was changed in 2002-03 to reflect this growth trend. Since 2000-01, the college has grown to accommodate a 17.2% increase in credit students annually. The college's enrollment growth stabilized in 2003-04. The standard is met.

BENCHMARK AND RESULTS

C-1.2 Students who enroll at SPC will include a minimum of 17% of the most recent high school graduates from the college service area.

SOUTH PLAINS COLLEGE HIGH SCHOOL MARKET SHARE 49 SERVICE AREA PUBLIC SCHOOL DISTRICTS

Data Elements	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Total H.S. Seniors in Service Area	4,443	4,485	4,699	4,634	4,343
Total H.S. Grads Enrolled at SPC	958	976	1,130	1,087	955
% of Service Area Seniors Enrolling	21.5%	21.8%	24.0%	23.5%	22.0%

SOURCE: Office of Enrollment Management

Interpretation: This market share analysis attempts to determine the percentage of high school May graduates who enroll at South Plains College the subsequent fall semester. The college's "share" is computed as a percentage of the entire senior class as reported by the high school to the Texas Education Agency in October of each year. The analysis does not account for the fact that not all students of a particular senior class are college bound, that some may graduate in December, that some will dropout or that not all will graduate the following May. Therefore, one could conclude that the college's actual market share of high school graduates is, in all probability, higher than what is computed from this data. In this analysis, the benchmark has been exceeded in all years reported. For Fall 2003, enrollment of May high school graduates reached an all-time high, increasing 15.7%. For Fall 2005, the enrollment of May high school graduates declined 12.1% from the previous fall. The standard is met.

BENCHMARK AND RESULTS

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

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

Data Elements	Fall 2002	Fall 2003	Fall 2004
Total Service Area Residents Enrolled in Higher Education	16,162	16,440	15,872
Total Service Area Residents Enrolled at SPC	6,822	7,170	7,054
% of Service Area Residents Enrolling at SPC	42.0%	44.0%	44.4%

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 higher education as reported by the Texas Higher Education Coordinating Board. In this analysis, the 40% benchmark has been exceeded in all years reported. For Fall 2004, SPC's participation rate increased 44.4%, even though the college enrolled 1.6% fewer service area students. The overall number of service area residents enrolled in higher education declined 3.4% from Fall 2003 to Fall 2004. 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 2002	Fall 2003	Fall 2004
Total Service Area Residents Enrolled in Community Colleges	7,431	7,811	7,660
Total Service Area Residents Enrolled at SPC	6,822	7,170	7,054
% of Service Area Residents Enrolling at SPC	92.0%	92.0%	92.1%

SOURCE: PREP Online Query, THECB

Interpretation: This market share analysis attempts to determine the percentage of service area residents who choose to attend a community college and who subsequently enroll at SPC. The college's "share" is computed as a percentage of the total number of service area residents who enroll at Texas community colleges. In this analysis, the greater majority of students who enroll at a community college choose to enroll at SPC. Enrollment of service area residents at SPC declined 1.6% from Fall 2002 to Fall 2003. The number of service area residents attending community colleges in general also declined 1.9%. The standard is met.

BENCHMARK AND RESULTS

C-1.5 The percentage of ethnicity of the student body at the college will be within five percentage points of the ethnic composition of the adult population of the college service area.

PERCENTAGE OF STUDENT ENROLLMENT BY ETHNICITY

Annual Enrollment	1999-00	2000-01	2001-02	2002-03	2003-04
% Hispanic Population	26.0*	26.0*	26.0*	26.0*	26.0*
% Hispanic Enrollment	22.4	23.4	23.0	23.0	23.0
Variance	-3.6	-2.6	-3.0	-3.0	-3.0
% African-American Population	4.4*	4.4*	4.4*	4.4*	4.4*
% African-American Enrollment	5.9	5.6	6.5%	8.0%	7.0%
Variance	+1.5	+1.5	+2.1	+3.6	+2.6

SOURCE: Annual Data Profile, THECB

*2000 U.S. Census Data

Interpretation: The SPC student body reflects the ethnicity of the adult population of the college service area. Since 1999-00, annual enrollment of Hispanic students has grown 26.1%; African-American enrollment has 47.5%. By comparison, annual enrollment of white students has grown 21.6%. Among degree-seeking students, the percentage of Hispanic enrollment is 27.0%; the percentage for African American students is 5.0%. For both ethnic populations, the percentage enrolled is within the accepted range of variance. The standard is met for both ethnic populations.

Action Plan: The college has initiated efforts to attract and retain students from diverse ethnic backgrounds. The ongoing Student Support Services grant will also provide additional student services for first-generation college students to aid in recruitment and retention. Receipt of a Department of Education grant to establish an Upward Bound program at SPC will also contribute to the college's ability to attract greater diversity. Additionally, the receipt of a Title V HSI Strengthening Institutions Grant will also fund expanded outreach activities that are expected to improve retention and success of a diverse student body. The opening of a Plainview Extension Center is also expected to provide greater access to SPC programs for underrepresented populations.

BENCHMARK AND RESULTS

C-1.6 The percentage of ethnicity of graduates at the college will be within five percentage points of the percentage of ethnicity of total enrollment.

PERCENTAGE OF GRADUATES BY ETHNICITY

Annual Data Elements	2000-01	2001-02	2002-03	2003-04
% Hispanic Graduates	29.0	30.0	30.0	29.0
% Hispanic Enrollment (Annual)	23.4	23.0	23.0	23.0
Variance	+5.6	+7.0	+7.0	+6.0
% African-American Graduates	6.0	6.0	5.0	5.0
% Enrollment African-American (Annual)	5.6	6.5	8.0	7.0
Variance	+0.4	-0.5	-3.0	-2.0

SOURCE: Annual Data Profile, THECB

Interpretation: The retention/persistence rate for Hispanic students as measured by graduation is 29% for the most recent reporting year. This rate exceeds the annual enrollment rate by 6 percentage points. The retention/persistence rate for African-American graduates as measured by graduation is two percentage points below the rate of annual enrollment, but within the range of variation. The standard is met.

BENCHMARK AND RESULTS

C-1.7 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

	1999-00	2000-01	2001-02	2002-03	2003-04
% Population	21.1*	21.1*	21.1*	21.1*	21.1*
% SPC Enrollment	42.3	31.0	26.0	36.5	39.4
Variance	+21.2	+9.9	+4.9	+15.4	+18.3

SOURCE: LBB Performance Measures, THECB

*2000 U.S. Census Data

Interpretation: Economically disadvantaged students are defined as those individuals who qualify for federal financial aid. Economically disadvantaged individuals, those whose income falls below reported poverty levels, represent 21 percent of the adult population of the college service area. For the reporting periods, the college enrollment has ranged from 26% to 42% and is within the normal range of variation for this measure. For the most recent reporting period, the percentage enrolled exceeds the benchmark by 18.3 percentage points. The standard is met.

BENCHMARK AND RESULTS

C-1.8 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

	1999-00	2000-01	2001-02	2002-03	2003-04
% Population	28.0*	28.0*	28.0*	28.0*	28.0*
% SPC Enrollment	28.1	23.0	30.7	33.5	27.4
Variance	+0.1	-5.0	+2.7	+8.5	-0.6

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. For the reporting periods, this population at the college has ranged from 23% to 33.5% and is within the normal range of variation for this measure. The standard is met.

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

C-2.1 The level of graduate satisfaction with student support services will be above average (greater than 3.0 on 5.0 scale) in all survey categories.

Interpretation: Data for this measure has not been collected since the 2000 Cohort Year, therefore no new data is being reported. With the discontinuance in 1998 of TexSIS, a state-wide graduate follow-up service, development of a graduate follow-up process and system at SPC has been limited. Development of a graduate follow-up survey instrument and reporting process has been identified as a priority initiative for the 2005-2008 Institutional Plan. Recent technical program accreditation visits have emphasized the need to reinstate a graduate follow-up process.

Action Plan: The Instructional Council will develop a new graduate follow-up system in Year 1 of the 2005-2008 plan cycle, pilot the system in Year 2 and operationalize the system in Year 3.

BENCHMARK AND RESULTS

C-2.2 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	2003-04	2004-05	
Deans' Office	95%	94%	
Counseling Center	92%	92%	
Instructional Support Services	92%	96%	
Student Health Services	92%	92%	
Student Activities	88%	86%	
Campus Police / Parking	83%	83%	
Food Service	85%	84%	
Admissions and Records	90%	86%	
Financial Aid	81%	81%	
Library	95%	95%	
Business Office	95%	94%	
Veterans Services	94%	93%	
CampusConnect	NA	93%	

SOURCE: Office of Student Affairs

Interpretation: The Student Affairs Division revised its student satisfaction survey in 2003-04 and developed an online survey for current students. Students are asked to rate their level of agreement with customer service statements for each service office. The reporting of data results was changed from mean scores for each statement to the percentage of students who agree or strongly agree with the survey statements. The benchmark has been set at 70% agreement with the statements for each area. All areas and statements met or exceeded the benchmark. The standard is met. The survey will be administered annually during the spring semester.

Measurement C-3: Retention

BENCHMARK AND RESULTS

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

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

Data Elements	1999-00	2000-01	2001-02	2002-03	2003-04
Not Remediated	65.0	73.0	69.0	73.0	72.0
Had Remediation	73.0	52.0	72.0	71.0	72.0
All SPC Students	67.0	71.0	70.0	72.0	72.0
Lower Control Limit	60.0	60.0	60.0	60.0	60.0
State Rate for All Students	69.0	69.0	70.0	71.0	71.0

SOURCE: Annual Data Profile, THECB

Interpretation: The percentage of first-time-in-college students retained from the fall semester to the spring semester is a measure of retention. The retention rate for all students at SPC has ranged from 67% to 72% during the years reported. The retention rate for students who are not subject to remediation approximates the same range of rates (52% to 73%). For the most recent reported year, all reported retention rates are above the lower control limit and match or exceed the reported state rate. The standard is met. Receipt of a Title V HSI Strengthening Institutions Grant will also fund expanded retention and completion activities that are expected to improve retention and student success.

BENCHMARK AND RESULTS

C-3.2 Retention of full-time FTIC students (12+hours, not requiring remediation) from fall to spring will be within five percentage points of the state average for all peer institutions.

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

Data Element	1999-00	2000-01	2001-02	2002-03	2003-04
SPC Percentage Rate	79.0	85.0	78.0	80.0	78.0
State Percentage Rate	79.0	79.0	78.0	79.0	79.0
State Perkins Benchmark	74.0	74.0	73.0	74.0	74.0

SOURCE: Annual Data Profile, THECB

Interpretation: South Plains College's retention rate for full-time students is within the normal range of variance in relation to the state average for all two-year institutions for all years reported. For the most recent reporting period, the retention rate is one percentage point below the state rate. The measure exceeds the Perkins benchmark which is not more than 5% below the state average for all peer institutions. The standard is met. The college will continue to monitor the retention of these full-time students.

BENCHMARK AND RESULTS

C-3.3 Retention of part-time students (6-11 hours, not requiring remediation) from fall to spring will be within five percentage points of the state average for all peer institutions.

**RETENTION OF PART-TIME STUDENTS (6-11 HOURS) NOT REQUIRING REMEDIATION
REPORTED FROM ANNUAL DATA PROFILE**

Data Elements	1999-00	2000-01	2001-02	2002-03	2003-04
SPC Percentage Rate	65.0	73.0	76.0	69.0	70.0
State Percentage Rate	66.0	66.0	65.0	68.0	68.0
Perkins Benchmark	61.0	61.0	60.0	63.0	63.0

SOURCE: Annual Data Profile, THECB

Interpretation: South Plains College's retention rate for part-time students enrolled in 6 to 11 hours exceeds the state average for four of the years reported. The college's relationship with Texas Tech and the concurrent enrollment of Texas Tech students at the SPC Reese Center who enroll in a limited number of hours influence this performance measure. Additionally, the expansion of dual credit enrollments of high school students is also a factor. The college will continue to monitor the retention of these part-time students and study the effect of the concurrent enrollment of Texas Tech students and the enrollment of dual credit students on the standard. The standard is met for the current year.

BENCHMARK AND RESULTS

C-3.4 Retention of part-time students (1-5 hours, not requiring remediation) from fall to spring will be within 5% of the state average for all peer institutions.

**RETENTION OF PART-TIME STUDENTS (1-5 HOURS) NOT REQUIRING REMEDIATION
REPORTED FROM ANNUAL DATA PROFILE**

Data Elements	1999-00	2000-01	2001-02	2002-03	2003-04
SPC Percentage Rate	50.0	54.0	55.0	67.0	62.0
State Percentage Rate	49.0	51.0	57.0	59.0	60.0
State Perkins Benchmark	44.0	44.0	52.0	54.0	55.0

SOURCE: Annual Data Profile, THECB

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

Measurement C-4: Course and Degree Advisement

BENCHMARK AND RESULTS

C-4.1 The level of graduate satisfaction with course and degree advisement will be above average (greater than 3.0 on 5.0 scale).

Interpretation: Data for this measure has not been collected since the 2000 Cohort Year, therefore no new data is being reported. With the discontinuance in 1998 of TexSIS, a state-wide graduate follow-up service, development of a graduate follow-up process and system at SPC has been limited. Development of a graduate follow-up survey instrument and reporting process has been identified as a priority initiative for the 2005-2008 Institutional Plan.

Action Plan: The Instructional Council will develop a new graduate follow-up system in Year 1 of the 2005-2008 plan cycle, pilot the system in Year 2 and operationalize the system in Year 3.

BENCHMARK AND RESULTS

C-4.2 The level of student satisfaction with course and degree advisement will 70% or greater agreement.

LEVEL OF SATISFACTION WITH COURSE ADVISEMENT SPC STUDENT SURVEY

Data Elements	2003-04	2004-05	
Current SPC Students	89%	89%	

SOURCE: Office of Student Affairs

Interpretation: The Student Affairs Division revised its student satisfaction survey in 2003-04 and developed an online survey for current students. Students are asked to rate their level of satisfaction with course and degree advisement. The data reported here reflects the percentage of students who agree or strongly agree with the survey statements. Student responses exceed the 70% benchmark for this item. The standard is met. The survey will be administered annually during the spring semester.

CSF D: Economic Development and Community Involvement

Measurement D-1: Education in Support of Economic Development

BENCHMARK AND RESULTS

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

SATISFACTION WITH COMMUNITY SERVICE SHORT COURSE TRAINING DIVISION OF CONTINUING EDUCATION

Data Element	2002-03	2003-04	2004-05
Student Satisfaction Rating	4.65	4.63	4.61

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 3.0 on 5.0 scale).

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

Data Element	2002-03	2003-04	2004-05
Student Satisfaction Rating	4.80	4.62	4.74

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 classes for business and industry will increase each year.

CONTRACT CLASSES FOR CUSTOMIZED TRAINING

Data Elements	2002-03	2003-04	2004-05
Number of Contract Classes	295	317	405
Total Student Enrollment	2,142	2,423	3,184
% Enrollment Variance	0.0%	+13.1%	+23.9%

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 has increased. Enrollment in these courses has increased 48.6%. The standard for the years examined is met.

Measurement D-2: Interaction with Community

BENCHMARK AND RESULTS

D-2.1 Respondents to the External Constituent Survey will rate the functions of the college related to its role and scope as being important for the college to perform (3.5 or greater on 5.0 scale).

COLLEGE FUNCTION RANKED BY IMPORTANCE FROM EXTERNAL CONSTITUENT SURVEY

Critical Core Process	1999-00	2003-04
Preparation for university transfer	4.70	4.78
Preparation for employment	4.60	4.76
Technology in the curriculum	4.50	4.60
Programs to upgrade job skills	4.40	4.45
Programs that provide workforce development	4.30	4.43
Programs and services for student success	4.30	4.46
Provide a comprehensive curriculum	4.30	4.48
Accessible educational programs	4.30	4.51
Build partnerships to meet community needs	4.30	4.43
Develop private fundraising activities	4.00	4.33
Provide developmental programs for college preparation	4.10	4.29
Deliver instructional programs off-campus via distance education	4.10	4.27
Provide programs which meet professional development needs	4.00	4.11
Provide continuing education programs for personal enrichment	3.90	4.01

SOURCE: Office of Institutional Advancement

Interpretation: The External Constituent Survey was administered for the first time in 1999-2000. Respondents were asked to indicate how important it is for the college to perform the critical core processes related to mission, role and scope. At that time, all core processes were rated as being important or very important for the college to perform, thus validating the college's purpose and mission. In preparation for developing a revised Institutional Plan for 2005-08, the External Constituent Survey was administered in Spring 2004. Respondents rated all critical core processes as being slightly more important when compared to previous survey results. 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 Spring 2007.

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	1999-00	2003-04
Preparation for employment	4.20	4.36
Preparation for university transfer	4.10	4.28
Incorporate technology in the curriculum	4.00	4.14
Provide a comprehensive curriculum	4.00	4.10
Accessible educational programs	4.00	4.07
Provide developmental programs for college preparation	3.90	4.05
Programs to upgrade job skills	3.90	4.04
Programs that provide workforce development	3.80	4.01
Build partnerships to meet community needs	3.80	3.99
Programs and services for student success	3.90	3.97
Deliver instructional programs off-campus via distance education	3.50	3.85
Provide continuing education programs for personal enrichment	3.60	3.72
Develop private fundraising activities	3.50	3.64
Provide programs which meet professional development needs	3.50	3.62

SOURCE: Office of Institutional Advancement

Interpretation: The External Constituent Survey was administered for the first time in 1999-2000. Respondents were asked to rate how well the college performed the critical core processes related to its mission, role and scope. All core processes were rated as being better than average. In preparation for developing a revised Institutional Plan for 2005-08, the External Constituent Survey was administered in Spring 2004. 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 Spring 2007.

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
2001-02	7%	193,896	18,928	9.8%
2002-03	7%	203,323	19,512	9.6%
2003-04	7%	205,162	19,266	9.4%
2004-05	7%	205,343	19,254	9.4%

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 vocational 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.

Measurement D-3: Partnerships and Alliances**BENCHMARK AND RESULTS**

D-3.1 The college will maintain partnerships and alliances with other entities which enhance the college's ability to serve students and the community.

Report:

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

Articulated dual credit partnerships are being maintained with 48 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 expand 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 Correctional Facility.

SPC works with the Texas Workforce Centers in its service area to provide counseling and instruction to clients.

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

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

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

The college is a partner in the Closing the Gaps Consortium, a partnership between community and educational organizations designed to increase student participation and success in higher education.

The college is a partner in the Rolling Plains Distance Education Consortium, a partnership between seven school districts on the eastern fringe of the college's service area for the purpose of delivering ITV instruction in Spanish.

The college is a partner with the South Plains Economic Development Task Force, a consortium representing 22 rural 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 the City of Plainview and Plainview ISD to open the SPC Plainview Center.

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 3.0 on 5.0 scale) as measured by the Employee Survey.

EMPLOYEE SATISFACTION WITH PLANNING PROCESS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Elements	2000	2002	2004
Informed about Planning Effort	3.7	3.7	3.8
Opportunity for Input into Planning	3.8	3.8	3.4
Involvement in Planning Effort	3.6	3.5	3.3
Knowledge of Planning Documents	3.6	3.6	3.7
Composite Rating for Planning Process	3.7	3.7	3.5

SOURCE: Office of Institutional Research and Reports

Interpretation: The standard is met for all three study years. Respondents to the Employee Survey expressed above average satisfaction with institutional planning efforts in all categories for the most recent survey. 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 Employee Survey is scheduled to be administered in Spring 2006.

Measurement E-2: Management of Resources

BENCHMARK AND RESULTS

E-2.1 The level of employee satisfaction with the budgetary process as measured by the Employee Survey will be above average (greater than 3.0 on 5.0 scale).

EMPLOYEE SATISFACTION WITH BUDGETARY PROCESS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Elements	2000	2002	2004
Involvement in Budget Process	4.1	3.5	3.6
Satisfaction with Budget Process	3.9	3.5	3.3
Budget Reflects Institutional Objectives	3.9	3.6	3.5
Sufficient Resources to Do Job	3.9	4.0	4.0
Composite Rating for Budgetary Process	4.0	3.5	3.6

SOURCE: Office of Institutional Research and Reports

Interpretation: Statements related to employee involvement and satisfaction with the budgetary process were added to the Employee Survey administered in April 1998. The mean scores for each category and composite rating exceed the benchmark for the most recent reporting period. The level of satisfaction in all categories has declined from 2000 to 2004. Part of this decline in overall employee satisfaction may be due to imposed budgetary constraints due to a decrease in state appropriations over the past three years. Efforts will be made to provide more information about the budgetary process and to encourage employee input into planning and budgeting. The standard is met. The Employee Survey is scheduled to be administered in Spring 2006.

BENCHMARK AND RESULTS

E-2.2 The level of employee satisfaction with accounting and budgetary controls as measured by the Administrative Support Services Survey will be above average (greater than 3.0 on 5.0 scale).

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

Data Element	2000	2002	2005
Satisfaction with Budgetary Controls/Reports	4.0	3.5	3.7

SOURCE: Office of Institutional Research and Reports

Interpretation: Employees rate their level of satisfaction with budgetary controls and reports as above average. The standard is met. A new Administrative Support Services Survey was developed by the Institutional Effectiveness Committee and administered in 2005.

BENCHMARK AND RESULTS

E-2.3 The level of employee satisfaction with the purchasing process as measured by the Administrative Support Services Survey will be above average (greater than 3.0 on 5.0 scale).

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

Data Element	2000	2002	2005
Satisfaction with Purchasing System	3.9	3.4	3.6

SOURCE: Office of Institutional Research and Reports

Interpretation: Employees rate their level of satisfaction with the purchasing system as above average. The standard is met. A new Support Services Survey was developed by the Institutional Effectiveness Committee and administered in 2005.

BENCHMARK AND RESULTS

E-2.4 The level of employee satisfaction with the inventory system as measured by the Administrative Support Services Survey will be above average (greater than 3.0 on 5.0 scale).

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

Data Element	2000	2002	2005
Satisfaction with Inventory System	3.9	3.6	3.6

SOURCE: Office of Institutional Research and Reports

Interpretation: Employees rate their level of satisfaction with the inventory system as above average. The standard is met. A new Support Services Survey was developed by the Institutional Effectiveness Committee and administered in 2005.

BENCHMARK AND RESULTS

E-2.5 The annual audit of accounting procedures by independent, state and federal auditors will produce no exceptions to the guidelines and no management letters.

RESULTS OF ANNUAL AUDITS

Data Elements	FY 2002-03	FY 2003-04	FY 2004-05
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-2.6 The distribution of college resources by major college function will demonstrate stability over time.

DISTRIBUTION OF COLLEGE RESOURCES BY MAJOR COLLEGE FUNCTION

College Function	2002-03	2003-04*	2004-05
Instruction	44.6%	43.4%	45.1%
Academic Support	4.2%	4.6%	3.3%
Student Services	11.3%	12.8%	14.4%
Scholarships and Fellowships	13.2%	12.1%	9.0%
Institutional Support	7.8%	8.2%	8.8%
Operation and Plant Maintenance	9.8%	9.8%	10.0%
Auxiliary Enterprises	4.2%	4.5%	4.3%
Public Service	1.5%	1.2%	1.9%
Other Expenses	0.8%	0.8%	0.5%
Depreciation	2.6%	2.6%	2.7%
Total	100%	100%	100.0%

SOURCE: Annual Audit Reports

* Report Data Computed from Preliminary Audit Financial Report

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

Measurement E-3: Acquisition of Public/Private Resources

BENCHMARK AND RESULTS

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

REVENUE BY SOURCE

Income Sources	2002-03	2003-04*	2004-05
Student Sources	19.8%	24.4%	27.0%
State Sources	40.8%	34.9%	35.7%
Local Sources	11.8%	10.8%	10.8%
Govt. Grants and Contracts	23.6%	25.7%	22.3%
Private Gifts and Grants	0.5%	0.6%	0.5%
Auxiliary Sources	2.8%	2.8%	2.7%
Other Sources	0.7%	0.8%	1.0%
Total	100.0%	100.0%	100.0%

SOURCE: Annual Audit Reports

* Report Data Computed from Preliminary Audit Financial Report

Interpretation: The income from various sources demonstrates stability. The state provides most of the revenue for operations, followed by federal grants in the form of student financial aid, student tuition and fees, and local taxes. Income from student sources has grown from 19.8% of total revenues to 27.0%, while income from state sources has declined. This shift is the direct result of reduced state appropriations in the past two bienniums. SPC has responded to the reduction of state dollars by raising student tuition and fees in order to fund enrollment growth and capacity building. The return of federal tax dollars (\$10,741,645) from Washington and the return of state tax dollars (\$17,196,805) from Austin are major contributors to the local economy. The sum of those two sources (\$27.9 million) turns over 3.5 times (a very conservative number) in the local economy and has an economic impact of approximately \$97.7 million annually. The \$97.7 million would represent a return of \$19.15 for each local tax dollar (\$5,176,009) invested in the college enterprise.

BENCHMARK AND RESULTS

E-3.2 Contributions to the annual fund of the foundation will exhibit steady growth over time and will result in an increase in net assets.

ANNUAL CONTRIBUTIONS TO THE SPC FOUNDATION IN DOLLARS

Year	Annual Contributions	% Change	Net Change in Assets	% Change
2001-02	\$470,541	NA	\$281,118	NA
2002-03	\$493,478	4.9%	\$415,063	47.6%
2003-04	\$624,420	26.5%	\$669,976	61.4%
2004-05	\$803,977	28.8%	\$864,531	29.0%

SOURCE: South Plains College Foundation

Interpretation: Beginning in 2001-02, the SPC Foundation instituted an automated accounting system that has allowed for more accurate reporting. 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 for the years examined. For 2004-05, total annual contributions increased 28.8% over the previous year and net assets increased 29.0%. The standard is met.

BENCHMARK AND RESULTS

E-3.3 The number of gifts to the annual fund will exhibit steady growth over time.

ANNUAL NUMBER OF GIFTS TO THE SPC FOUNDATION

Year	Total No. of Gifts	% Change
2001-02	2,989	NA
2002-03	3,019	+10.0%
2003-04	3,069	+1.7%
2004-05	3,070	0.0%

SOURCE: South Plains College Foundation

Interpretation: The number of gifts to the annual fund measures the base of support for charitable giving to the Foundation. Beginning in 2001-02, the SPC Foundation changed its definition of charitable gifts to the Foundation to exclude third-party scholarships received and administered on behalf of enrolling students. Previous reports included receipt of third party scholarships. For 2002-03 the number of gifts received increased 10%. For 2003-04, the number of gifts increased 1.7%, however, the total dollar amount of these gifts increased 26.5%. For 2004-05, the number of gifts remained unchanged, but the total dollar amount increased 28.8%. The standard is met.

Measurement E-4: Facility Development

BENCHMARK AND RESULTS

E-4.1 The level of employee satisfaction with facilities as measured by the Employee Survey will be above average (greater than 3.0 on 5.0 scale).

EMPLOYEE SATISFACTION WITH PHYSICAL FACILITIES REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Elements	2000	2002	2004
Adequacy of Physical Facilities	3.6	3.7	3.7
Facilities are Conducive to Learning	4.1	3.7	4.0
Safe and Secure Environment	4.2	4.1	4.5
Composite Rating for Physical Facilities	4.0	3.8	4.1

SOURCE: Office of Institutional Research and Reports

Interpretation: Statements related to employee satisfaction with physical facilities, safety and security were added to the Employee Survey administered in April 1998. The mean scores for each category and composite rating exceed the benchmark for all reporting periods. The standard is met. The Employee Survey is scheduled to be administered in Spring 2006.

BENCHMARK AND RESULTS

E-4.2 The college will maintain a current facilities master plan.

Report: The college's Facilities Master Plan was updated during the spring of 2003 in response to a recommendation from the SACS Peer Review Team. The plan was adopted by the Executive Council in March 2003 and a process for evaluating the Facilities Master Plan on an annual basis was approved. The Building and Grounds Committee was reactivated to provide leadership in gathering planning input for updating the Facilities Master Plan. The committee is expected to compile its report Spring 2006. The standard is met.

CSF F: Collaborative Organizational Climate

Measurement F-1: Ongoing Professional Development

BENCHMARK AND RESULTS

F-1.1 Overall college involvement in formal professional development activities will exceed 70% annually.

INVOLVEMENT IN PROFESSIONAL DEVELOPMENT ACTIVITIES, 2002-03

Categories	Total Number	Number Involved	Percent
Full-Time Faculty	264	237	89.8%
Professional Non-Faculty	114	102	89.5%
No. of Classified Staff Involved	168	76	45.2%
All Full-Time Employees	546	415	76.0%

SOURCE: Professional Development Survey

Interpretation: For 2004-05, a survey of all supervisory personnel indicated that 76.0% of all SPC employees were involved in professional development experiences at college expense during the year. The standard is met. Only 45.2% of classified personnel participated in some form of internal or external professional development or training. This information will be presented to the Professional Development Committee for consideration in programming activities.

BENCHMARK AND RESULTS

F-1.2 The level of employee satisfaction with opportunities for professional development as measured by the Employee Survey will be above average (greater than 3.0 on 5.0 scale).

EMPLOYEE SATISFACTION WITH PROFESSIONAL DEVELOPMENT OPPORTUNITIES REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Element	2000	2002	2004
Satisfaction with Opportunities for Professional Development	NA	NA	3.8

SOURCE: Office of Institutional Research and Reports

Interpretation: The a statement on the revised Employee Survey allows employees to indicate their satisfaction with opportunities for professional development. This statement was not included on previous surveys. For the 2004 survey administration, employees rated professional development opportunities at 3.8. The standard is met. The Employee Survey is scheduled to be administered in Spring 2006.

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.

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

	2001		2003		2005	
	N	%	N	%	N	%
Anglo	302	93.5%	329	91.9%	347	90.4%
Hispanic	16	5.0%	22	6.1%	27	7.0%
African-American	3	0.9%	4	1.1%	5	1.3%
Other	2	0.6%	2	0.6%	5	1.3%
Total	323	100%	358	100%	384	100%

SOURCE: Human Services Office

Interpretation: The data which reflects the diversity of the professional staff is derived from IPEDS reports. Staff data are reported every two years. In the professional area, the college has increased the number of Hispanic professionals by 11 or two percentage points in the past three reporting periods. The number of African-American professionals and other professionals of ethnic origin has also increased over the same time period.

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

BENCHMARK AND RESULTS

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

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

	2001		2003		2005	
	N	%	N	%	N	%
Anglo	100	63.7%	85	53.1%	100	56.8%
Hispanic	53	33.8%	71	44.4%	71	40.3%
African-American	4	2.5%	4	2.5%	5	2.9%
Other	0	0)	0	0%	0	0%
Total	157	100%	160	100%	176	100%
Percent of Population						
Hispanic	26.0%*		26.0%*		26.0%*	
African-American	4.4%*		4.4%*		4.4%*	

SOURCE: Human Services Office

* 2000 U.S. Census Data.

Interpretation: The data which reflects the diversity of other employees is derived from IPEDS reports. Staff data are reported only every two years. For this group, the percentage of Hispanic employees currently exceeds the percentage of Hispanics in the service area population (26%). The percentage of African-American employees was 2.9% for 2005. This measure is within 5% of the percentage of African-Americans in the general population (4.4%). The standard is met for this employee group.

Measurement 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	2000	2002	2004
Student Focus	4.3	4.3	4.4
Learning Focus	NA	NA	4.3
Access and Diversity	NA	NA	4.2
Employee Focus	NA	NA	4.0
Employee Empowerment	4.1	4.2	4.0
Supervisory Management	NA	NA	4.2
Cooperation and Teamwork	4.1	4.4	4.0
Rewards and Recognition	3.8	3.6	3.5
Quality Work Environment	4.1	4.2	4.0
Organizational Communications	3.6	3.7	3.7
Internal Customer Focus	3.9	4.0	4.1
Physical Environment	NA	3.9	4.1
Community Focus	NA	NA	4.0
Leadership Focus	NA	NA	3.7
Planning and Effectiveness	NA	NA	3.5
Leadership	NA	NA	3.8
Budgeting and Resources	NA	NA	3.6

SOURCE: Office of Institutional Research and Reports

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 or greater composite mean. All subscale categories meet or exceed the 3.5 benchmark. The standard is met. The Employee Survey is scheduled to be administered in Spring 2006.