



INSTITUTIONAL PLAN

2001 - 2005

South Plains College Board of Regents

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Adopted by the Board of Regents

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Vision Statement:

South Plains College Improves Each Student's Life.

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FOREWORD

This Institutional Plan represents the combined effort of faculty, staff, administrators and regents and has been designed to provide South Plains College with a process whereby it may plan for the future and assess progress toward stated institutional goals and objectives. South Plains College (SPC) has dedicated itself to the vision of improving each student's life. This commitment to students has led the college to embrace the transformation process that is Continuous Quality Improvement (CQI), the name the college applies to its specific version of total quality management. CQI is a process of continual organizational improvement; it is unending and involves everyone in the college. It is a process to improve the way the work of the institution is done and to accomplish the goals and objectives of the institution.

In the Spring of 1994, South Plains College embarked on a modified planning and institutional effectiveness process. At that time, with the aid of consultants, the college identified a vision statement, adopted a series of organizational values, and began the process of developing a strategic planning process. The first step in the process was to collect data from external and internal constituents. These collections occurred in the spring of 1994 and 1996.

At that time, members of the Administrative Council and staff interviewed a sampling of potential, present and former students, parents, local businesses, industry and community leaders, and public school educators. Each external constituent group was asked:

- What are your critical challenges?
- What are your problems or concerns with the services we provide?
- What are our strengths (what do we do well)?
- How do you measure our success?

To gauge the perceptions of internal constituents, the college conducted a confidential employee opinion survey. Additionally, focus group interviews of faculty and staff were also conducted to obtain further information regarding key strengths and opportunities for improvement.

Using affinity diagram techniques, the Administrative Council organized the data collected from the external constituent interviews, internal surveys and employee focus groups. Once sorted in related themes, a vision statement was developed. The college's vision statement and system of organizational values were developed from input from all sources and through visioning sessions attended by nearly two-thirds of all SPC employees. In addition, critical processes for the college were identified by the Administrative Council along with possible threats and opportunities.

After prioritizing, immediate corrective actions were initiated in several areas. Additional actions were set forth in an institutional strategic plan.

In the fall of 1996, each department, with the purpose, the vision, values and strategic plan in hand, was provided with a planning format. The departmental plans were collected and summarized by each dean or supervisor. These departmental plans and divisional summaries provided the input for the development of a comprehensive planning document. The South Plains College Institutional Plan, 1997-2001, was finalized in the fall of 1997 and published in February 1998. This document replaced the college's previous planning document, titled *The Compass*.

At the same time, the college developed an institutional assessment process that identified and described the college's "critical success factors" and accompanying measures of institutional effectiveness. The results of the annual assessment process were first reported in May 1999 with the publication of the Annual Report of Progress and Achievement, 1997-1999. Since then, the Annual Report has been published and distributed for 1998-99 and 1999-2000.

The primary purpose of this effort is to assist in preparing for the future. This involves an evaluation of the present level of accomplishment of established goals and the achievement of desired outcomes. The continued application of this ongoing planning and assessment process places South Plains College in a proactive planning posture. As the planning and reporting cycles run their yearly course, change and improvement are expected. It should be understood that this planning document is intended to define a "process," not become a "product." In this respect, it is not intended to ever be a completed document.

THE PLANNING PROCESS

The South Plains College Institutional Plan, 2001-2005 outlines the goals and objectives the college community will work to attain. The plan combines both strategic and operational planning processes. Both parts of the plan focus on the particular activities the college will undertake during the next four years. Appendix A provides an overview of the college's planning process and cycle. The Institutional Plan has been developed using a participative planning process and various data collection processes. The planning and assessment activities that have contributed to the development of this plan are described below.

- Since 1994, South Plains College has conducted confidential employee opinion surveys every two years. The most recent survey was administered in April 2000 and results were compiled and distributed in September 2000.
- The college's external constituent survey was redesigned and administered in September 2000. Constituents were asked to assist the college in identifying its most critical functions in fulfilling its mission and purpose and to rate its performance in delivering these functions. The instrument also identified immediate and future needs of key constituents. The results of the survey were compiled and distributed in December 2000.
- In 1998-99, the Administrative Council appointed a Vision and Values Task Force to study the level of awareness and commitment to vision and values among all employee groups. After surveying employees, the task force reported its findings and recommendation in July 1999. Members identified 10 opportunities for enhancement that would better enable employees to achieve the college's vision and values. The Administrative Council formulated a plan for using the information of the study and addressing the opportunities on appropriate administrative and departmental levels. The report was distributed to all instructional and administrative leadership.
- In the spring of 1999, the college developed its institutional assessment process as a means for measuring institutional effectiveness and performance. Five "critical success factors" were identified, the achievement of which would provide proof of the college's effectiveness. 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. Appendix B provides an overview of this system of evaluation and assessment. The results of the assessment process are reported for the past three years in The Annual Report of Progress and Achievement.
- In its annual review of the strategic plan in the fall of 1999, the Administrative Council initiated a process to identify strategic opportunities and develop positioning statements to direct planning and decision-making. Over the course of 1999-2000, strategic positioning statements were developed that addressed the Byron Martin Advanced Technology Center, enrollment management, service to constituents, Texas Tech University partnership, workforce education and development, instructional technology, institutional image, organizational structure, and financial stability and growth. These statements were finalized and adopted in the summer of 2000. They can be found in Appendix C.
- In April 2000, instructional and administrative leadership personnel participated in a workshop to continue the dialog about the college's vision and values and to identify creative ways to capitalize upon the opportunities identified by the Vision and Values Task Force. This brainstorming session, facilitated by CQI coaches, further identified strengths, weaknesses and institutional needs.
- In preparation for the development of this document, the Administrative Council initiated a review of the planning process in the spring of 2000. Planning guides, utilized by instructional and non-instructional units, were evaluated and were clarified. Input from departmental chairpersons and administrative staff was sought in this evaluation process. The modified planning guides have been used in the development of the operational plan

portion of this document for all instructional and non-instructional units. The guides can be found in Appendices D and E.

- All instructional and non-instructional units are required to prepare annual planning reports that note progress toward the achievement of departmental objectives and strategies. These reports also identify new departmental objectives and needs to be addressed in the next planning and budget year. Information from these reports is utilized by the Divisional Deans and Vice Presidents in addressing departmental and program needs through the budget process. A reporting guide to assist in this planning activity has been developed for use by planners. This guide can be found in Appendix F.
- In the fall of 1999 and fall of 2000, South Plains College participated in ACT's Faces of the Future Survey. This survey was administered to a random sample of SPC students. The data collected by the survey provides a student input dimension to this plan.
- South Plains College annually conducts a student evaluation of teachers and instruction and a student evaluation of student services. Evaluations of administrative and support personnel are also conducted.
- In February 2000, South Plains College participated in a Community and Technical College Peer Review conducted by the Texas Higher Education Coordinating Board. Preparation for this peer review and the results of the evaluation have provided a foundation for this plan as well.

As demonstrated by these activities, planning and assessment function as continuous processes at South Plains College, resulting in ways to improve the operations of the college and serve students in the best way possible. The calendar for the planning and budgeting processes is shown in Figure 1. The long-range relationships among planning, budgeting, accreditation and funding cycles are shown in Appendix A.

THE CONTEXT OF THE PLAN

Any plan must consider the context in which the plan occurs. The elements which set the context of this plan include the purpose of the institution, the institutional vision, organizational values, role and scope, external environmental factors, and internal environmental factors. These factors describe the environment in which the college operates and the plan is constructed and later deployed.

Institutional Purpose

South Plains College has a clearly defined purpose or mission statement appropriate to collegiate education as well as to its own specific educational role. This statement reflects the institution and its characteristics and addresses the components of the institution and its operations. The purpose statement defines the nature of what the college does as a part of the community college educational system in the State of Texas.

The formulation of a statement of purpose represents a major educational decision. As a result, the purpose statement is studied and updated periodically. The last major revision of the current statement was completed during the 1988-89 academic year. This process involved the efforts of the faculty, administration and governing board. State law defines specific purpose elements which an institution must include if it is to receive state funding. Therefore, the statement was revised in 1993-94 to include two new items which became part of state law. SPC's purpose statement provides the foundation upon which the planning and assessment process is grounded. The statement is examined regularly and will be studied again formally in 2001-2002, to determine whether or not it continues to reflect the true nature and operation of the college. The statement of purpose from the Board Policy Manual is cited here and appears in other appropriate publications.

Figure 1. Planning And Budgeting Calendar

DATE	PLANNING ACTIVITIES	BUDGET ACTIVITIES
August	New Strategic Plan or Review of Current Plan Complete.	Budget for Current Year approved by Board of Regents
August and September	Departments compile and submit Annual Progress Reports for Previous Year and update plan for Current Year.	
September and October	Implement Plan for Current Year. Departments finalize operational objectives and strategies with budget implications for Next Year.	Compile list of needed resources for operational objectives and strategies for Next Year.
October	Implement Plan for Current Year. Begin compiling Institutional Annual Report for Previous Year.	
November	Implement Plan for Current Year. Complete Institutional Annual Report.	Establish budget parameters for Next Year. Complete revenue estimates.
December	Implement Plan for Current Year.	Begin budget preparation for Next Year.
January	Implement Plan for Current Year.	Budget preparation for Next Year.
February	Implement Plan for Current Year.	Next Year's budget due to Instructional Deans by Feb. 1.
	Planning Hearings with Executive Council for Next Year's budget	
March	Implement Plan for Current Year.	Next Year's Budget to V.P.s by March 1.
April	Implement Plan for Current Year.	Prepare Next Year's Preliminary Budget.
May	Departments begin assessment of Current Year's operational activities and begin preparation of Annual Progress Reports.	Next Year's Preliminary Budget presented to Board of Regents at May meeting.
June	Prepare Strategic Plan and/or Revisions to Current Plan.	Next Year's Total Budget discussed by Board of Regents at June Meeting.
July	Finalize Strategic Plan and/or Revisions to Current Plan.	Print final copy of Next Year's Budget.

Statement of Purpose

South Plains College is a publicly supported two-year community college providing educational opportunities through academic-vocational-technical, continuing education, workforce development and community service programs. Campuses are located at Levelland and Lubbock with an extension center at Reese Air Force Base, all of which serve a 15-county area of the South Plains. Because of the diversity and excellence of its educational offerings, the college attracts students not only from its service area, but from many parts of Texas and Eastern New Mexico, and even from around the world.

History

The history of South Plains College is the unfolding of an idea with two elements: the impulse and capacity of the individual to learn and produce, and the community dependent on the enlightened and productive individual. In some sense, this history begins when the local community begins, for the community has always understood that its nature is, in part, to learn and teach, and it has always provided good public education for its children. But by

the early 1950s a few prominent citizens of Hockley County realized that the local education should no longer be limited to children, and that Hockley County required a greater role in the educational system of Texas. Consequently, these citizens twice petitioned the State Board of Education, once in 1951 and again in 1956, for permission to establish a junior college in Levelland. Given permission to hold an election, the citizens of Hockley County voted approval on April 9, 1957.

In 1958, the college opened its doors primarily as a two-year academic transfer institution, the first such college in Texas in over ten years. (South Plains College opened the door to the expansion of community colleges in Texas, arguably the most significant development in Texas higher education of the last half of the twentieth century.) Fruitful changes began almost immediately. In 1959, Whiteface Independent School District developed a clearer notion of community college and rapidly incorporated technical and vocational education, continuing education, and educational counseling and other student support services.

South Plains College has continued to grow and expand, opening the extension at Reese Air Force Base in 1970, and a branch in Lubbock in 1973. In 1977, the college acquired and refurbished the West Texas Hospital Building in Lubbock, and in the fall of 1978 established the Lubbock Campus at the new site. It also established a campus in Plainview, Texas, but this campus has been discontinued, except for a Licensed Vocational Nursing Program. With the closing of Reese Air Force Base in 1997, the college acquired through public conveyance six educational buildings at the former air base. These facilities have been developed into an expanded SPC Reese Center program. The same year, SPC established a partnership with the Lubbock Independent School District and other Lubbock community partners to open the Byron Martin Advanced Technology Center. In order to accommodate enrollment and program growth, college officials in 2000 decided to close the Main Street facility and consolidate its Lubbock-based programs at the SPC Reese Center. Over the years, these expansions have significantly enriched South Plains College, broadening its service area and contributing to its understanding of the larger community. All the while, the larger community has been exceptionally positive in its support of the college, voting bond issues as needed and promoting enthusiastically all facets of the college.

History implies change, and South Plains College is committed to changing with the needs and opportunities of the community. It seeks not merely to be the guardian of tradition, but to be creative as well, ever seeking to uncover and find expression for individual and community potential. Communities, however, do not merely change. The original idea that established the college remains valid, and South Plains College understands its relation to the abiding values of civilization. Thus, the college continues to be the unfolding intellectual history of a community attempting to be a responsible part of the larger communities of the world.

Purpose

South Plains College believes that every citizen, regardless of age or background, should have the opportunity to nourish the impulse to learn and to produce. Accepting every obligation as a member of the Texas College and University System, SPC believes that it must provide economical, quality education for anyone who wishes to attend the college. While committed to excellence in all of its programs, the college understands this excellence with reference to the diverse needs of its students, believing that its purpose is to do whatever it can to enhance personal growth and prepare individuals for lifelong creative roles in the community. Thus, on the one hand, SPC holds fast those values and disciplines that are the foundation of a civilized community, and it does all that it can to promote them; on the other hand, SPC encourages innovation that is the expression of creative change, of unfolding truth in terms both of content and method, recognizing what is unique and new in individuals and situations. To this end, the college is committed to providing dedicated and qualified teachers, staff members, and administrators; a stimulating, compassionate, and wholesome educational environment that encompasses the entire community; and a broad and dynamic curriculum and student support services that presently include the following:

1. Associate degree programs in academic disciplines that parallel university curricula for those students working toward a baccalaureate degree.
2. Certificate and associate degree programs in technical and vocational educational areas for those students who seek to attain certain skills, attitudes, and aptitudes in order to prepare for gainful employment or advanced study.
3. Developmental programs designed to assist those students who are under prepared for college and who need to develop college success skills.
4. Continuing education programs for individuals who wish to enrich their lives or to upgrade existing knowledge and skills to meet new job demands.
5. Specialized business and industrial training programs which anticipate and address specific needs of these organizations and their employees.
6. A number of student support services including assessment, counseling, advisement, job placement, tutoring, social activities, community cultural leadership, and wellness-fitness services.
7. Work force development programs designed to meet local and statewide needs.
8. Adult literacy and other basic skills programs for adults.

South Plains College believes that students, depending upon the specific programs they may wish to pursue, should have the opportunity to improve upon one or more of the certain universal skills that are the distinguishing marks of civilized and educated human beings: among these are critical thinking skills, mechanical skills, communication skills, creative skills, leadership skills, and social skills.

South Plains College provides ample space for all its programs and services, being particularly proud of the physical facilities, campus grounds, and instructional equipment. The people responsible work diligently to maintain all facilities in excellent condition and to provide new and replacement equipment to meet or exceed contemporary needs. Finally, South Plains College tries to understand itself as an unfolding idea, determined in part by its origin and history, but always an institution in process.

Adopted by the Board of Regents November 9, 1989.

Revision Adopted by the Board of Regents February 10, 1994.

Source: Board of Regents Policy Statements Manual

Institutional Vision

South Plains College has developed and adopted a vision statement and a series of organizational commitments which define for the college a desired state and preferred future. Our vision and seven areas of commitment provide direction for the college and inspire the college community to stretch beyond its present level of institutional effectiveness.

Statement of Vision

South Plains College improves each student's life.

Statement of Values

South Plains College respects the diversity of its student body and recognizes the worth and potential of each student. Therefore the college affirms the following values and beliefs.

Commitment to Students: We believe each student is individually important and has unique needs and goals. The college supports students in clarifying their lifelong goals, provides personalized attention and service, assists them in developing their talents and skills, recognizes their culture, heritage and lifetime experiences, and challenges them to become independent, lifelong learners.

Commitment to Educational Excellence: As educators, we believe effective teaching brings quality to learning and that our success is measured by the success of our students. The college provides and is accountable for the quality of its educational programs and student support services. We recognize that academic freedom is a catalyst for innovation and technology enhances the educational experience. These qualities enable the college to prepare students for lifelong, creative roles in the community.

Commitment to Access and Diversity: We believe the college should provide access to programs and services to students who may benefit and that the college should reflect the diversity of the community it serves. The college offers equal access to education through an open door admissions policy. The college has a responsibility to provide educational services that are affordable and available at convenient times and places.

Commitment to Faculty and Staff: We believe everyone contributes to quality and institutional success by working toward common goals as a team member. All members of the college community will have the opportunity to be an innovator, to grow through professional development, and to prosper from equitable rewards and recognition based on clearly defined expectations.

Commitment to a Quality Campus Environment: We recognize the importance of providing a safe, clean and accessible work and learning environment that is characterized by integrity, clear communications, an open exchange of ideas, appreciation for personal worth, involvement in decision-making and respect for all individuals.

Commitment to the Community: As members of a larger community, we recognize the importance of enhancing the quality of life for all citizens of the community and supporting opportunities for economic development and growth. We will listen actively to the needs of our constituents and work to build partnerships to address common needs and goals.

Commitment to Effective Use of Resources: In order to remain good stewards of the public trust, we believe in the effective use of college resources to provide quality education and services to students and the community. To accomplish this we will plan effectively for the future.

Statement of Role and Scope

The college implements its purpose through a clearly defined set of programs, services and partnerships that include:

Academic Transfer Programs: The college offers associate degrees in academic disciplines that parallel university curricula for those students working toward a baccalaureate degree.

Technical Education Programs: The college offers certificate and associate degree programs in technical and vocational education areas for those students who seek to attain certain skills, attitudes and aptitudes in order to prepare for gainful employment or advanced study.

Developmental and Basic Skills Programs: The college offers developmental programs to assist those students who are underprepared for college and who need to develop college success skills, adult literacy skills and other basic learning skills.

Continuing Education Programs: The college offers continuing education programs for individuals who wish to enrich their lives or to upgrade existing knowledge and skills to meet new job demands.

Economic Development Programs: The college promotes the economic development of the region by providing workforce development programs for new and expanding business and industry which anticipate or address the specific training needs of these organizations and their employees.

Student Development Programs and Services: The college offers student support services for prospective, current and former students to increase their success and enhance their po-

tential for personal, educational and professional growth. Among these services are assessment, counseling, advisement, job placement, tutoring, social activities, community cultural leadership and wellness-fitness services.

Access Programs and Services: The college provides recruitment, counseling and evaluation services that increase access for students not traditionally served by higher education. The college promotes distance education partnerships which provide for access delivery of academic and technical courses to underserved constituents within the college's service area.

Critical Processes

Given the institutional purpose, vision, role and scope of the college, the following processes are critical to the success and operation of the college. Institutional planning addresses each of these processes in some form or fashion.

1. Instructional Processes
2. Student Support and Development
3. Recruitment, Retention and Marketing
4. Community Relations
5. Planning
6. Human Resources
7. Financial Management
8. Institutional Effectiveness
9. Governance

External Environmental Factors

Many external factors play an important role in the future of South Plains College. The local, regional and state economies, demographic factors, federal and state priorities, and technological advances are examples. On the nearer scale, state issues, such as funding, testing, regulations and distance learning, impact the college.

ECONOMIC

The economic expansion in recent years has produced a strong national economy. Economic expansion in the college's service area has been confined primarily to the service/retail sector and health care sector. Agriculture and oil production have weakened in recent years due to adverse weather conditions and price structures, respectively. The inflation rate has been stable, but the cost of goods and services purchased by the college continues to increase. In the most recent year, the rising cost of energy and energy-related products has been a factor affecting the allocation of physical plant resources. Health care costs in the form of staff benefits have increased in the past two years and can expect to create economic pressure for the institution. The changes in national and state economic policies related to agriculture, oil and education are of major importance to South Plains College.

POPULATION

The population of the college's 15-county service area grew by a total of 16,031 persons from 1990-2000, a 4.3% increase. About a third of this population growth, 5,276 individuals, has occurred since 1998. Total population is 391,992 with 242,628 or 62% residing in Lubbock County at the center of the college's service area. Eleven of the 15 counties have lost population in the past 10 years. The college's home location of Hockley County experienced a 6.1% decline or 1,483 individuals. Lubbock County on the other hand grew 9%, adding 19,992 residents to its population. The data suggests that within the college' service area, there is a population migration from rural counties to the more populated centers of Lubbock and Plainview where the centralization of medical, retail and governmental sectors is occur-

ring. The inconsistent and often struggling petroleum and farming sections are a factor affecting rural growth.

DEMOGRAPHIC

Shifting demographic factors play a role in the future of South Plains College. Increases in total population and the college-age population will be among Hispanics. In the past decade, the percentage of Hispanics residing in the college's service area has increased from 37.6% to 39.1%. This compares to the statewide percentage of 32%. Several service area counties, including Bailey, Crosby and Hale, have Hispanic populations that are approaching 50%. The area's percentage of African-Americans has largely remained unchanged. Minority ethnic groups make up 44.2% of the area's population.

Approximately 284,584 residents are age 18 and older, representing about 72.6% of the service area population. This group has the greatest potential to access SPC's educational programs and services. Of this group, 64.4% are white, 28.5% are Hispanic and 5.7% are African-American. 51.9% of all Hispanics and 74.4% of all African-Americans in the college service area reside in Lubbock County.

The aging population in the service area will also impact the college. Approximately 107,398 area residents or 27.4% are under age 18 compared to 28.2% for the state. Lubbock County has a higher percentage of people over age 64 than people under age 4 compared with the rest of Texas. 7.8% of the county's population is 4 years old and under, while 10.6 percent is over 64. Statewide, 8.5% of the population is 4 years old and under, while 10 percent is over 64. Only 25.7% of the population of Lubbock County is under age 18. Only Dickens and Motley Counties, with the area's smallest populations, have a lower percentage of individuals under age 18 than Lubbock County. The aging of the population is also evident in rural counties where school districts are facing declining enrollments in lower grades.

The educational level of the population also varies. According to 2000 Census data, 37.9% of persons age 25 and older in the area have graduated high school. The statewide percentage for this demographic is lower at 35.7%. About 10.2% of persons age 25 and older have graduated college (baccalaureate degree), as compared to state percentages of 10.1%. The Texas Literacy Resource Center labels Lubbock County as one of 62 "high need" counties in Texas, with more than 54,000 adults in the county in need of literacy programs. 1997 median household for the service area was \$27,419, and 21.6% of the total population lives in poverty.

FEDERAL

Federal priorities influence the institution in several ways. Federal grants and contracts are important to South Plains College. Federal financial aid to students helps bring students into the college and allows students, who otherwise could not afford it, to consider college as a possibility. The percentage of SPC students who are eligible and receive federal financial aid has increased from 31.0% in 1997-98 to approximately 45% for 1999-2000. In the most recent ACT Faces of the Future survey, 54% of the SPC students responding to the survey indicated that student financial aid was a major source of funds for college. Any change in federal policy which reduces the amount of aid available or the number of individuals who may receive aid will have an adverse impact on the college.

Grants for technical education and training, including Carl Perkins funds, Tech Prep, and School-to-Work, are also important to the college. These funds have been used to improve equipment and curriculum and have provided supplemental student services to support the recruitment and retention of technical students and members of special populations. Carl Perkins funding allocations to the college increased approximately 9% from 1999-2000 to 2001-02. The increase reflects the college's enrollment growth and increasing number of students receiving Pell Grants. However, the program has adopted more rigid performance measures as a basis for funding. One of the college's top priorities is to address the performance measures in planning for the use of Perkins funds.

TECHNOLOGY

Technology will continue to impact the college in the future. Since 1997-98, the college has invested more than \$1 million annually in technology upgrades for instruction and administrative services. The college has received two major grants from the Telecommunications Infrastructure Fund (TIF) that has allowed for the development of three ITV distance educa-

tion classrooms and expansion of student and public-access computer labs in SPC libraries. In fall 1999, South Plains College was awarded a \$1.75 Title III Strengthening Institutions Grant from the U.S. Department of Education that has resulted in additional funds for incorporating instructional technology into classrooms. The use of technology in support of the college's educational mission will continue to be an area of emphasis.

State Factors

The actions taken by state government impact the future of South Plains College in four main areas. These are funding, testing, regulating, and reporting.

FUNDING

Funding for community colleges by the state has undergone changes over the past several years. State funding to the two-year colleges in Texas is based on the formula rates which are derived from state median cost for the eight elements of costs eligible for state funding. These eight elements are faculty salaries, departmental operating expense, instructional administration, student services, institutional support, organized activities, library, and staff benefits. The costs of teaching courses, grouped by funding code, are established from a survey of costs completed by each institution. The Texas Higher Education Coordinating Board (THECB) then recommends formula rates to the Legislative Budget Board (LBB). Until 1994, THECB had recommended costs plus inflation. That year the practice was broken. Based on political considerations due to pressure on the state budget, THECB reduced its recommendation by an amount equal to the amount of tuition and fees collected by community colleges. The end result was that the state support for community colleges, as measured by the percentage of costs funded, was reduced.

In 1997, this new practice was modified slightly. THECB again reduced the recommended rates so that they no longer represented costs plus inflation, but the legislature upped the funding levels from 79% to about 88% of the THECB recommended rates. Thus, the funding levels, as measured as a percentage of costs, increased.

In 1999, the LBB and State Legislature agreed to initiate the first phase of a ten-year plan, proposed by the Texas Association of Community Colleges, to bring community college funding back to full formula funding levels. In the previous biennium, community colleges received approximately 61% of the recommended formula rates. For the 1999-2001 biennium, the percentage of the formula funded was increased to 71%. The college received additional state appropriations as a result of this action.

It is uncertain whether the LBB and State Legislature will continue with the TACC proposal for the 2001-2003 biennium and increase the percentage of the formula funded to 81%. At the writing of this plan, the Legislature was only considering additional funding for enrollment increases.

State funding, which amounted to 52 percent of the overall budget for South Plains College in 2000-2001, will continue to be an important factor for the college. This source of funds has been stable. But historically, while the state contribution to community college funding has increased, it has not kept pace with increasing enrollments and inflation. State appropriations per full-time student equivalent has declined from \$2,294 in 1995-96 to \$1,646 in 1999-00.

Funding issues are related to the changing expectations for higher education. Business and industry at all levels expect education to help develop the skills which will be needed for jobs of the future. State officials and legislators are also investigating funding systems tied to institutional performance measures for higher education. South Plains College has participated in a pilot accountability program for the funding of developmental education activities.

TESTING

Testing required by the Texas Academic Skills Program (TASP) is an important part of the future of SPC. This program requires testing, advising, placement, remediation, and reporting. This program which started in 1989 has a major impact on the college. Since remediation is required, students follow course plans which are not as they had originally planned. The 1997 legislature changed the testing requirements of TASP, allowing schools to designate and use an alternative placement test in lieu of the TASP Test. The change in the test-

ing requirement, along with a “B” out option for students in developmental studies, has provided the college greater flexibility in meeting the testing needs of students. The tracking of developmental sequencing for the “B” out option has placed new demands on the college’s recordkeeping and reporting responsibilities. The college is also required to report back to high schools the results of student performance on alternative placement tests. Additionally, the THECB has modified the reporting procedures for the TASP in order to produce accountability reports to the State Legislature.

REGULATIONS

Regulations and reporting requirements are a part of TASP, but the THECB has implemented other reporting requirements. The 1997 legislature included outcome measures as a part of a rider to the appropriations bill. The measures are as follows: the percentage of course completers; the number of degrees or certificates awarded; the percentage of graduates who pass a licensure exam; the number of students who transfer to a public university; the percentage of remedial students who pass TASP; the percentage of students enrolled who are academically disadvantaged; the percentage of students enrolled who are economically disadvantaged; the percentage of minority students enrolled; and the percentage of contact hours taught by full-time faculty. Standard definitions for these measures have been developed and the college has reported its performance to the Legislative Budget Board for the past three years. The performance measures have also been incorporated into the college’s institutional assessment process.

New THECB curriculum regulations have resulted in numerous changes in the college’s academic and technical curriculum during the past three years. The changes had nothing to do with quality of instruction or the need to adjust to changes in the profession. THECB initiated a program to develop a common Workforce Education Course Manual (WECM) that would standardize technical education instruction in the state. Working with statewide faculty and practitioner committees, new courses have been written for every technical program approved by the THECB. The goal is to provide for uniformity and ease of transfer of technical course credit from one college to another. For some SPC programs, the results of WECM has been the lowering of contact hours for many courses which in turn affects the funding generated by the program.

During the past three years, a number of statewide task forces and planning committees have been commissioned by the State Legislature or THECB to address higher education and workforce needs. The findings and recommendations of these groups have been incorporated into the state’s higher education plan – “Texas Higher Education: Closing the Gaps.” The plan addresses closing the gaps in higher education participation, student success, research and excellence. The college will be required to determine how it will contribute to progress in meeting the goals of the plan. Additionally, the college is mandated to develop and implement a “uniform recruitment and retention strategy” and to report to the THECB the manner in which the college has implemented the uniform strategy. These and other recommendations from state planning groups will influence and impact the college’s own planning efforts.

DISTANCE LEARNING

The regulation of distance learning in Texas will be important to higher education. In an effort to provide leadership in the development of distance education programs, TACC has established the Virtual College of Texas, a consortium of the state’s community colleges and a vehicle where students from across the state can access distance education opportunities. South Plains College has been a part of this movement from its inception. In the distance education discussion, diverse attitudes have been articulated, ranging from anything goes to all things are regulated. The e-Texas Commission’s report to the Comptroller of Public Accounts has recommended the development of an “e-Texas University” through the TIF Board to provide the state core curriculum through the Internet and distance education. These and other such proposals, if acted upon by the state legislature, will affect how South Plains College will participate in distance education initiatives during the next planning cycle.

Within the college’s service area, the number of public schools with networked distance education ITV classrooms has increased from seven schools to more than 20 schools in the past four years. The college is a member of three distance education consortiums that operate in its service area. The Region 17 Educational Service Center serves as the hub for the

consortia networks. The expansion of ITV and distance learning networks presents new opportunities for the college to deliver college courses to underserved populations.

Local Factors The local external factors which are related to planning for South Plains College are funding from taxes and tuition and fees, economic development, and district expansion.

LOCAL TAXES The aggregate decline of oil prices and oil production in the college district has resulted in the decline of the tax base for the college in Hockley County and the Whiteface ISD portion of Cochran County. Net assessed property valuations for the past five years have fluctuated with the price of oil, ranging from \$2 billion in 1997-98 to an all-time low of \$1.3 billion for 1999-00. Valuations for 2001-2002 are estimated to rise to \$1.9 billion. Despite these fluctuations in property values, the amount of taxes collected has remained stable because of a Board of Regents' commitment to setting effective tax rates that will generate approximately \$4.6 million annually (See Figure 2.). The absence of local taxes to support the college's operations in Lubbock and at the SPC Reese Center has resulted in a need for a higher level of support from student tuition and fees.

TUITION & FEES The college continues to strive to maintain a tuition and fee structure that is affordable for students. However, the downward pressures on state funding and local taxes have resulted in students paying a higher percentage of the budgeted expenditures. (See Figure 3.) While tuition rates have remained constant, fees have increased. In actual numbers, the fees for 15 semester credit hours have increased a total of \$135 since 1997. This total dollar amount represents a 25 percent (in-district) and 36 percent (out-of-district) increase for students attending the Levelland Campus and a 19 percent (in-district) to 20 percent (out-of-district) increase for those attending the SPC Reese Center or Byron Martin Advanced Technology Center. Students attending the college's Lubbock locations have traditionally paid a higher instructional support fee because these locations do not receive support from local taxes. (See Figure 4.) A portion of the fee increase has been dedicated to capital improvements and expansion of the college's physical plant.

Like college costs overall, the pressure to have students pay a higher percentage of the cost for their education continues. Student sources of income (tuition and fees) funded 23% of the 1999-2000 budget as compared to 19.7% three years earlier.

WORKFORCE TRAINING South Plains College and economic development on the South Plains are tied together by the nature of the jobs currently evolving in the region's economy. In 1997, the State Legislature restructured workforce development and training by expanding the role and scope of the Texas Employment Commission and creating the Texas Workforce Commission. State funding in support of workforce development is channeled through the TWC to colleges as well as businesses. The legislation also created a system of regional Workforce Development Boards that serve as mechanisms for the delivery of workforce education and training to a particular region. SPC is represented on these regional boards and works closely with all workforce development partners, including TWC, Market Lubbock, Inc., and a number of other agencies and groups.

The South Plains region is primarily an agricultural region with new growth chiefly in the

Figure 2. Budgeted Revenue by Major Source FY 1997 to 2001

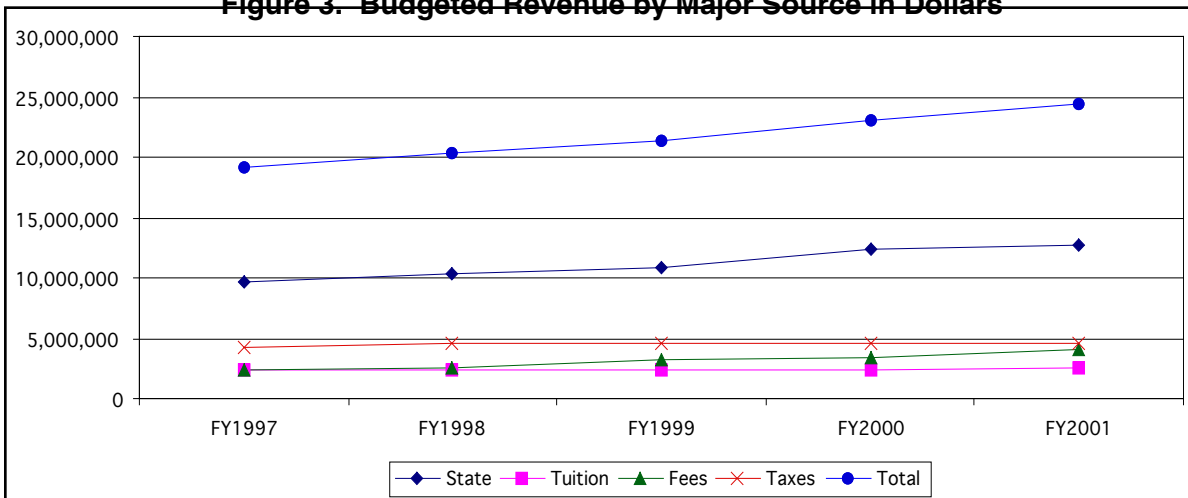
	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
State Appropriations	\$9,663,521	\$10,401,683	\$10,834,521	\$12,336,988	\$12,661,581
Tuition	\$2,292,300	\$2,294,300	\$2,329,300	\$2,329,300	\$2,574,300
Fees	\$2,442,900	\$2,602,997	\$3,221,252	\$3,335,879	\$4,115,290
Taxes	\$4,270,350	\$4,610,270	\$4,610,270	\$4,609,935	\$4,609,935
State Contracts	\$95,500	\$95,500	\$95,500	\$95,500	\$50,500
Auxiliary Activities	\$80,245	\$80,245	\$83,245	\$83,245	\$58,245
Other Sources	\$231,980	\$231,980	\$231,980	\$231,980	\$253,253
Total Budgeted Revenues	\$19,076,796	\$20,316,975	\$21,406,068	\$23,022,827	\$24,323,104

health care and service industries. The top three challenges facing the local corporate market are finding qualified employees, finding sufficient numbers of potential workers, and retaining current workers. Emphasis areas in workforce development initiatives focus on business retention and growth. For the corporate and consumer training markets, the greatest training needs have been identified as being basic computer skills, foundational employability skills, and professional development for licensure.

In April 2001, South Plains region had a civilian labor force of 270,683 with only 10,265 workers available as a result of 3.8% regional unemployment rate. Lubbock County, where the greatest number of workers are concentrated, had a lower unemployment rate of 2.2%. The difficulty of hiring experienced workers is greatest in government, transportation, utilities, business services and manufacturing. These positions require higher levels of education. Demand occupations, such as lodging, retail, health and business services and service industry, typically have lower wages and higher turnover. The business profile of the region is typically characterized by a majority of small businesses that employ 20 or fewer employees. The local worker market is diverse and distinguished by a high percentage of employment in the trades, major employment in allied health fields, and a high percentage of 25-44 year old workers. Top challenges faced by the worker market are lack of time to train or retrain to meet the requirements of current or new positions, finding reasonably priced long-term training programs, and limited availability of training courseware.

Regional and local economic development initiatives are being given greater consideration

Figure 3. Budgeted Revenue by Major Source in Dollars



Percentage of Revenue by Major Source

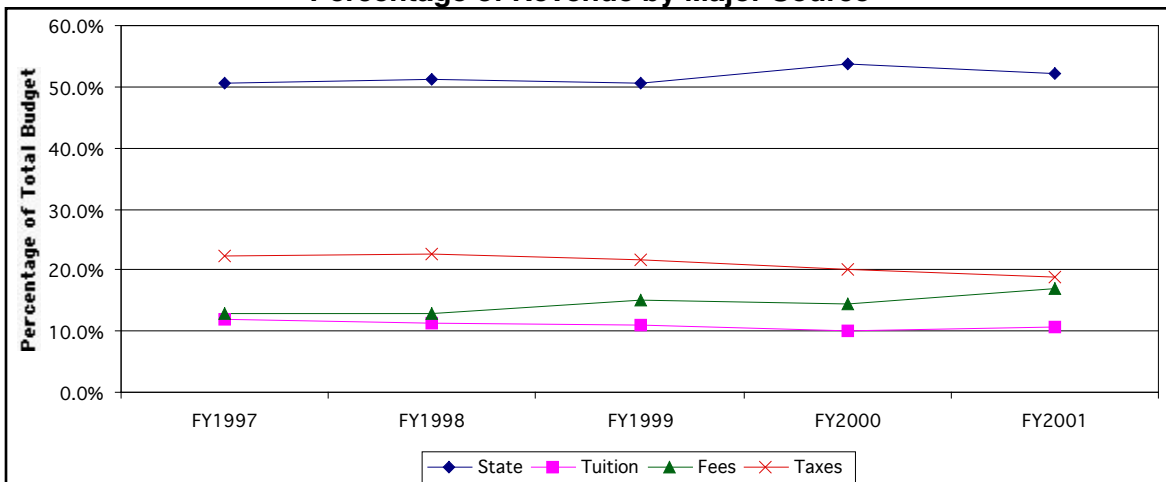


Figure 4. Tuition and Fees for 15 Semester Credit Hours		1996	1997	1998	1999	2000
Levelland						
In-District		\$358	\$373	\$418	\$433	\$508
Out-District		\$508	\$523	\$568	\$583	\$658
Lubbock						
In-District		\$513	\$543	\$588	\$603	\$678
Out-District		\$663	\$693	\$738	\$753	\$828
Reese						
In-District		\$480	\$585	\$588	\$603	\$678
Out-District		\$480	\$585	\$738	\$753	\$828

and emphasis. Changing expectations for higher education is being monitored through economic development partnerships, surveys and input from advisory committees. An issue facing the college is the provision of education for students and workers at locations off the main campus.

Internal Environmental Factors

The context of the plan also depends on internal environmental factors. The specific internal factors may be divided into the three major divisions: instructional, student services, and administrative resources. The general morale of the institution is also important and is positive. The values reflected in the vision statement enjoy wide acceptance among the college personnel. The most recent Employee Survey indicated that employees continue to rate the following survey sub-scales very high: constancy of purpose, student focus, employee empowerment, trust, cooperation and teamwork and internal customer focus.

Instructional Factors

The instructional programs are the central focus of the purpose of the college. Transfer, technical, workforce training, continuing (non-credit avocational) education, remedial education, and literacy are areas defined in the purpose of the college. Various issues help set the context for the instructional plan.

EMPHASIS AREAS

The provision of instructional programs in support of economic development is a major role for all instructional areas. The development of the curriculum to support these efforts is an important task, and the college has responded to area business needs by expanding its non-credit workforce development programs. This expansion has been made possible through the facilities of the Byron Martin Advanced Technology Center in Lubbock. Only, one new technical education program (emergency medical services) was developed in the past three years. However, several programs have consolidated curriculum options or have developed new curriculum options in response to changing occupational patterns. Finite resources available to the college will require careful curriculum and program choices in responding to identified educational needs.

EDUCATIONAL PARTNERSHIPS

The college has worked to develop innovative educational partnerships both downward through the public schools and upward through the university level. Tech prep and dual credit articulation agreements with public school districts will continue to impact the college's instructional delivery system. The college's expanding partnership with Texas Tech University will require careful scheduling of courses, the hiring of new faculty, and the expansion of instructional facilities. As the result of a TIF Discovery grant, the college will become a partner with six other two-year colleges to explore the application of video streaming technologies to distance education and instruction.

ACADEMIC PREPARATION

The level of academic preparation of incoming students is an important factor for instruction. Students come to the instructional program with a wide spectrum of academic preparation (from extraordinary to inadequate). The percent of students who are underprepared for college, as measured by their performance on the TASP Test, has ranged from 23% to 43%

during the past five years. In the past two years, the percentage of underprepared students has declined slightly due in large part to greater numbers of Texas Tech University students concurrently enrolling at SPC and the expanding number of dual credit students who must meet all TASP requirements before being approved for course enrollment. The greatest percentage of students who are underprepared do not score sufficiently on the math portion of the TASP Test, followed by the reading portion of the test. For future years, the number and percent of students enrolled in developmental courses is expected to increase through the educational partnership with Texas Tech that will eventually result in SPC providing developmental education courses for all Texas Tech students. If this pattern continues, greater numbers of developmental math and reading faculty will need to be employed to assist these students.

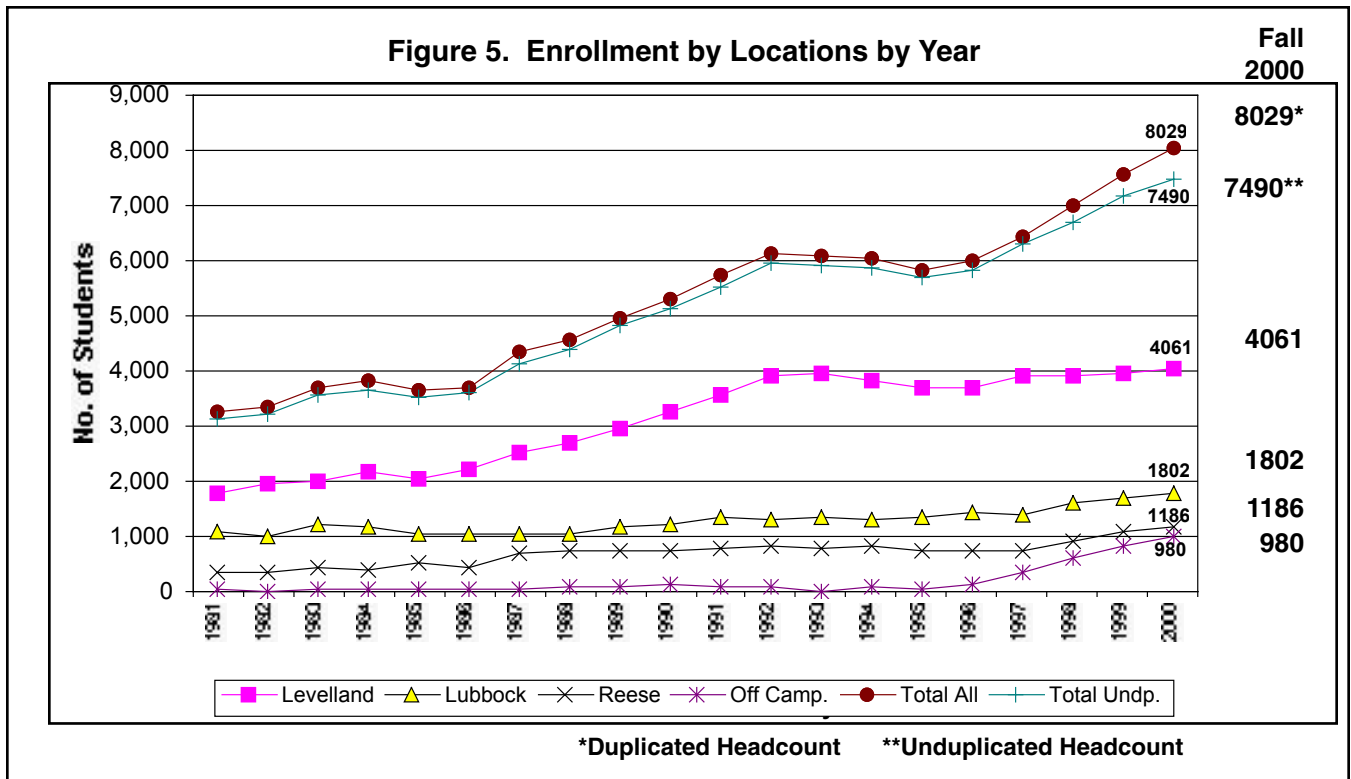
ENROLLMENTS

South Plains College has experienced a period of steady enrollment growth. (See Figure 5.) Total number of students served annually by both credit and non-credit courses and programs has increased 16.5% from 13,564 in 1996-97 to 15,804 in 1999-2000. Fall semester unduplicated credit headcounts have increased 18.8% in the same time span, from 6,296 students to 7,490 for Fall 2000.

Enrollments also vary by locations. The Levelland Campus has experienced a modest 3.2% increase in enrollment from 1997 to 2000. On the other hand, the fastest growing program is off-campus programs. Fueled by an expanding dual credit program, enrollment in off campus programs has nearly tripled since 1997. The SPC Reese Center program has experienced a 57.7% increase in the same time span. Enrollment at the college's Lubbock campus has grown 27.8%.

Enrollment in non-credit continuing education short courses have increased 7.2% in the past two years. More than 5,000 adults were served through continuing education program during 1999-2000.

While population growth on the South Plains seems to be concentrated in Lubbock and Plainview, the potential for any additional enrollment growth at the college will come from two areas of emphasis – the start-up of new technical education programs and the further development of the Gateway Partnership with Texas Tech University.



The number of seniors at high schools in the college's service area has declined slightly from 4,712 in 1997-98 to 4,530 for 1999-2000. With low unemployment in the region, the adult population returning to college has declined slightly as well. Future enrollment growth at the college will come from the traditional college-age market, with more students who live outside the college's service area enrolling at SPC as a result of the Texas Tech partnership.

The needs of students must be considered as factors which impact enrollment. Recent student survey data indicates that nearly two-thirds of all SPC students hold part-time or full-time jobs. Enrollment in college courses for these students must be compatible with work schedules and job demands. The proximity of the college to work and home are also other important factors in a student's decision to enroll at SPC. These factors are not as important for students as the cost for attending college or the availability of a particular program of study.

RETENTION

Retention of the students who do enroll is an important factor in the success of the college. The THECB and the Legislative Budget Board monitor course completion rates for community colleges. SPC's completion rates for the past four reporting periods have surpassed the state averages for peer institutions. For 1999-2000, SPC's course completion rate was 83.5% compared to the state average of 79.5%. The college's graduation and transfer rates also exceed the state standard. The college also continues to retain remedial students at rates that are higher than state averages for peer institutions. Graduation rates of minority students have exceeded the enrollment rate for this population.

Work conflicts remain one of the major barriers to the retention of students regardless of the age of the student. Adequate financial resources to continue college are another barrier for many students.

FACULTY RATIOS

Another area related to planning is the ratio of full-time and part-time faculty members. Each time a faculty position becomes vacant, an analysis is conducted to determine the need to replace that position. In recent years the number of full-time faculty members has been reduced using this process. In addition, the number of students (measured as student contact hours) required for overloads has been increased. The college's recent enrollment growth has been accommodated through an increase in the number of faculty who teach overloads. However, efforts are underway to hire additional full-time faculty in key instructional areas. The use of part-time instructors remains low at South Plains College compared to other institutions in Texas. For 1999-2000, 92% of all courses offered at the college were taught by full-time faculty. This compares to the state average of 69%. Even with the increase in the number of dual credit courses being taught by part-time faculty, the college has been able to maintain a high full-time faculty ratio.

FACULTY DEVELOPMENT

Opportunities for faculty development have expanded through the acquisition of the Title III Strengthening Institutions Grant. For the most part, faculty members are expected to take the initiative in their own professional growth and development. However, the creation of the Center for Teaching and Learning has formalized the process for faculty development. The college has surveyed faculty and staff and has developed special workshops relating to instructional technology, computer software applications, the Internet, basic computer usage and related topics. Additional professional development activities have focused on diversity issues and the incorporation of multiculturalism into the curriculum. A professional development committee was organized in spring 2001 to provide planning input and direction.

Student Factors

The college's student body reflects the diversity found in the college's service area. The enrollment patterns of students by location is directly related to the availability of specific courses and programs at a particular college location. The expansion of course offerings at the Main Street Campus, Byron Martin ATC, and Reese Center has concentrated the college's enrollment growth to these Lubbock locations. For the 2000 fall semester, 50.5% of all students enrolled at the main campus in Levelland. This compares to 61.6% enrolled at the Levelland campus in the fall of 1996. 22.5% of students enrolled at the Main Street Campus and the Byron Martin ATC in fall 2000, compared to 23.7% in 1996. The BMATC

did not open until the fall of 1997. 14.8% of students enrolled at the SPC Reese Center in fall 2000, compared to 12.4% in 1996. The most dramatic growth has been in off-campus programs with 12.2% enrolled in fall 2000, compared to 2.3% in 1996.

RESIDENCY

The majority of SPC students, 82.9% in fall 2000, reside in the college's 15-county service area. The percentage of students who reside in Lubbock County has increased in both number and percentage in the past four years, from 50.5% in fall 1996 to 54.8% in fall 2000. On the other hand, the percentage of in-district students who reside in Hockley County and the Whiteface ISD, has declined from 13.6% in 1996 to 10.1% in fall 2000. These patterns coincide with population changes in these counties. The percentage of students who reside outside the college's service area has seen an increase from 11.3% in 1996 to 14.2% in fall 2000. Overall, 97% of all students are Texas residents.

ETHNICITY

Enrollment of white students has increased on the average of 3.4% per year since 1993. For fall 2000, 68.2% of all students were white. Enrollment of Hispanic students has grown at a faster rate than white students on the average of 4.8% per year since the fall of 1993. Hispanic students accounted for 25.8% of the student body in fall 2000. Enrollment of African-American students has fluctuated in the past seven years with an overall decline on the average of 1.6% per year. The number of African-American students enrolled in fall 2000 was 46 students less than the number enrolled in 1993. This population made up 4.3% of the student body. Enrollment of Asian students has grown at an annual rate of 12.2%.

Overall, SPC's enrollment has increased by 1,558 students or 26.3% from 1993 to 2000. This number is approximately equal to the sum of the total increases for White and Hispanic students for the seven-year period examined. Enrollment of all minority populations combined has increased at a rate slightly greater than the college's overall growth rate. Since fall 1993, SPC has enrolled 526 more students of different ethnic origins for an increase of 28.4%, approximately 2 percentage points greater than total enrollment growth.

GENDER

The percentage of male and female students has remained relatively stable the past four years. For fall 2000, 45.7% of students were male and 54.3% were female.

AGE

Approximately 71% of all SPC students are age 24 or younger. The average age of SPC students has declined on the average of 0.5 years for the past five years. Average age of students was 25.5 in 1996. For fall 2000, the average age was 23.05 years. The change is indicative of the growing number of college-age students and dual credit high school students enrolling in college courses and the decline of adult students due to the area's full-employment status. The average age of students who enroll in Lubbock campus programs remains considerably higher at 28 years, although this number has also declined by two full years in the same time span.

COURSE LOADS

Since 1996, the ratio of full-time students to part-time students has been reversed. The percentage of part-time students has increased from 44.6% in 1996 to 53.8% in 2000, while the percentage of full-time students has declined from 55.4% to 46.2%. Lubbock-based courses and programs tend to attract a greater percentage of part-time students at 61.4%

ECONOMIC

In the most recent ACT Faces of the Future Survey, 43.3% of the respondents indicated they were the major wage earner in their household. 40.9% indicated that a parent or guardian was the major wage earner. 56% indicated that their annual income for the most recent year was less than \$15,000. 38% revealed that the annual income from all sources for their household for the most recent year was less than \$30,000. Nearly 60% of the respondents indicated that they had experienced a change or loss of a job in the past year. More than 50% indicated they were the first in their families to pursue a college degree.

STUDENT NEEDS

Students in recent surveys indicated that their primary reason for taking courses or enrolling at South Plains College is to meet requirements for a chosen occupation. Student needs (assessment) are an important element of the context in which the college will operate during the period of this plan. The college has an "open door" admission policy. The result is a student population with a variety of special needs that must be met in order for them to achieve their primary educational goal. Students have demonstrated financial aid needs, general college information needs, academic and educational planning needs, career explo-

ration needs, academic support needs, social and leadership needs, geographical needs, motivational needs, special needs based on particular situations (veterans, international students, disability, special populations). Continual assessment of student needs will determine the student services provided by the college.

Administration and Finance Factors

Factors related to finance and administration, such as funding, income sources, tuition and fees, and state and federal regulations, that are a part of the context of the plan have been previously discussed. These factors are variables that affect the budget of the college and its expenditures. Other finance and administrative services which set the context include the income and expenditures ratios, human resources, employee benefits, auxiliary enterprises, the organizational structure and the physical plant.

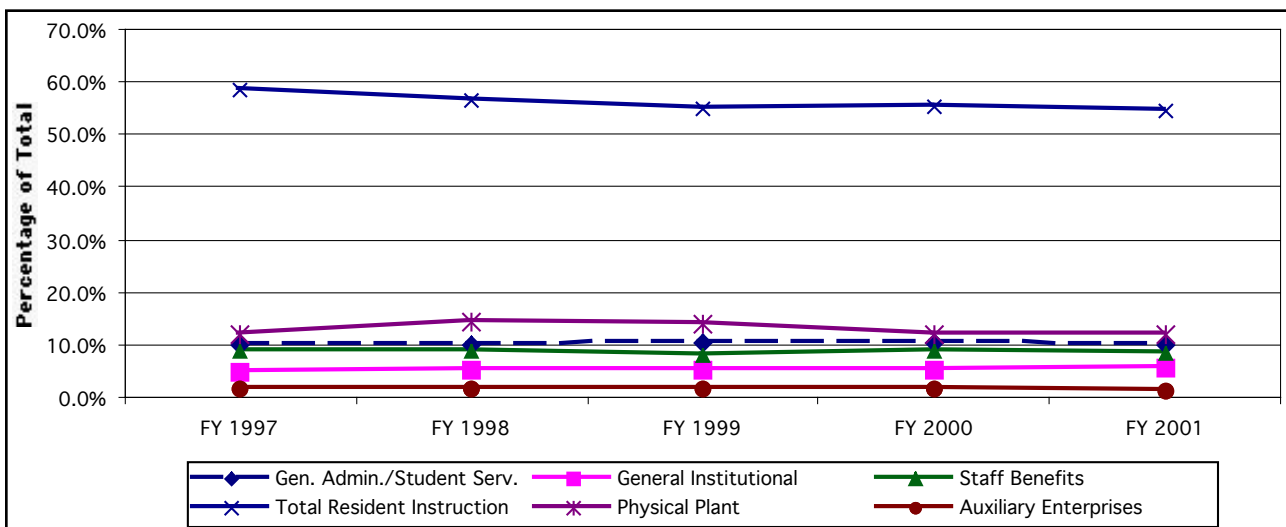
ORGANIZATIONAL STRUCTURE

Since 1997, the college has undergone two modifications of its organizational structure. In July 1998, student services were organized into a Division of Student Affairs directed by the vice president for student affairs. Previously, instructional operations and student services were combined and directed by a vice president for academic and student affairs. Top administrative retirements and resignations in the past four years have also resulted in administrative reassignments. The Executive Council began to examine the organizational structure of the college in the fall of 1999 to identify areas that could be consolidated. With the decision to close the college's Lubbock Main Street Campus and move programs to

Figure 6. Budgeted Expenditures by Area FY 1997 to 2001

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
General Administration	\$1,908,498	\$2,011,185	\$2,184,868	\$2,351,363	\$2,384,432
General Institutional	\$905,981	\$1,056,585	\$1,121,632	\$1,188,362	\$1,359,775
Staff Benefits	\$1,643,498	\$1,770,059	\$1,719,591	\$2,003,311	\$2,078,856
Faculty Salaries	\$9,083,326	\$9,230,912	\$9,467,210	\$9,984,085	\$10,374,226
Departmental Operations	\$1,306,572	\$1,361,277	\$1,406,604	\$1,792,777	\$1,925,186
Instructional Administration	\$530,862	\$554,827	\$589,317	\$619,829	\$648,255
Organized Activities	\$226,518	\$246,333	\$287,410	\$329,055	\$278,401
Library	\$500,523	\$525,136	\$560,423	\$619,196	\$623,284
Extension and Public Service	\$111,450	\$109,877	\$217,433	\$405,057	\$331,079
Physical Plant	\$2,279,644	\$2,926,877	\$2,963,464	\$2,754,797	\$2,892,920
Auxiliary Enterprises	\$305,424	\$313,907	\$329,996	\$329,996	\$336,689
Other	\$274,500	\$210,000	\$558,120	\$645,000	\$1,090,000
TOTAL	\$19,076,796	\$20,316,975	\$21,406,068	\$23,022,828	\$24,323,104

Figure 7. Budgeted Expenditures by Major Area as Percent of Total



expanded SPC Reese Center facilities, additional organizational changes were considered and personnel reassignments were made. In April 2001, the Division of Health Occupations was created to allow the college to better address regional needs for allied health and nursing workers. Instructional departments and programs were realigned among three instructional divisional deans. The college's organizational chart can be found in Appendix G.

BUDGETS

The college operates with a balanced budget. SPC's operational budget has grown at a rate of approximately 6.8% per year since 1997. The pattern of income (Figures 2 and 3) and expenditures (Figures 6 and 7) demonstrates stability. The budgeted expenditure patterns show an emphasis on instruction and services to students. Total resident instruction accounts for approximately 55% of the budgeted expenditures. The growth of the college's budget in the past four years has been the result of more revenues from student tuition and fees as a result of growth and fee adjustments and additional state appropriations in the past biennium.

EMPLOYEE BENEFITS

Staff benefits continue to be costly, and this area of expenditure has increased by 26% in the past five years. The steady increase has been driven by increases in health care costs and insurance. A 25% increase in the cost of employee health insurance is projected for 2001-2002. The state's contribution to staff benefits has not kept pace with the rising cost of benefits. At SPC the fringe benefit package also includes Social Security. As a result, the cost of benefits is higher than most educational institutions in Texas that do not participate in the Social Security system. The ongoing pressure on the social security system as the "baby boomers" reach retirement age will have an impact on the fringe benefit costs at the college if the Social Security Administration chooses to adjust the employer's percentage contribution.

HUMAN RESOURCES

In response to enrollment increases, organizational restructuring, new grant programs and new initiatives, the college's employee base has grown from 406 employees in 1996 to 460 employees in 2000. The number of new-hires who have joined the college increased 14% in the past two years. Much of the net growth in the employee base has been in administrative staff, clerical support staff and maintenance areas, however 12 new faculty positions have also been added in the past two years. This addition of new employees has impacted the new employee orientation process and has created a new challenge for the college — maintaining its strong student-centered organizational culture. In coming years, South Plains College faces an increasing number of annual retirements of faculty and staff who have held many years of distinguished service. Since 1998, 35 employees (about 8% of the total employee base) have retired from the college. Any major changes in Teacher Retirement System rules may have an impact on the number of individuals retiring in the near future. The college will be challenged to find qualified replacements for retiring faculty from the present pool of potential applicants in the South Plains region. Additionally, the increasing demand for qualified, experienced professional workers in the private sector could create greater turnover rates in staff and clerical positions at the college.

PHYSICAL PLANT

South Plains College's main campus is located in Levelland, Texas, 25 miles due west of Lubbock. The Levelland campus encompasses 24 instructional buildings, six non-instructional buildings and 10 student residence halls. An inventory of the facilities is presented in Figure 8. The facility numbers listed in Figure 8 correspond to the map number shown in Figure 9.

The continued maintenance and expansion of the college's physical plant to accommodate growth continues to pose unique challenges. As indicated in Figure 8, the Levelland Campus's original instructional buildings are now 40 years old. The ages of the buildings, even with the maintenance and remodeling they have received, indicate that there is an on-going need for repairs and rehabilitation. Departmental plans have identified areas considered important by the faculty. A facilities master plan has been developed and has served as a guide for remodeling and construction projects on the Levelland Campus. In the past three years, the following buildings have undergone renovation and remodeling: Theatre for the Performing Arts, Administration Building, the Student Center and the third floor of the Library

Building. Another major project included the renovation of the college's track stadium. Additionally, Regents authorized the construction of a new Student Services Building which opened in January 2000. Since then, the board has adopted a campus expansion program that includes a new Agriculture Building, new Physical Education Building and the conversion of the Women's Gym into the Teaching and Learning Center. The Science Building has been targeted as a priority for the next phase of remodeling. Funding for these projects has come from dedicated instructional support fees paid by students.

Settlement of an insurance claim resulting from damage caused by a massive hail storm in June 1999 has enabled the college to completely re-roof all buildings on campus. The re-roofing project was scheduled for completion in August 2001.

The college's Lubbock operations have been provided at three locations. The Main Street facility has been in use since the fall of 1978. A number of improvements have been made to this facility. The opening of the Byron Martin Advanced Technology Center in September 1997 allowed the college to move a number of its technical programs from the Main Street facility to this new instructional center. The addition of instructional space at the ATC enabled the college to expand its courses offerings in Lubbock, especially in the area of workforce education and training. The college leases instructional space from Lubbock ISD at the ATC. Therefore, the college must negotiate with LISD for space and balance its space needs with those of the school district. LISD's recent relocation of additional technology programs to the ATC required the college to give up its electronics technology classroom space and relocate its automotive technology program to other rooms in the building. A three-year lease agreement has secured the college's current instructional space at the ACT for the present.

Despite the closing of Reese Air Force Base in October 1997, the college has been able to continue its Reese instructional program. For a year the college made use of instructional space at the closed Reese Elementary School to continue its evening college program. In the fall of 1998, SPC acquired three instructional buildings at the former air base that has been converted into a business, technology and research park. A year later, three additional buildings were acquired through public conveyance. Four of the buildings have undergone remodeling to accommodate new classrooms, computer labs and instructional space for traditional arts and sciences course offerings, electronics technology and allied health programs. A map of the college facilities at the Reese Center can be found in Figure 10.

An evaluation of the physical structure and future maintenance needs of the college's Lubbock Main Street Facility in the spring of 2000 led to a plan to consolidate SPC's Lubbock locations to the Reese Center. The decision to move the remaining allied health and general studies programs from the Main Street Facility to Reese was finalized in September 2000. The disposition of the Main Street building was pending at the writing of this plan. The relocation of programs has resulted in further remodeling of Reese Buildings 4 and 5 to accommodate allied health programs, Tech Prep, the library, Student Academic Center and ACT Center. As programs and enrollment grow at the Reese Center, additional remodeling and construction will be required. The lack of tax support for such improvements will be a limiting factor for all Lubbock programs.

Funding for these and future expansion programs will continue to be critical to the college's ability to accommodate anticipated enrollment growth. The consideration of a bond election to fund future growth is not feasible for the college at this time.

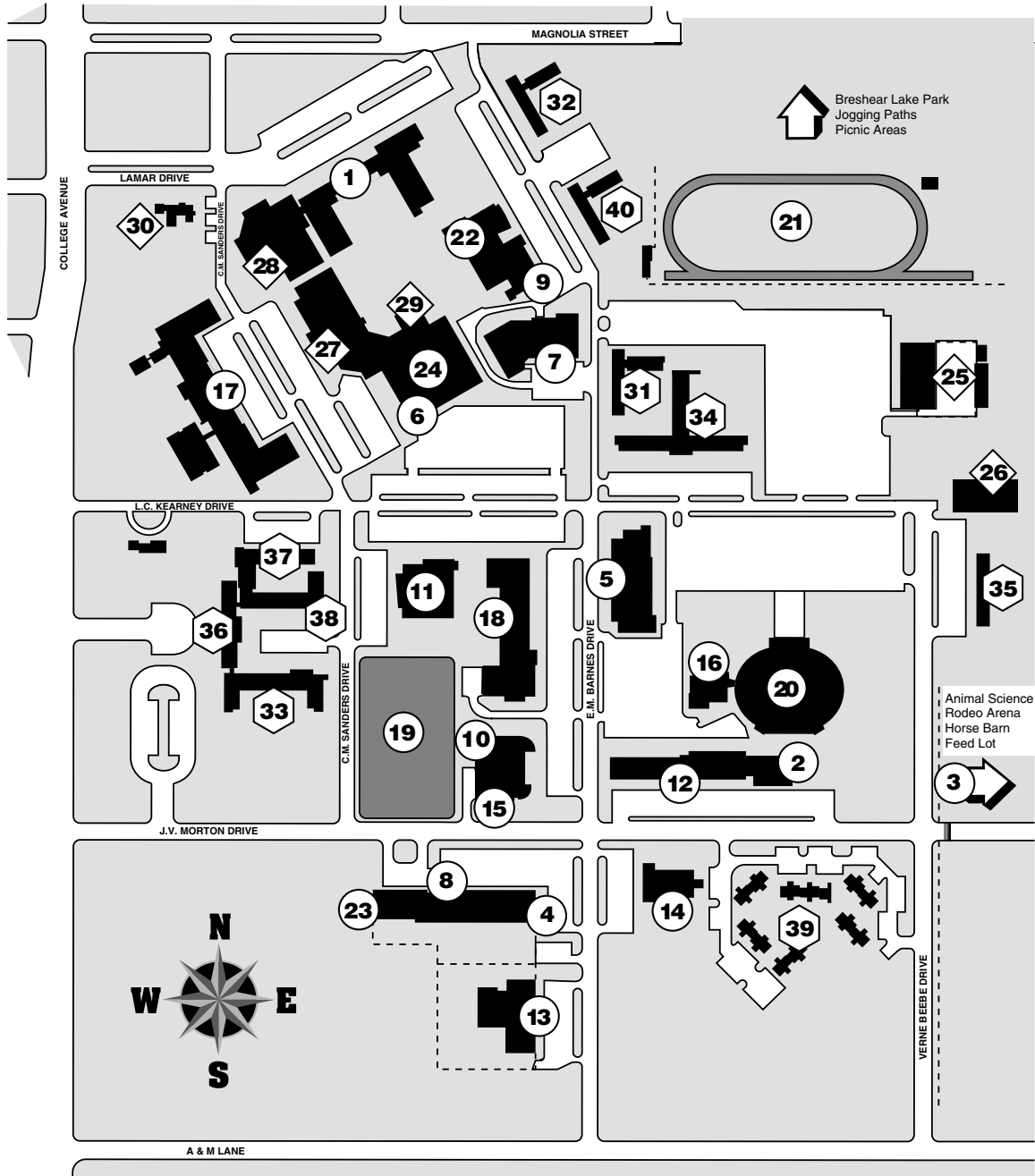
Figure 8. South Plains College Buildings and Other Physical Plant

Building or Facility	Sq. Feet	Const. Date Renovation	New Cost Per Sq. Ft.	Present Value*
Instructional Facilities				
1. Administration	31,627	1958/2000	\$64	\$2,027,620
2. Agriculture	8,910	2001	\$78	\$694,980
3. Animal Science Center	1,920	1970		
4. Auto-Diesel Shop	16,800	1971	\$63	\$1,062,270
5. Communication-English	21,814	1964/68/83	\$61	\$1,344,420
6. Cosmetology (See #27)				
7. Creative Arts	20,027	1958/80/88	\$83	\$1,671,120
8. Electronics Service (see #4)				
9. Fine Arts	29,852	1958/64/81	\$60	\$1,800,810
10. Law Enforcement	13,030	1982/91	\$86	\$1,123,243
11. Library	50,229	1967/83/89/2000	\$51	\$2,574,000
12. Math and Engineering	17,941	1992	\$56	\$1,003,860
13. Metals Technology	13,941	1982	\$10	\$133,650
14. Natatorium	10,557	1972	\$53	\$560,340
15. Petroleum Tech (see # 10)				
16. Racquetball Courts (see # 20)				
17. Science	41,000	1964/91	\$70	\$2,863,575
18. Technical Arts Center	55,064	1968	\$53	\$2,910,600
19. Tennis Courts		1961/75		
20. Texan Dome	88,643	1968	\$37	\$3,267,000
21. Texan Track		1959/2000	N/A	\$393,030
22. Theater (see # 9)				
23. Welding Technology	6,161	1983	\$144	\$887,931
24. Women's Gym (see # 27)				
Non-Instructional Facilities				
25. Maintenance	17,400	1979	\$29	\$507,100
26. Maintenance Warehouse	13,200	2001	\$26	\$343,200
27. Student Center	80,585	1958/64/83	\$59	\$4,734,620
28. Student Services Building	25,998	1999	\$99	\$2,573,802
29. Texan Hall (see # 36)				
30. Visitor's Center	3,439	1958	\$74	\$255,420
Residence Halls				
31. Forrest Hall	7,822	1961	\$50	\$394,020
32. Frazier Hall	7,822	1960	\$49	\$381,150
33. Gillespie Hall	13,198	1966	\$43	\$570,240
34. Lamar Hall	16,976	1965	\$43	\$737,550
35. Magee Hall	9,586	1966	\$46	\$437,580
36. Marvin Baker Center	8,236	1975	\$48	\$393,030
37. N. Sue Spencer Hall	9,184	1960	\$45	\$418,307
38. Smallwood Apts.	24,211	1981	\$33	\$800,000
39. S. Sue Spencer Hall	10,052	1963	\$45	\$457,843
40. Stroud Hall	7,812	1960	\$50	\$393,030
Lubbock Campus				
1302 Main**	87,000	1973	\$47	\$4,065,930
Leased Facilities				
SPC Reese Building 1	15,396	N/A	N/A	\$2,267,000
SPC Reese Building 2	26,701	N/A	N/A	\$1,678,133
SPC Reese Building 3	31,600	N/A	N/A	\$1,545,683
SPC Reese Building 4	14,278	N/A	N/A	\$1,982,000
SPC Reese Building 5	25,642	N/A	N/A	\$1,484,378
SPC Reese Building 6	17,760	N/A	N/A	\$1,964,000
Advanced Technology Center	36,500	N/A	N/A	N/A
708 Yonkers, Plainview	2,340	N/A	N/A	N/A

*Current Insurance coverage for buildings.

** This facility is scheduled for closure August,

Figure 9. Levelland Campus Facilities Map



Key to Campus Buildings

● **INSTRUCTIONAL BUILDINGS**

- 1. Administration Building
- 2. Agriculture Building
- 3. Animal Science Center
- 4. Auto - Diesel Shop
- 5. Communications and English Building
- 6. Cosmetology
- 7. Creative Arts Building
- 8. Electronics Service Technology
- 9. Fine Arts Building
- 10. Law Enforcement Building
- 11. Library
- 12. Math and Engineering Building
- 13. Metals Technology Building
- 14. Natatorium
- 15. Petroleum Technology Building
- 16. Racquetball Courts

- 17. Science Building
- 18. Technical Arts Center
- 19. Tennis Courts
- 20. Texan Dome
- 21. Texan Track
- 22. Theater for the Performing Arts
- 23. Welding Technology Building
- 24. Women's Gym

◆ **NON-INSTRUCTIONAL BUILDINGS**

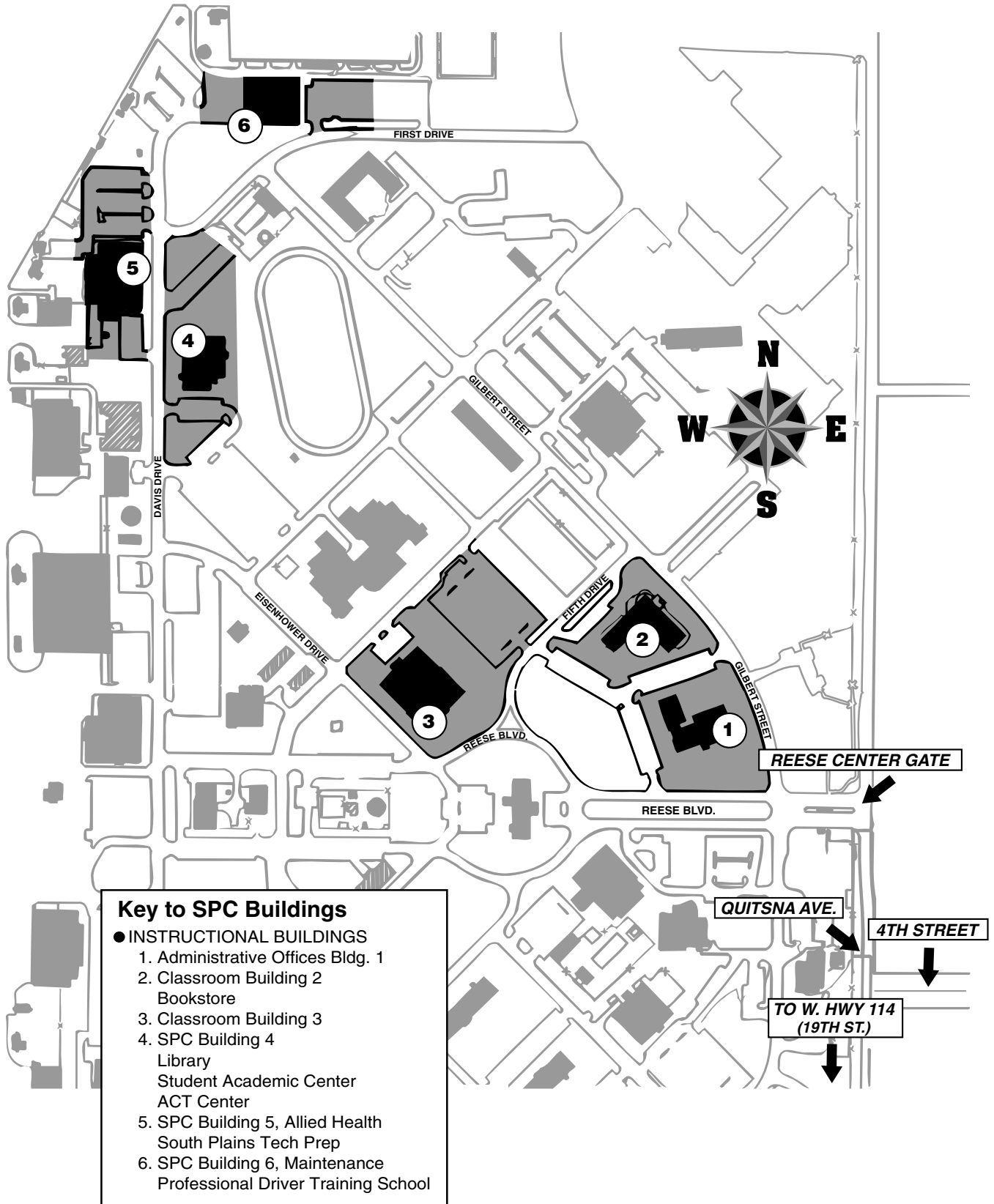
- 25. Maintenance Building
- 26. Maintenance Warehouse
- 27. Student Center
- 28. Student Services Building
- 29. Texan Hall
- 30. Visitors Center

● **RESIDENCE HALLS**

- 31. Forrest Hall
- 32. Frazier Hall
- 33. Gillespie Hall
- 34. Lamar Hall
- 35. Magee Hall
- 36. Marvin Baker Center
- 37. N. Sue Spencer Hall
- 38. S. Sue Spencer Hall
- 39. Smallwood Apartments
- 40. Stroud Hall

Rev. 6/01

Figure 10. SPC Reese Center Facilities Map



THE STRATEGIC PLAN

Change is upon us. It has been ushered in with the expectations of a new century and the challenges we face to harness technology and find productive applications for the innovations it yields. In the midst of change, South Plains College continues to look at education in a new way.

Our response to change in our world requires us to focus on meeting the individual needs of our students by preparing them for lifelong, creative roles in a global workforce that is continually shaped by technological advances. At the same time, SPC understands the important role it plays in providing our constituents with accessible higher education and in contributing to the development of a quality workforce for the greater South Plains Region of Texas.

These three principles are fundamental to the college's vision and mission and have guided the college in the development of its strategic plan and its implementation.

Based on the context within the college operates, input from employees and external constituents, and the results of annual institutional and departmental assessments, the Administrative Council has identified institutional goals and priority objectives that will be addressed during the next planning cycle. These goals and objectives form the college's strategic plan for 2001-2005.

The strategic plan was distributed to the instructional and administrative leadership for review and input prior to its adoptions. The strategic plan forms the framework and provides direction for the formulation of divisional, departmental and program operational plans. In planning for the future, all instructional and administrative units have been directed to identify operational objectives and strategies which will contribute to the attainment of the institutional goals and priority objectives of the strategic plan.

The process identified 10 goals important to the success of the college. These goals address the critical processes of the college and will receive special attention from the entire institution.

The plan includes 52 priority objectives related to the 10 institutional goals. These priority objectives will continue to be addressed by those areas responsible for them.

Institutional Goals and Priority Objectives 2001-2005

Institutional Goal 1:

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

PRIORITY OBJECTIVES

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

Institutional Goal 2:

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

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

Institutional Goal 3:

Maintain and enhance student support programs that address student needs and support student success.

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

Institutional Goal 4

Support the college's commitment to access, equity and diversity.

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

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

Institutional Goal 5:

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

PRIORITY OBJECTIVES

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

Institutional Goal 6:

Provide high-quality facilities, technology and equipment to accommodate the college’s programs and services.

PRIORITY OBJECTIVES

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

Institutional Goal 7:

Maximize fiscal effectiveness while maintaining quality.

PRIORITY OBJECTIVES

- A. Continue to review and refine the college’s planning, budgeting and allocation processes.
- B. Continue to implement and evaluate a purchasing system that acquires goods and services at acceptable cost and in a timely fashion.
- C. Provide an accounting system that ensures accurate and timely data processing and information while safeguarding institutional financial assets.

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

Institutional Goal 8:

Seek additional resources to support the college's mission.

PRIORITY OBJECTIVES

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

Institutional Goal 9:

Strengthen and develop mutually beneficial alliances with educational institutions, business and industry and the community.

PRIORITY OBJECTIVES

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

Institutional Goal 10:

Strengthen and refine college processes that enhance quality, demonstrate effectiveness and ensure public accountability.

PRIORITY OBJECTIVES

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

THE OPERATIONAL PLAN

The operational plan of South Plains College is organized according to the Criteria for Accreditation (1998 edition) of the Commission on Colleges of the Southern Association of Colleges and Schools. An effort has been made to show evidence of how each of the criteria is satisfied. However, the operational objectives for each area are placed in the plan according to the administrative structure of the college. Each planning unit within the college has developed an operational plan which describes its purpose, responsibilities, departmental/program objectives, operational strategies and performance measures. This document contains institutional, divisional and departmental objectives that detail how the college will operate during the next four-year planning cycle to achieve its strategic plan. Specific operational strategies and action items that indicate how each planning unit will accomplish its objectives can be found in their individual operational plans and subsequent annual planning reports. Where applicable, the institutional and departmental measures that indicate performance and institutional effectiveness have been referenced in parenthesis with each objective. A listing of the referenced institutional measures (e.g., CSF E-1.1) can be found in Appendix B, pages 74-80.

Institutional Effectiveness

Central to institutional effectiveness are the planning and evaluation processes. The planning process used to develop the institutional plan, described earlier in this document, is systematic, broad-based, interrelated and demonstrates that all employees are dedicated to quality teaching and learning, service to students, and service to each other within the college community. South Plains College measures its performance through an outcome-based assessment process. The college has identified five factors that are critical to its success as an institution of higher learning. Through these Critical Success Factors, SPC maintains a comprehensive evaluation system that measures the extent to which institutional goals and objectives are accomplished.

The following operational objectives have been established for the college's overall program of institutional effectiveness.

Operational Objective 1: Comply with all state-mandated planning, accountability and institutional effectiveness requirements. (Measures: State Performance Measures, Institutional Assessment)

Operational Objective 2: Continue to encourage and facilitate full participation in the college's strategic planning process. (Measures: Employee Survey; CSF E-1.1)

Operational Objective 3: Refine methods to collect, assess and disseminate research data to all college planning units for planning and assessment purposes. (Measures: Departmental)

Operational Objective 4: Continue to refine the process for measuring and reporting institutional performance and effectiveness. (Measures: Departmental)

Operational Objective 5: Reactivate and strengthen the Quality Steering Team to provide leadership in implementing the college's continuous quality improvement process. (Measures: Departmental)

Operational Objective 6: Continually update the planning process to ensure the effective implementation and evaluation of the college's Strategic Plan. (Measures: Employee Survey)

Institutional Research

Institutional research is an integral part of the institution's planning and evaluation processes. The function of institutional research at South Plains College has been modified in recent years. The Office of Institutional Research and Reports has been organized to pro-

vide data collection and analysis services for a variety of internal users and to supervise the reporting requirements for state and federal agencies. The institutional researcher reports directly to the Vice President for Student Affairs and works closely with the Vice President for Academic Affairs, the Vice President for Finance and Administration and the President of the College in the compilation of required data and reports. The Office of Institutional Research and Reports also assists in the reporting of data for the college's system of institutional assessment.

The following operational objectives have been identified for the institutional research function.

Operational Objective 1: Complete, submit and certify Coordinating Board and IPEDs reports in a timely fashion. (Measures: Departmental)

Operational Objective 2: Assist with administrative planning, program review, and projections for programs. (Measures: Departmental)

Operational Objective 3: Collect and analyze data and disseminate results to administrators, departmental chairpersons, and process action teams. (Measures: Departmental)

Operational Objective 4: Provide summary and interpretation of data as usable information for the purposes of the institution. (Measures: Departmental)

Operational Objective 5: Provide assistance to the Admissions and Records Office with timely enrollment reports, registration assistance and new student recruitment. (Measures: Departmental)

Operational Objective 6: Provide assistance to the Administrative Computer Center to keep data clean and accurate and to work with faculty and staff in solving administrative system problems. (Measures: Departmental)

Operational Objective 7: Collect, analyze and report performance data in compliance with the requirements of state and federal grant programs and projects. (Measures: Departmental)

Educational Programs

The principal focus of South Plains College is the education of students. The educational program is developed with the institutional purpose as its foundation. Traditional academic transfer programs, technical education programs, adult education and continuing education programs (both vocational and avocational), and remedial and literacy programs are offered. Specialized business and industry training programs and workforce development programs are offered in collaboration with a variety of community partners.

Educational programs result in student outcomes. The college's purpose statement sets the context for the expected outcomes. Each educational program defines additional outcomes specific to that program. The college influences student outcomes via student admission and records policies and practices, completion requirements, curriculum, instruction, faculty, academic advising, distance learning programs, continuing education outreach and service programs, and consortial relationships and contractual agreements. An accurate and consistent description of the educational programs is made available to students through the College Catalog and other publications.

The general operational objectives of South Plains College's educational programs are as follows.

Operational Objective 1: Continue to develop and revise a comprehensive, up-to-date education and service plan that addresses changing technology in the workplace, increasing demands for broadly educated citizens and the special needs of underprepared students. (Measure: CSF A-1.1)

Operational Objective 2: Develop the curriculum to assess and validate competencies to meet the needs of the community, transfer institutions, business and industry. (Measure: CSF A-1.1)

Operational Objective 3: Continue a strong commitment to preparing students for successful university transfer into baccalaureate degree programs. (Measures: CSF B-3.1, B-3.2, B-3.3, B-3.4)

Operational Objective 4: Continue a strong commitment to educating and retraining a highly skilled workforce that can compete globally. (Measures: CSF D-1.1, D-1.2, D-1.3, D-1.4)

Operational Objective 5: Encourage and utilize intradepartmental team approaches to sharing teaching strategies and resources, integrating credit and noncredit experiences, and collaborating with community partners. (Measures: Divisional, Departmental)

Operational Objective 6: Promote teaching excellence through effective professional development programs for faculty and staff. (Measure: Employee Survey; CSF E-5.1)

Operational Objective 7: Expand the use of instructional technology and implement innovative instructional delivery and support systems to enhance student learning. (Measures: Divisional, Departmental)

Operational Objective 8: Develop high-quality library resources that support information literacy. (Measures: Library User Survey)

Operational Objective 9: Improve and strengthen recruitment procedures that can effectively attract quality faculty and staff. (Measure: CSF A-6.1, A-6.2)

Operational Objective 10: Expand distance learning opportunities and options as needs are identified and resources become available. (Measures: Departmental)

Operational Objective 11: Emphasize the classroom as a critical instructional resource, keeping all classrooms and instructional equipment well maintained and supplied. (Measures: Employee Survey)

Operational Objective 12: Develop and implement procedures to systematically evaluate the extent to which the educational goals of each department are being achieved and demonstrate that the results are used to improve programs, services, and operations. (Measures: Divisional, Departmental)

Operational Objective 13: Comply with THECB manual(s) appropriate to the educational area. (Measures: Divisional, Departmental)

Operational Objective 14: Comply with all Southern Association of Colleges and Schools (SACS) criteria for educational programs (Sections I and IV). (Measures: Divisional, Departmental)

Operational Objective 15: Operate a graduate guarantee for all degrees and certificates so that all requests for retraining are honored. (Measures: State Performance Measures)

Admissions and Records

General admission policy is established by the Board of Regents. South Plains College employs an open door admissions policy that complies with THECB rules governing admission to two-year institutions. This policy is an influential factor on the size and character of the student body. The specific admission policies of the institution and the selective programs within the institution are recommended by the faculty and department chairs and approved by the Instructional Council. This council is responsible for the institution-wide coordination of admission policies. A comprehensive review and evaluation of admissions policies was completed by the Instructional Council in 1997 and 1999.

The Admissions and Records Office at South Plains College is responsible for the administration of policies and establishment of procedures for all admissions to the college and all associated records generated by student enrollment as it relates to the permanent student academic record. Evaluations of specific admissions and records practices are made by this office.

The general operational objectives for Admissions and Records are as follows.

Operational Objective 1: Provide clear information and assist individuals seeking services of the office in a courteous and efficient manner that demonstrates an interest in the individual, a willingness to help, and a positive attitude. (Measures: Student Services Survey, Departmental)

Operational Objective 2: Provide accurate and timely response to requests for student transcripts. (Measures: Departmental)

Operational Objective 3: Provide accurate and timely response to requests from prospective students for information about the college, and to provide timely admission responses to students applying for admission. (Measures: Departmental)

Operational Objective 4: Develop strong working partnerships with other institutions of learning, including K-12 schools, as well as other colleges and universities in the college's service area and in distance education initiatives. (Measures: Departmental)

Operational Objective 5: Operate the admissions and records functions in a manner which complies with all SACS criteria (Sections 4.2.1 and 4.7).

Operational Objective 6: Provide accurate and timely preparation and submission of reports to the various state and federal agencies which require or make such requests. (Measures: Departmental)

Completion Requirements

The Board of Regents of South Plains College has approved four degrees: Associate of Arts, Associate of Science, Associate of Applied Arts and the Associate of Applied Science. The first two associate degrees are academic-transfer in nature and designed to parallel baccalaureate programs at four-year colleges and universities. The latter two associate degrees are awarded by the college's technical programs and are designed to indicate the completion of a particular program of study in preparation for employment. In addition, the Board of Regents has approved various certificates of proficiency in technical programs as alternate exit points.

THECB rules require the local Board of Regents to approve new degrees and majors prior to review and approval at the state level.

The curriculum patterns detailed in the College Catalog recommend a sequence of courses that are appropriate to the degrees and certificates offered. Each associate degree contains a minimum of 15 semester hours of general education courses and the core includes at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Graduates of degree programs demonstrate competency in reading, writing, fundamental mathematical skills, oral communications, and

the use of computers by mastering the TASP Test or taking courses which teach or require such skills for completion.

Like the technical associate degrees, each certificate program consists of an appropriate sequence of courses the completion of which result in skills, attitudes and competencies necessary for entry-level employment. Depending upon the number of credit hours required for the certificate, some certificate programs are subject to TASP requirements.

The following operational objectives have been identified.

Operational Objective 1: Develop and implement strategies that increase student success, retention and graduation rates. (Measures: CSF B-2.1, B-2.2, B-2.3, B-2.4, CSF B-6.1, CSF B-7.1, CSF C-3.1, C-3.2, C-3.3, C-3.4)

Operational Objective 2: Maintain course completion rates that meets or exceeds the state average for peer institutions. (Measure: CSF B-1.1)

Operational Objective 3: Maintain graduation rates for technical programs that meet or exceed state requirements. (Measures: CSF B-5.1, B-5.2, B-5.3)

Operational Objective 4: Maintain academic transfer rates that meet or exceed the state average for peer institutions. (Measures: CSF B-3.1, B-3.2, B-3.3, B-3.4)

Operational Objective 5: Maintain retention rates for students requiring remediation at levels that meet or exceed state averages for all peer institutions. (Measures: CSF B-4.1, B-4.2, B-4.3, B-4.4)

Curriculum

As demonstrated in the departmental and program plans, the curricula are directly related to the purpose and goals of the institution, the degrees awarded, the nature of the student body, and the resources of the institution. There is a clearly defined process for establishing, reviewing, and evaluating the curriculum. (See Appendix H.) This process recognizes the role of faculty, administration and the governing board. The transfer curricula do consider the institutions to which the students transfer.

All academic courses are from the THECB Community College General Academic Course Guide Manual or justified to the THECB as unique need courses. Courses from the manual are transferable and there is a transfer dispute resolution process through the THECB. A 42-hour transfer core curriculum has been developed, pursuant to state law and the guidelines of the THECB.

All technical courses and programs are established through the THECB process and rules contained in the Guidelines for Instructional Programs in Workforce Education and the Workforce Education Course Manual. The courses reported for state funding in the adult education (state funded continuing education) area are from the Workforce Education Course Manual.

When partnerships are formed with secondary schools or courses are taught at other locations, the institution assumes full responsibility for the academic quality and integrity of the program.

The following operational objectives have been identified for the curriculum process.

Operational Objective 1: Develop the curriculum to assess and validate competencies to meet the needs of the community, transfer institutions, business and industry. (Measure: CSF A-1.1)

Operational Objective 2: Continue to develop and expand partnerships with K-12 public schools in support of dual credit programs, student preparation for college, and other instructional initiatives. (Measure: CSF A-3.2)

Operational Objective 3: Continue to develop partnerships with institutions of higher education in the college's service area that result in expanded and coordinated delivery of educational services and programs to students and constituents. (Measure: CSF A-3.1)

General Instruction

Instructional policies at South Plains College are in accord with the purpose of the institution, appropriate for the specific goals of the individual courses, and the capabilities of the students. Methods used include but are not limited to lecture, labs, papers, journals, class projects, discussion, collaborative activities, demonstrations, videotapes, role-play, individual instruction, hands-on instruction, work experience, computer interaction, independent study, and instructional modules. Technology has allowed the introduction of simulations, multimedia presentations, and other techniques to the instructional mix.

Students are made aware of course objectives, requirements, content and evaluation/grading through the syllabus distributed by the course instructor. A variety of means are used to evaluate student performance. This diversity reflects a concern for quality and properly discerning levels of performance.

The grading policy of the institution is printed in the catalog (see Grades and Reports). The policy states that grades of "A," "B," etc. are assigned the meaning "excellent," "good," etc. It is the responsibility of the instructional department and/or instructor to establish the grading practices for particular programs and/or courses. Such grades can only be changed with the approval of the instructor and the divisional dean except by academic appeal. The academic appeal process is designed to determine whether or not the practice established for the course has been followed. The Faculty Handbook states that "each faculty member should explain to every class, at the beginning of each semester, the basis for evaluation that is to be used in awarding grades in that particular class."

The institution evaluates the effectiveness of its instructional processes in several ways. Each department and program has identified outcome measures used to evaluate instructional performance. An institution-wide process for student evaluation of instruction has also been established in order to assess the effectiveness of instructional delivery. The Evaluation Committee, composed of faculty members, is charged with the establishment of standard forms and procedures for this evaluation process. The committee meets regularly and reviews results. In addition, department chairs evaluate individual faculty members regularly. The forms used in this process are published in the Faculty Handbook.

In those program areas that require clinical or other affiliations with outside agencies, learning experiences for which credit is awarded are under the ultimate control and supervision of the college.

The tuition and fees for all programs are appropriate for the degree or certificate earned. The fees are competitive with other institutions.

Safety in classrooms and for class activities is the responsibility of the individual instructors and the department chair who are uniquely aware of the dangers in their areas.

The following objectives are established for all instructional areas.

Operational Objective 1: Provide quality instruction in all programs as measured by student satisfaction results from faculty and course evaluations, student and graduate follow-up, and feedback from employers. (Measures: CSF A-4.1, A-4.2, A-4.3, CSF A-5.1)

Operational Objective 2: Promote teaching excellence through effective professional development programs for faculty and staff. (Measures: CSF E-5.1)

Operational Objective 3: Expand the use of instructional technology and implement innovative instructional delivery and support systems to enhance student learning. (Measures: Departmental)

Operational Objective 4: Develop high-quality library resources that support information literacy. (Measures: Library User Survey)

Operational Objective 5: Continue to employ faculty whose degrees, credentials and/or experience meet or exceed the SACS standards. (Measure: CSF A-6.1)

Operational Objective 6: Continue to maintain a full-time faculty ratio that exceeds the state average for community colleges. (Measure: CSF A-6.2)

Operational Objective 7: Develop, implement and regularly evaluate instructional safety procedures, which include but is not limited to, adequate provision and use of safety equipment in laboratories and other hazardous areas, the egress in the event of fire or other emergencies, and the familiarization of building occupants with emergency evacuation procedures.

Student Advising

South Plains College conducts a systematic, effective program of student advising. Students who are undecided about a major are advised by counselors who organizationally report to the Director of Guidance and Counseling or Associate Dean of Student Services and then to the Vice President for Student Affairs. Students who have declared a major are assigned to a faculty advisor for that major or group of majors. The role of advisor is part of the job description of all faculty. However, department chairs assign the role of advisor when not all faculty from a department are needed in that role. The Director of Guidance and Counseling in Levelland and the Associate Dean of Student Services at the SPC Reese Center direct the advising processes at their respective locations. Goals and objectives for guidance and counseling appear in those sections. At other sites, program directors or high school counselors aid with early advising.

Training for all advisors is offered on a periodic basis. Access to computer records of students has been made available in each department and training has been provided to departmental secretaries on how to access these records. As a result of this systematic process, the evaluation data from both advisors and advisees show that the number of advisees assigned to individual faculty or professional staff is reasonable.

Orientation is available to all new students and, along with advising, is evaluated regularly.

The following operational objective has been identified for the advising function.

Operational Objective 1: Maintain an advisement system that involves faculty and counselors to assist students in clarifying their career goals and preparing an educational plan to accomplish their goals. (Measures: CSF B-6.1, CSF B-7.1, CSF C-4.1, C-4.2)

Instructional Programs by Element of Purpose

The major areas of instructional offerings are outlined in the elements of the statement of purpose. The elements have their roots in state statute that defines the role and scope of community colleges. Each element is discussed and objectives have been developed, including outcome measures.

Element One: Transfer Education

The Arts and Sciences Division of the college offers programs and courses in academic disciplines that parallel university curricula for those students working toward a baccalaureate degree. While the THECB Common Course Manual, transfer dispute resolution procedure, and the new core curriculum are designed to aid in transfer to all public institutions in Texas, the major transfer focus is on the three institutions to which most SPC students transfer. Texas Tech University receives approximately 70% of the SPC students who transfer. The majority of the other 30% transfer to West Texas A&M University in Canyon and Angelo

State University in San Angelo. Two private institutions, Lubbock Christian University in Lubbock and Wayland Baptist University in Lubbock and Plainview, receive a number of students as well. Direct contact between departmental chairpersons and faculty at SPC and their colleagues at transfer institutions provide insight into changes that need to be made in the curriculum and instructional methods so that students are prepared for upper division courses after transfer. These contacts, while helpful, do not result in quantifiable data in most cases.

Specific operational objectives for transfer education are as follows.

Operational Objective 1: Continue to review academic transfer course offerings so that course inventories remain updated, reflecting the addition of needed courses, revision of outdated courses and deletion of courses not offered. (Measures: Divisional, Departmental, CSF A-1.1)

Operational Objective 2: Develop and enhance communications and relationships with transfer universities on the departmental level to ensure that the curriculum and teaching methods parallel university programs. (Measures: Divisional, Departmental, CSF A-3.1)

Operational Objective 3: Continue the program to upgrade facilities and instructional equipment to a "leading edge" level in order to ensure that SPC students learn modern concepts that are relevant to the work place and upper-division university study. (Measures: Divisional, Departmental)

Operational Objective 4: Provide opportunities through professional development for faculty to incorporate state-of-the-art technology and teaching methods into the curriculum and instructional process. (Measures: Divisional, Departmental)

Operational Objective 5: Continue to monitor faculty teaching loads and work to reduce the current level of faculty overloads through the recruitment and hiring of additional faculty as resources become available. (Measures: Divisional, Departmental, CSF A-6.2))

Operational Objective 6: Continue to monitor and evaluate faculty credentials to ensure the most competent and knowledgeable faculty are employed. (Measures: Divisional, Departmental, CSF A-6.1)

Operational Objective 7: Maintain a transfer rate for academic students that meets or exceeds the state average for peer institutions. (Measures: CSF B-3.1, B-3.2)

Operational Objective 8: Produce SPC transfer students who have transfer grade point averages at the primary transfer institutions within two tenths of a point of the grade point averages for transfers from other two-year institutions. (Measure: CSF B-3.3)

Operational Objective 9: Produce SPC transfer students who have graduation rates in excess of the rates for other two-year institutions who entered the transfer institution at the same time. (Measure: CSF B-3.4)

Operational Objective 10: Work to develop measures and data to evaluate academic programs at the departmental level. (Measures: Divisional, Departmental)

Element Two: Technical Education

The program of technical education at the college is organized into two instructional divisions: the Technical Education Division and the Health Occupations Division. Both divisions offer college-level associate degree and certificate programs in technical and vocational education areas for those students who seek to attain certain skills, attitudes and aptitudes in order to prepare for gainful employment or advanced study. The programs offered by SPC have been developed by advisory personnel from the field of education, the medical community, business and industry, and are designed to accomplish this element of the purpose.

Specific operational objectives for technical education are as follows.

Operational Objective 1: Provide students with a dynamic, progressive, competency-based curriculum that meets their individual needs as well as the current needs of the workforce. (Measures: Divisional, Departmental, Program, CSF A-1.1)

Operational Objective 2: Provide quality technical programs that meet or exceed the state performance measures in regards to access, retention, graduation, gainful employment and advanced study. (Measures: Divisional, Departmental, Program, CSF A-5.1, CSF B-5.1, B-5.2, B-5.3, CSF B-7.1)

Operational Objective 3: Continue to review and upgrade program facilities and instructional equipment that support the curriculum and enhance student learning. (Measures: Divisional, Departmental, Program)

Operational Objective 4: Maximize opportunities for collaboration with business and industry, educational institutions and community members through the technical program advisory committees. (Measures: Divisional, Departmental, Program)

Operational Objective 5: Operate technical programs so that student course completion rates meet or exceed the state performance measures. (Measures: Divisional, Departmental, Program, CSF B-1.1)

Operational Objective 6: Develop, implement and evaluate strategies to increase nontraditional gender enrollment, retention, and graduation in identified technical programs to meet or exceed the state performance measures. (Measures: Divisional, Departmental, Program)

Operational Objective 7: Continue a strong commitment to 100 percent compliance with the Texas Higher Education Coordinating Board Workforce Education Guidelines, Southern Association of Colleges and Schools criteria for Associate of Applied Science, Associate of Applied Arts and Certificate awards, and program specific accrediting organizations. (Measures: Divisional, Departmental, Program)

Operational Objective 8: Demonstrate enrollment of students from underrepresented, underprepared and underemployed populations in technical programs at rates comparable, or showing improvement, to the enrollment of such populations in the total college. (Measures: Divisional, Departmental, Program)

Operational Objective 9: Provide opportunities through professional development for faculty to incorporate state-of-the-art technology and teaching methods into the curriculum and instructional process. (Measures: Divisional, Departmental, Program)

Operational Objective 10: Continue to monitor and evaluate faculty credentials to ensure the most competent and knowledgeable faculty are employed. (Measures: Divisional, Departmental, Program. CSF A-6.1, A-6.2)

Element Three: Developmental Education

Another element of the purpose is to provide developmental programs designed to assist students who are underprepared for college and who need to develop college success skills. The subject areas addressed by remedial or developmental education are math, writing, and reading. The Texas Academic Skills Program, with its three-part test in these areas, has brought a new importance to remedial education in Texas.

For students who enter remediation, the following operational objectives are established.

Operational Objective 1: Continue a strong commitment to providing a developmental education program that successfully advances underprepared students into college-level courses. (Measures: Divisional, Departmental)

Operational Objective 2: Maintain a course completion rate of more than 50 percent for students who enroll in developmental courses. (Measure: CSF B-1.1)

Operational Objective 3: Maintain a TASP requirements completion rate that meets or exceeds the state average for all peer institutions. (Measure: CSF B-4.4)

For students who successfully complete remediation, the following objectives are established.

Operational Objective 4: Maintain completion rates equal to those of non-remedial students. (Measure: CSF B-1.1)

Operational Objective 5: Maintain fall to spring retention rates equal to those of non-remedial students. (Measure: CSF C-3.2)

Element Four: Continuing Education

South Plains College offers continuing education programs for individuals who wish to enrich their lives or upgrade existing knowledge and skills to meet new job demands. Educational programs in this area are divided as follows: avocational and vocational non-funded and vocational funded. The vocational courses or programs that receive funding from the state are also referred to as adult vocational. Non-funded continuing education courses may be vocational for some students and avocational for others within the same class. The non-funded courses are generally offered in an abbreviated time frame, such as one day or evening only formats.

The objectives related to the continuing education courses and programs are as follows.

Operational Objective 1: Provide continuing education students with a dynamic, progressive, competency-based curricula that meets their needs and demands. (Measures: Divisional, CSF D-1.1, D-1.2, D-1.3, D-1.4)

Operational Objective 2: Offer quality courses that are evaluated as “above average” for course content, instruction, technology, scheduling and facilities by students. (Measures: Divisional, CSF D-1.1, D-1.2, D-1.3, D-1.4)

Operational Objective 3: Evaluate all course offerings and review data collected to determine if modifications need to be made in delivery systems, promotional activities, course and program offerings and objectives. (Measures: Divisional)

Operational Objective 4: Provide educational opportunities to persons at convenient times and places, overcoming distance and location barriers. (Measures: Divisional)

Operational Objective 5: Provide instruction in evening formats and via distance education, producing student evaluations equal to the divisional evaluation average. (Measures: Divisional, CSF A-4.1, A-4.2)

Operational Objective 6: Offer an array of special interest, avocational short courses that meet the needs and interest of the community. (Measures: Divisional)

Operational Objective 7: Ensure that all instructors satisfy the SACS requirements for instructors in the courses offered and comply with all applicable criteria. (Measures, Divisional, CSF A-6.1)

Element Five: Business and Industry Training

Specialized business and industry training, depending on identified needs, is addressed by the Arts and Sciences Division, the Technical Education Division, the Health Occupations Division, the Continuing Education Division, and/or the developmental or basic skills programs. The continuing education and workforce development area is usually the point of first contact for such training requests. Customized business and industry training is offered through the continuing education program which includes start-up training, specialized skills training and job profiling. When needed, the directors of the continuing education programs collaborate with the divisional deans, departmental chairpersons, or program directors to serve these needs.

The following operational objectives address new initiatives for the college in the area of business and industry training.

Operational Objective 1: Establish the ACT Center to serve the specialized training needs of small to large businesses. (Measures: Divisional)

Operational Objective 2: Establish the Work Keys Service Center to serve the assessment and training needs of local business and industry. (Measures: Divisional)

Operational Objective 3: Continue to develop and expand appropriate program offerings and services to serve populations needing short-term skills training in underserved areas. (Measures: Divisional)

Element Six: Student Services

Based on student needs, the college offers a variety of student support services, including assessment, counseling, advisement, job placement, tutoring, social activities, community cultural leadership, and wellness-fitness services. The discussion of the student services areas and the objectives for these services are discussed in the Educational Support Services section of this plan.

Element Seven: Workforce Development

Workforce development programs, like specialized business and industry training, are addressed by the Arts and Sciences Division, the Technical Education Division, the Health Occupations Division, the Continuing Education Division, and/or the developmental or basic skills programs. The purpose of workforce development is to offer short-term courses and training programs on a non-credit basis in the areas of foundational employment skills, adult literacy, professional development, job skill enhancement, and personal growth and enjoyment. The curriculum is designed to contribute to a highly skilled workforce by providing educational opportunities that are visionary, diverse, comprehensive, and responsive to the needs of the public, private and corporate community.

The operational objectives for workforce development include the following:

Operational Objective 1: Continue a strong commitment to educating and retraining a highly skilled workforce that can compete globally. (Measures: Divisional)

Operational Objective 2: Actively pursue relationships with business and industry, community-based organizations and governmental agencies that enhance public understanding of SPC and promote the economic development strategies of the region. (Measures: Divisional, CSF D-3.1)

Operational Objective 3: Revise, enhance and develop a dynamic workforce development curriculum to meet the short-term training needs of community members, displaced workers, local business and industry, and those wishing to upgrade job skill levels. (Measures: Divisional)

Operational Objective 4: Establish relationships and partnerships with state and local workforce development agencies to serve targeted occupations and underprepared or underemployed workers. (Measures: Divisional)

Element Eight: Adult Literacy and Other Adult Basic Skills

The provision of adult literacy and basic skills education is a cooperative arrangement in the South Plains College service area. For individuals who present themselves with limited literacy but with some level of reading skill, the college provides testing and works to enroll these students into established developmental courses. If the level of ability is better served

by earning a high school equivalency (GED), then the individual is referred to one of several local agencies that provides the GED instruction. The college is the official test site for the GED and therefore tests these individuals. There is also a growing need for ESL instruction within the college's service area. The college refers most ESL instruction to a community agency. The college has ESL courses in its course inventory.

The following operational objectives are identified for this area of instruction.

Operational Objective 1: Provide a referral service for area GED programs to assist students who are considering admission into credit programs at South Plains College. (Measures: Departmental)

Operational Objective 2: Continue to partner with community agencies that provide GED education to encourage the attainment of an equivalent high school diploma among high school drop-outs. (Measures: Departmental)

Operational Objective 3: Continue to serve as a GED testing site. (Measures: Departmental)

Operational Objective 4: Expand the offering of short courses in adult basic skills as needs are identified and resources become available. (Measures: Departmental)

Publications

The production of all major publications for South Plains College is supervised by the Office of College Relations. In addition, each area, division, department or service shares the responsibility for ensuring that publications are accurate and consistent and rigorously adhere to principles of good educational practice. Appropriate information for students is contained in the South Plains College General Catalog and/or the Student Guide.

The Office of College Relations has the following objective for publications.

Operational Objective 1: Ensure that the content and design of publications, recruitment literature, advertising and promotional materials produced and distributed by the institution accurately reflect the institution, exhibit a professional appearance, and adhere to high standards of integrity and good practice. (Measures: Departmental, Employee Survey)

Distance Learning Programs

South Plains College has long recognized the legitimacy of distance learning. The college's service area encompasses approximately 30,000 square miles, necessitating the objective to deliver courses at a distance to serve the needs of service area constituents. The college also assumes the responsibility, through its Continuing Education Division, to offer courses at convenient times and locations. The college's primary off-campus courses and programs are clustered at the SPC Reese Center and the Byron Martin Advanced Technology Center in Lubbock. Additionally, off-campus classroom programs are offered in selected service area communities. An extensive dual credit program with area high schools has been developed in recent years. The Continuing Education Division is assigned the responsibility for the distance learning objective. All sites are visited within the service area to provide the needed services directly or indirectly through school personnel.

Technology has not changed the original goal for distance education. It has only enhanced it. What has changed in achieving the objective is the method of delivery of the curriculum. The two main methodologies of delivery are web-based curricula and courses delivered via interactive television. Policies and procedures governing distance education delivery systems and programs have been developed.

The following objectives are established for the college's distance education initiative.

Operational Objective 1: Provide quality educational opportunities through the use of current technology. (Measures: Departmental)

Operational Objective 2: Operate the distance education program according to the standards set forth by SACS, THECB and the Principles of Good Practice for Academic Degree and Certificate Programs and Courses Offered Electronically. (Measures: Departmental)

Operational Objective 3: Continue to offer courses that meet the needs of all students participating in interactive television and web-based courses. (Measures: Departmental, CSF A-4.1, A-4.2)

Operational Objective 4: Expand the offering of continuing education and community service courses via interactive television and web-based media. (Measures: Departmental)

Operational Objective 5: Continue to develop partnerships that will strengthen the services that distance education provides students. (Measures: Departmental)

Operational Objective 6: Strengthen student services for distance education students, enabling students to succeed in their educational endeavors. (Measures: Departmental)

Operational Objective 7: Evaluate all distance courses. (Measures: Departmental)

Operational Objective 8: Establish additional interactive classrooms as demand increases and resources become available. (Measures: Departmental)

Operational Objective 9: Provide additional interactive classroom and WebCT training for faculty. (Measures: Departmental)

Continuing Education, Outreach and Service Programs

The discussion of these topics was provided under the element of purpose dealing with continuing education and distance education. The operational objectives appear there.

Student Records

The security and maintenance of student records is an integral part of the institution's record keeping functions. The following operational objectives have been established in order to maintain secured student records in the Admissions and Records Office.

Operational Objective 1: Maintain adequate storage and retrieval systems for student records for both credit and non-credit courses that include but are not limited to physical storage of records in the Admissions and Records Office and electronic back-up files in a secured off-site location. (Measures: Departmental, CSF C-2.1, C-2.2)

Operational Objective 2: Continue to maintain a high level of security for all student records, respecting the rights of individual privacy. (Measures: Departmental)

Operational Objective 3: Continue to publish policies regarding the release of student directory information in the General Catalog and other student publications. (Measures: Departmental)

Faculty

The selection, development and retention of a competent faculty is of major importance to the educational quality of an institution. The commitment of faculty to institutional purposes determines in large measure the effectiveness of the total educational program. South Plains College recognizes this axiom in the data it gathers from the biennial Employee Satisfaction Survey, the goals of its Strategic Plan and the work of one of its first process action teams. The college provides evidence that it has employed faculty members qualified to accomplish its purpose in the personnel files for the institution maintained by the Human Resources Office.

The following operational objectives have been established in order to maintain a qualified, competent faculty and professional staff.

Operational Objective 1: Maintain faculty policies and procedures that comply with the criteria requirements of SACS (Section 4.8). (Measures: Divisional)

Operational Objective 2: Continue to operate a selection process for faculty and staff professionals to recruit personnel who embrace the college's vision, mission and organizational values. (Measures: Employee Survey)

Operational Objective 3: Continue to employ faculty whose degrees, credentials and/or experience meet or exceed the SACS standards. (Measures: Divisional, CSF A-6.1)

Operational Objective 4: Continue to maintain a full-time faculty ratio that exceeds the state average for community colleges. (Measure: CSF A-6.2)

Operational Objective 5: Continue to make progress on expanding the diversity of the college's faculty and professional staff. (Measure: CSF E-6.1)

Operational Objective 6: Promote teaching excellence through effective professional development programs for faculty. (Measures: Divisional, Departmental, CSF E-5.1)

The institution's selection process for faculty is an orderly process for recruiting and appointing new faculty members. The current process was developed by a process action team as a part of a strategic plan goal to continue to employ faculty members dedicated to students. The process was described in the team report and adopted by the institution. The process is described in the Policies and Procedures Manual. The college only employs faculty members whose degrees are presented by a regionally accredited institution or whose qualifications meet the standards for exceptions described in the SACS Criteria.

When the institution offers courses for credit through distance learning activities, it meets all criteria related to faculty. When programs are offered as distance learning (at the Lubbock centers), students are provided with access to and interaction with full-time faculty members.

Part-time faculty are used minimally at the college. The annual survey of community colleges in Texas by the Texas Community College Teachers Association shows that this percentage is low. Therefore, the number of full-time faculty is adequate to provide effective teaching, advising, and scholarly or creative activity, curriculum development policy-making, planning and governance.

The college has policies concerning the employment of part-time faculty members. Orientation, supervision and evaluation of all part-time faculty members are provided by the administrators or departmental chairpersons. Part-time faculty members must provide office hours for students.

The faculty salaries and benefits for faculty members are adequate to attract and retain capable faculty members. The Texas Community College Teachers Association studies for 1995 and 1996 have indicated that SPC was behind the state average for beginning salaries and that faculty members with more experience are above average. The study also showed that SPC beginning salaries were less competitive as education levels increased. Adjustments were made for 1997-98.

The fringe benefits package for all employees is adequate. The package includes two retirement plans—teacher retirement or optional retirement and social security. The college contributes to social security and the state contributes to either the teacher or optional retirement plans. A secondary pension plan is provided at no cost to professional employees in the form of a yearly investment of funds into a technology-based mutual fund. The health and medical insurance coverage paid by the college not only covers the employee but also the spouse and family.

The criteria for salary increases are made clear each year. Percentage raises are the most used procedure, but standard amounts and combinations have been used. The adjustments for 1997-98 were a combination.

The faculty have academic freedom and tenure. The Board of Regents Policy Manual and the Faculty Handbook give the policies in this area. These policies result in contract letters and employment deadlines which give the conditions of employment. The college does have adequate safeguards for protection of academic freedom.

Faculty members at the institution are expected to take the initiative in promoting their own growth as teachers, scholars, and practitioners, especially in occupational fields. Opportunities for faculty members to continue their professional development are made available through professional development (travel) budgets and in-service activities at the institution. These activities are scheduled after needs are established by the faculty and their departmental chairpersons. The college has also made a concerted effort to expand professional development in the areas of instructional technology and multicultural/diversity awareness. The Title III Strengthening Institutions Grant and technology grants from the state's Technology Infrastructure Fund contain a professional development component for faculty. The Professional Development Committee has been established to assess, plan and review the professional development activities for all SPC employees.

The role of the faculty in the academic affairs of the institution is defined in the Faculty Handbook. Committees and councils operate under particular guidelines and policies.

South Plains College has a faculty of adequate size to support its purpose. Guidelines are established for determining standard loads and overloads.

Faculty members are evaluated periodically according to the standards outlined in the Faculty Handbook. The procedures include student evaluation of instruction and evaluations by departmental chairpersons. The criteria used are provided in the guidelines and are consistent with the purpose and vision of the institution which focus on teaching and student learning. The results are used to improve the performance of the faculty member and the educational program.

Consortial Relationships and Contractual Agreements

South Plains College enters into consortial and contractual relationships in the delivery of educational programs and courses. Most of the relationships are for the transfer of credit hours or the articulation of SPC programs with four-year institutions. Agreements with Texas Tech University, Wayland University, Baylor University, Angelo State University, Midwestern State University, Eastern New Mexico University and West Texas A&M University are on file in the offices of the divisional deans. All courses taught in the consortia are regular SPC courses and the college has full control. The arrangements are evaluated regularly.

The college has developed a unique partnership with Texas Tech University that has resulted in two collaborative agreements. The college has entered into an agreement with the university to provide developmental education instruction for Texas Tech students who have been fully admitted to the university. Additionally, through the Gateway Program, the college will provide instruction for a select group of Texas Tech students who have been admitted on a provisional basis. In the Gateway Program, participants enroll in college-level or developmental courses with South Plains College, but live on the campus of Texas Tech and participate in the student life activities of the university. In both these agreements, the college has full control of the courses and methods of instruction employed by faculty.

The college has affiliation agreements with numerous business, industry and medical facility sites in the college's 15-county service area for technical program instructional purposes. The majority of these agreements are maintained on an annual basis. The technical faculty of the instructional divisions are responsible for supervising and evaluating students in business, industry and clinical areas as well as evaluating the instructional sites. The institution retains control of the instruction and ensures the educational experience complies with the SACS Criteria.

The college maintains Tech Prep articulation agreements with a majority of the high schools in the college's service area. These arrangements are carefully monitored to ensure competencies exist at the college level.

The college is a member of the Virtual College of Texas, a consortium of community colleges that delivers a variety of college-level courses via distance education, interactive television systems or the Internet. Additionally, the college is a member of three distance education consortiums with area public schools for the purpose of delivering instruction to communities in the college's service area.

Through its Continuing Education Division, the college maintains a number of contractual agreements for the delivery of educational programs and instruction. These agreements include contracted short-term training with business and industry, a contract to provide a professional driver training program, and a contract to provide the educational program for the Lubbock County Community Corrections Facility. These contracts are written to give sufficient control to the college and are evaluated regularly. Additionally, the college maintains a contractual agreement with the Texas Tech University Health Sciences Center in support of the emergency medical services program. Texas Tech University provides the facilities and the instructors for the program and South Plains College provides the curriculum and grants college-level course credit leading to an associate degree or certificate of proficiency.

The following operational objectives have been identified for this area.

Operational Objective 1: Continue to develop and maintain articulation agreements with all accredited senior institutions in the college's service area to facilitate the transfer of credit. (Measure: CSF A-3.1)

Operational Objective 2: Continue to develop and maintain articulation agreements with independent school districts in the college's service area in support of Tech Prep initiatives and dual credit programs. (Measure: CSF A-3.2)

Operational Objective 3: Continue to develop consortial relationships with business and industry in order to expand educational opportunities for service area constituents. (Measures: Divisional, Departmental)

Operational Objective 4: Continue to develop partnerships with public school districts and institutions of higher education in the college's service area that result in expanded and coordinated delivery of educational services and programs to students and constituents. (Measures: Divisional, Departmental)

Operational Objective 5: Ensure that all contractual agreements are written to give sufficient control to the college and that agreements are evaluated regularly. (Measures: Divisional, Departmental)

Educational Support Services

The provision of educational support services which stimulate the mind and encourage the total growth and development of students and which complement the educational program is necessary for an effective institution of higher education. Vital educational support services include student and faculty access to library and learning resources and an effective program of student development services. The educational support services follow the institutional effectiveness guidelines outlined for educational programs. Each unit establishes goals and objectives which serve the institutional purpose and vision, evaluates the extent to which objectives are achieved, and demonstrates that information from evaluations is used to alter objectives, resources, programs and services.

The institutional goal of maintaining and enhancing student support programs that address student needs and support student success is translated into the following operational objective.

Operational Objective 1: Provide quality educational support services based on the educational needs of students and available resources. (Measures: Divisional, Departmental, CSF C-2.1, C-2.2)

Library and Learning Resources

Adequate library and learning resources are essential to teaching and learning. The purpose of the library is to support the academic, technical, continuing education and community service programs of the college by providing students, faculty, staff, and the community with the information resources and services they need to achieve their educational objectives. A complimentary, but less important purpose of the library, is to provide students and faculty with an appropriate assortment of recreational and general interest materials for their reading and viewing enjoyment. The library staff works closely with department chairs, faculty, student and community patrons in determining needs and which resources to obtain and which services to offer.

Library services at South Plains College are based out of the Levelland Campus and SPC Reese Center libraries. Services provided include reference assistance, bibliographic instruction, loan of print and non-print materials from both local holdings and via interlibrary loan nationwide, access to and assistance with extensive informational databases, laminating, audio and video duplicating, photocopying, and reciprocal borrowing privileges statewide.

To accomplish its purpose the library establishes the following objectives.

Operational Objective 1: Maintain the current adequate level of professional librarians and support staff at the Levelland Campus and SPC Reese Center sites. (Measures: Departmental)

Operational Objective 2: Select and purchase appropriate and sufficient print and non-print materials, including the lease of information databases suitable for the instructional needs of the college, with the goal of providing access to the maximum amount of relevant information available within the constraints of the libraries' budget. (Measures: Departmental)

Operational Objective 3: Provide improved automated systems in the following areas: online public access catalog (OPAC), circulation, cataloging, and acquisitions. (Measures: Departmental)

Operational Objective 4: Provide bibliographic instruction to the college community and interested groups, including orientations, personal assistance, computer-assisted instruction and printed information. (Measures: Departmental)

Operational Objective 5: Provide hours of service that are equal to or greater than the average statewide for Texas community college libraries. (Measures: Departmental)

Operational Objective 6: Improve the facilities and equipment for housing and using materials. (Measures: Departmental)

Operational Objective 7: Evaluate resources and services annually via student surveys, reviews of holdings by library staff and faculty, comparison with similar institutions, and direct feedback from all users. (Measures: Library Users Survey)

In recent years, there has been a considerable shift in the format of information resources and services provided to the college community, i.e., from paper to electronic. While paper books and periodicals remain an important portion of the permanent collection and its ongoing development, the expansion of electronic resources and services has allowed the libraries to provide exponentially more access to information than ever before at a far lower cost per unit. Electronic resources and services have also removed the barriers of distance and time for library users remote from the campuses, particularly in concert with the libraries' participation in a number of statewide and nationwide information-sharing consortia.

The library web site has emerged as the primary means of delivery for electronic resources and services, as well as news, information, and instruction about services offered. From the library web site, users may access a wealth of online information in all subject areas. The majority of this information is available in proprietary databases carefully selected and leased by the libraries. Access to these databases is available through any college computer; they may also be accessed from remote sites, including users' homes, by means of proxy access provided by the libraries. Library users are encouraged to submit e-mail regarding comments, complaints, and/or suggestions for purchase or new services via convenient links on the library web site. Additionally, a new automated library management system, Voyager, was launched in the spring of 2001 and has proven to be a great success.

The Levelland library is staffed by four full-time librarians, three full-time clerical support staff, and a number of student assistants. The SPC Reese Center library is staffed by two full-time librarians, a full-time clerical support person, and a number of student assistants. The staffing level at both locations is adequate for current and projected future needs. Each librarian at both locations holds a master's degree in library science from an institution accredited by the American Library Association.

Library services are evaluated by student surveys, direct feedback, the college library committee, quality control measures implemented by the professional library staff, and comparisons with similar institutions. The libraries seek to respond to changing informational needs by the acquisition of new materials and services suited to a dynamic, progressive curriculum.

Instructional Support

For the most part, SPC takes a decentralized approach to providing instructional support services designed to enhance student success. Laboratories, audiovisual equipment, and equipment for the projection of computer output, are funded and distributed through departments and departmental budgets. Audiovisual services for students are centralized in the library. Duplication services are provided in the copy center on the Levelland Campus and in the library at other locations. SPC maintains learning resource centers at its campus locations. The Teaching and Learning Center is housed on the second and third floors of the Library on the Levelland Campus. The Student Academic Center/Basic Skills Lab is located in Building 4 at the SPC Reese Center. Each facility provides reading and learning strategies, instruction in basic skills, peer-tutoring, computer-aided instruction, student and public access computer labs and opportunities for independent study.

To support the curriculum and instructional processes, the following operational objectives are identified.

Operational Objective 1: Provide a variety of facilities and instructional support services which are organized and administered to provide easy access for faculty and student users. (Measures: Departmental)

Operational Objective 2: Provide reading and learning strategies, developmental courses, collegiate instruction in reading and human development, peer-tutoring, computer-aided-instruction, independent-study opportunities, workshops and seminars, and a variety of learning assessments for students and prospective students so that evaluations using data from the following sources (student demographic and numbered served data, student performance on the TASP Reading Test, GPA at SPC) indicate success. (Measures: Departmental)

Information Technology Resources and Systems

Incorporating technological advances into college operations has been a strategic goal of the college for the past six years. The resources that have resulted from this effort have included computers for instructional programs and individual use, computer networks for connecting classes, multiple buildings and locations, the expansion of web-based delivery of instruction and information, and technologies related to multimedia presentations, up-to-date software, electronic communications (e-mail) and data sharing, and user training. These resources have been distributed across all operational areas of the institution and locations.

The South Plains College policy for the allocation and use of computer and information technology is established via the administrative organization and the planning and budgeting processes. The Office of Information Technology is responsible for managing and coordinating information technology resources and systems. The purpose of the Information Technology Office is to provide information technology systems, services, computing facilities and network infrastructure to support the college in achieving its instructional and administrative goals and objectives.

The planning and budgeting processes bring forth requests for the allocation of information technology and resources. The Technology Committee recommends to the Administrative Council the priorities for the technology infrastructure of the college. The allocation of these resources is generally prioritized as follows: 1) instructional needs necessary for adequate computer instruction in departments, 2) administrative needs to maintain the financial, student and other administrative records and 3) the network needs to establish and maintain the backbone of the institutional network. This policy is evaluated regularly.

The following objectives are established for the information technology systems.

Operational Objective 1: Continue to implement, evaluate and adequately fund a technology plan that addresses current and future needs of students and constituents. (Measures: Departmental)

Operational Objective 2: Continue to incorporate technology advances and resources (hardware, software, databases, networks and technical and user services staff) into the operations of the college so that students exit with fundamental computer, information technology and electronic communication knowledge and skills. (Measures: Departmental)

Operational Objective 3: Provide ongoing technology training of faculty and staff members via in-service instruction, professional development programs and continuing education and regular credit courses. (Measures: Departmental, Employee Survey)

Operational Objective 4: Undertake IT staff training and development associated with the new software environment and enable staff to provide the college with knowledge and skills to best utilize its information systems technology to improve the administration and delivery of information. (Measures: Departmental)

Operational Objective 5: Provide and maintain a software development environment for support of strategic information systems that will enable the college to use information technology to its best advantage in the support of its institutional purpose. (Measures: Departmental)

Operational Objective 6: Install and maintain security measures to protect the confidentiality and integrity of academic systems, administrative systems and institutional networks. (Measures: Departmental)

Operational Objective 7: Define a program for maintaining and replacing equipment and software so that they remain consistent with current technology. (Measures: Departmental)

Operational Objective 8: Support continuous technology information among faculty and staff by updating the web page devoted to new technologies and virus updates. (Measures: Departmental)

Operational Objective 9: Implement technology-based solutions that simplify administrative procedures, increase efficiency and enhance service to students and constituents. (Measures: Departmental)

Operational Objective 10: Continue to develop and integrate the college's information and communications infrastructure to accommodate user-friendly access to computer systems and data. (Measures: Departmental)

Student Affairs

Student development services are essential to the achievement of the goals of the institution. Student services consist of a combination of support services to help and encourage students to attain their full potential and to encourage them to reach mature and responsible decisions, regardless of the nature of the challenge they encounter. The Student Affairs Division is organized on the premise that all of college life, both in and out of class, represents a real and significant part of the student's educational development—cultural, social, moral, intellectual and physical.

Although admissions and records and institutional research and reports are a part of the Student Affairs Division, they are discussed in other portions of this document.

Element six of the statement of purpose states that the institution provides a comprehensive program of student services, including assessment, counseling, advisement, job placement, tutoring, social activities, community cultural leadership and wellness-fitness services. The Student Affairs Division supports the educational purpose and mission of South Plains College and assists in the development of each student's life by maintaining and developing a combination of support services designed to assist students in achieving success and maximizing their unique and individual talents both in and out of the classroom.

The operational objectives of the division include the following.

Operational Objective 1: Provide a comprehensive and effective program of student support services designed to recruit, retain and develop students to their maximum potential. (Measures: Divisional, CSF C-2.1, 2.2)

Operational Objective 2: Continue a strong commitment to developing and enhancing enrollment services for prospective students. (Measures: Divisional, Departmental)

Operational Objective 3: Develop and implement strategies that increase student success, retention and graduation rates. (Measures: Divisional, Departmental, CSF B-1.1, CSF B-2.1, B-2.2, B-2.3, B-2.4, CSF C-3.1, C-3.2, C-3.3, C-3.4)

Operational Objective 4: Promote a campus environment that is conducive to student learning and inclusive of diverse student populations. (Measures: Divisional, Departmental, CSF C-2.1, C-2.2, Employee Survey)

Operational Objective 5: Continue to involve students in the college community by providing appropriate student organizations, activities, publications and opportunities for interaction with faculty, staff and peers outside of class. (Measures: Divisional, Departmental)

Operational Objective 6: Continue to implement cross-functional approaches designed to integrate support systems in the areas of counseling and guidance, orientation, advisement and registration. (Measures: Divisional, Departmental)

Operational Objective 7: Develop and implement an enrollment management plan that provides for the integration of student services in support of recruitment strategies and goals. (Measures: Divisional, Departmental)

Operational Objective 8: Continue to encourage positive student outcomes by enhancing the delivery of quality assessment, advisement, career guidance, personal adjustment and job placement services. (Measures: Divisional, Departmental, CSF C-2.1, C-2.2)

Operational Objective 9: Provide effective and efficient administrative support for all Student Affairs departments with respect to leadership, communication, fiscal support and human resource development. (Measures: Divisional, Departmental)

Operational Objective 10: Develop and maintain departmental resources that support quality student services based on identified student needs. (Measures: Divisional, Departmental)

Each area of student affairs has developed operational objectives and strategies designed to accomplish the stated purpose of that area and the general goals and objectives of the Student Affairs Division. All student affairs are administered by the Vice President for Student Affairs. The student services areas have organizational status commensurate with other major administrative units of the institution. The individuals staffing student services areas have academic preparation and experience consistent with their assignments and the human, physical, financial and equipment resources budgeted for student services are adequate to support the goals of the institution.

Guidance and Counseling

The goal of the guidance and counseling program at the college is to assist students in defining and meeting their educational and career goals. This goal is directly related to the institutional purpose of providing quality student support services.

The operational objectives for guidance and counseling are as follows.

Operational Objective 1: Serve as a source of general information concerning academic transfer and technical programs for current and prospective students, parents, high school counselors and the general public. (Measures: Departmental)

Operational Objective 2: Provide academic, career and personal assessment services that meet the needs of students, instructional programs and the college community. (Measures: Departmental)

Operational Objective 3: Provide information and advising services for students who are undecided about a major area of study and students who need developmental studies to enhance their skills and competencies in order to successfully complete their educational goals. (Measures: Departmental)

Operational Objective 4: Assist students in clarifying their career and educational goals and advise students about career and program opportunities. (Measures: Departmental)

Operational Objective 5: Offer a career development program through the use of classroom instruction and other services that provides students the opportunity to explore their interests, abilities, values and personality style and to research the world of work to determine unique career goals. (Measures: Departmental)

Operational Objective 6: Expand self-evaluation and career instruction to the Internet, offering students access to self-evaluation tools, career and world of work research, and the opportunity to develop career goals. (Measures: Departmental)

Operational Objective 7: Incorporate appropriate instructional technology to enhance instruction and student outcomes. (Measures: Departmental)

Operational Objective 8: Provide current, factual information for students seeking to transfer to other colleges and universities. (Measures: Departmental)

Operational Objective 9: Provide personal counseling for students to assist them in overcoming obstacles to meeting their educational and career goals and maintaining a healthy life perspective. (Measures: Departmental)

Operational Objective 10: Continue to develop partnerships with area public schools and universities to ease the transition from institution to institution. (Measures: Departmental)

Operational Objective 11: Provide opportunities for professional and support staff development in order to enhance advising, instruction and counseling skills and delivery of services. (Measures: Departmental)

Operational Objective 12: Provide well-maintained equipment and facilities that are conducive to successful advising, assessment, counseling and instruction. (Measures: Departmental)

Operational Objective 13: Foster the participation of students in student clubs and organizations and student activities. (Measures: Departmental)

Special Services

South Plains College is committed to providing lifelong learning opportunities for all capable students who seek a college education. To underscore its commitment to student success, the college has established the special services program at its Levelland and Reese Center locations to assist students with unique circumstance or special needs.

The special service office provides a variety of services to individuals who qualify for services following Federal Guidelines for students with disabilities. The office also serves students who are economically or academically disadvantaged, are enrolled in non-traditional gender programs, or have limited English proficiency. The program is funded in part from federal Carl Perkins grant funds.

Services that are available to qualified students include but are not limited to guidance and counseling, career counseling, academic advisement, job placement assistance, remedial instruction, classroom modification, alternative teaching and/or examination methods, adaptive equipment, diagnostics, transportation and childcare. Ongoing efforts are made by all faculty and staff to assist students toward improvement of their quality of life through educational opportunities and/or skill development for employment.

The following operational objectives have been identified for the special services area.

Operational Objective 1: Ensure quality of services and access to facilities and services for individuals with disabilities and special needs. (Measures: Departmental)

Operational Objective 2: Promote a campus environment that is conducive to student learning and inclusive of diverse student populations. (Measures: Departmental)

Operational Objective 3: Assist special services students in clarifying their career goals and advise students about career and program opportunities. (Measures: Departmental)

Operational Objective 4: Incorporate appropriate instructional technology to enhance instruction and student outcomes for students with disabilities. (Measures: Departmental)

Operational Objective 5: Provide opportunities for professional and support staff development in order to enhance student outcomes.

Operational Objective 6: Continue to develop partnerships with area public schools and universities to ease the transition from institution to institution. (Measures: Departmental)

Operational Objective 7: Explore the possibility of expanding assistance and services for academic transfer majors who have special needs and/or who are members of special populations. (Measures: Departmental)

Operational Objective 8: Review personnel needs to assist with the delivery of testing and special services. (Measures: Departmental)

Operational Objective 9: Increase awareness of faculty and staff of the needs of students with disabilities. (Measures: Departmental)

Multicultural Services

The Multicultural Services Office has been established to coordinate and enhance college-wide efforts to promote diversity in the context of the college's institutional plan. The aim of the office is to provide services that incorporate diversity awareness/training, new student recruitment, individual counseling with students and faculty, student group advisement and educational alliances with community groups. The Multicultural Services Office is partially funded through the college's Title III Strengthening Institutions grant.

The office has the following operational objectives.

Operational Objective 1: Maintain and enhance the coordination of system-wide diversity awareness for students, faculty and staff. (Measures: Departmental)

Operational Objective 2: Continue to enhance and develop a faculty-training program that fosters the infusion of diversity into the classroom climate and curriculum. (Measures: Departmental)

Operational Objective 3: Continue to assist in the development, implementation and evaluation of recruiting and support strategies that target underrepresented, underprepared and underemployed populations. (Measures: Departmental, CSF C-1.3, C-1.4, C-1.5, C-1.6)

Operational Objective 4: Continue to develop partnerships with institutions of higher education, community agencies and businesses to increase outreach efforts in terms of access and public relations with our diverse service area. (Measures: Departmental)

Operational Objective 5: Continue to provide advisement and resource referral in the areas of diversity and academic support services for students, faculty and staff. (Measures: Departmental)

Operational Objective 6: Continue to increase knowledge and skill in the areas of access, equity and diversity by participating in professional development activities. (Measures: Departmental)

Student Activities and Student Government

The Student Activities Office attempts to reach all student populations through special programming that is consistent with the educational goals of South Plains College. The office operates on the premise that the entire collegiate experience both in and out of the classroom can significantly and positively affect the development of each student's life. The Student Activities Office promotes campus clubs and organizations and provides opportunities for each club and organization to actively participate in campus activities. The Student Government Association is one of the organizations on campus that assists the director in planning an activity program consistent with student interests and needs.

Operational Objective 1: Provide student activities, student clubs and student organizations based on student needs and interests. (Measures: Departmental)

Operational Objective 2: Maintain and publish statements which define the role of students in institutional decision-making. (Measures: Departmental)

Operational Objective 3: Maintain and publish policies and procedures that govern the role of the institution in supervising student activities, student clubs, and student organizations. (Measures: Departmental)

Operational Objective 4: Maintain, recruit, hire and train competent and effective personnel. (Measures: Departmental)

Operational Objective 5: Regularly measure and assess the effectiveness of the program, facilities, equipment, policies/procedures and personnel with appropriate measurement tools. (Measures: Departmental)

The college statement regarding the students' role in the institutional decision-making process is published in the Governance and Management section of the Student Guide. The policies and procedures governing the supervisory role over student activities are also contained in this publication.

Student Publications

The college supports student publications and other broadcast media for the distribution of student-produced articles, pictures and programs. The Plainsman Press is a publication of the journalism program in the Department of Communication. This newspaper exists to serve as a learning lab for those students who are taking journalism courses, and additionally it serves to inform the college community, to stimulate interest in projects that benefit the college, to examine issues editorially, and to serve as a public forum for faculty and student opinion through letters to the editor. SPC-TV offers students in the telecommunications program the opportunity to work in the production of television programming that is cablecast on channel 10 locally in Levelland, Brownfield, Morton and Littlefield. The college, via the instructors, exercises the role of publisher of these media outlets. While the opinions expressed are disclaimed as not being those of the college, students learn about the roles of editors and publishers in the actual media settings. Statements regarding student publications appear in those publications, the College Catalog, and in the syllabi of the courses in which the publications are produced.

Operational Objective 1: Continue to provide publishing support for the student newspaper and student-produced television programming within the context of the instructional program of the college. (Measures: Divisional, Departmental)

Operational Objective 2: Provide clearly written statements of the institution's responsibilities regarding student publications. (Measures: Divisional, Departmental)

Student Behavior and Police Department

Student behavior that contributes to an atmosphere for teaching and learning is very important on the college campus. The institution establishes the following objectives related to student behavior.

Operational Objective 1: Clearly define, publish and broadly distribute a statement of student rights and responsibilities and all disciplinary procedures. (Measures: Departmental)

A statement of student rights and responsibilities is published in the Student Guide in a section by that name. The disciplinary procedures are defined in the "Student Conduct" section of that publication. The Campus Police Department plays an important role in the enforcement of student conduct rules and in the overall security of campus locations.

The Campus Police Department supports the educational purpose and mission of South Plains College and assists in the development of each student's life by providing law enforcement and security services to the campus community, focusing on the protection of life and property.

The following operational objectives have been identified for the Campus Police Department.

Operational Objective 2: Provide high visibility by associating and communicating with the campus community. (Measures: Departmental)

Operational Objective 3: Provide law enforcement services that includes a focus on safety, security and education. (Measures: Departmental)

Operational Objective 4: Maintain a licensed police department of the highest professional standards. (Measures: Departmental)

Operational Objective 5: Regularly measure and assess the effectiveness of the department, facilities, equipment, policies/procedures, and personnel with appropriate measurement tools. (Measures: Departmental)

Student Residence Halls

Student residence halls support the educational purpose and mission of the college by providing a diverse on-campus residential environment that is conducive to the academic and social development of each student's life. The following objectives are identified.

Operational Objective 1: Continue to develop and implement policies and procedures governing residence halls. (Measures: Departmental)

Operational Objective 2: Develop and implement reasonable precautions to provide a healthy, safe and secure residential environment. (Measures: Departmental)

Operational Objective 3: Provide adequate student housing facilities and equipment that is well maintained in appearance, integrity and function. (Measures: Departmental)

Operational Objective 4: Maintain, recruit, hire and train competent and effective personnel. (Measures: Departmental)

Operational Objective 5: Regularly measure and assess the effectiveness of the resident hall program, facilities, equipment, policies/procedures and personnel with appropriate measurement tools. (Measures: Departmental)

Student Health Services

Student Health Services supports the educational purpose and mission of South Plains College and assists in the development of each student's life by providing diversified health services to all students enrolled in six or more hours on the Levelland Campus. The service provides qualified students access to a registered nurse and a licensed physician for routine minor health care.

The following objectives are established for health services area.

Operational Objective 1: Provide health services that include minor care, educational programs, individual counseling, referrals and the services of a registered nurse and licensed physician. (Measures: Departmental)

Operational Objective 2: Provide a fully equipped medical clinic that is centrally located to the student population. (Measures: Departmental)

Operational Objective 3: Maintain and publish statements that define the role and scope of the student health service. (Measures: Departmental)

Operational Objective 4: Maintain, recruit, hire and train competent and effective professional personnel. (Measures: Departmental)

Operational Objective 5: Regularly measure and assess the effectiveness of the student health program, facilities, equipment, policies/procedures and personnel with appropriate measurement tools. (Measures: Departmental)

Financial Aid

The goal of the Financial Aid Office is to provide students access to education and to help students attain their educational goals by helping those eligible obtain financial aid. Federal and state rules can greatly affect the workload in this office. The general objectives of the Financial Aid Office are as follows.

Operational Objective 1: Provide clear information and help individuals seeking the services of the Financial Aid Office in a courteous and efficient manner which demonstrates an interest in the individual, a willingness to help, and a positive attitude. (Measures: Departmental)

Operational Objective 2: Operate the office within the rules and regulations provided by the sources of the aid. (Measures: Departmental)

Operational Objective 3: Cooperate in the institution-wide coordination of all financial aid awards so that SACS reviews indicate that such coordination is adequate. (Measures: Departmental)

Operational Objective 4: Comply with the regulations of the student loan programs as established under the federal rules. (Measures: Departmental)

New Student Relations

The Office of New Student Relations is responsible for coordinating and directing the student recruitment and outreach activities of the college in order to attract and retain a diverse student body. The following objectives are identified.

Operational Objective 1: Direct and coordinate student recruitment outreach activities to area high schools. (Measures: Departmental)

Operational Objective 2: Promote the college to non-traditional adult student markets. (Measures: Departmental)

Operational Objective 3: Coordinate the college's participation in specific recruitment events that produce inquiries about the college from prospective students. (Measures: Departmental)

Operational Objective 4: Manage a response system to prospective student inquiries. (Measures: Departmental)

Operational Objective 5: Coordinate a program of campus tours for prospective students and other visitors. (Measures: Departmental)

Operational Objective 6: Assist in marketing college programs and services to recruit a stable and representative student body. (Measures: Departmental, CSF C-1.1, C-1.2, C-1.3, C-1.4, C-1.5, C-1.6)

Operational Objective 7: Enroll graduates from SPC service area high schools in which the college actively recruits. (Measures: Departmental, CSF C-1.2)

Intramural Athletics

The intramural athletic program is operated under the supervision of the Director of Athletics. The program contributes to the personal development of students and is related to the total program of the college. These programs are directed by qualified personnel and are appropriately funded.

Operational Objective 1: Offer a range of activities and sports based on student interest and needs. (Measures: Departmental)

Intercollegiate Athletics

South Plains College operates a strongly competitive intercollegiate athletic program consisting of men's and women's basketball and men's and women's cross country and track. The college will field an intercollegiate men's and women's rodeo team with the start of the 2001-2002 academic year.

The athletic program is operated in strict adherence to a written statement of purpose and philosophy and identified goals and objectives that has been developed by the administration, in consultation with the athletic director, with appropriate input from the faculty athletic committee. The program and its elements are described in the Department of Intercollegiate Athletics Policy and Procedures Manual which has official institutional approval. The statement of goals is in harmony with, and supportive of, the institutional purpose and references academic progress, personal achievement and development (physical, social and emotional), school image, wins and losses, and total competitiveness. Success is measured based on the stated goals. The intercollegiate athletics program is evaluated continually, and two formal evaluations occur each spring. Evaluations of the personnel, programs and facilities are conducted each spring by the Director of Athletics. The President and the Athletic Director then conduct a systematic evaluation of the total program. This process looks specifically at athletics as an integral part of the education of student-athletes and how athletics fits into the educational purpose of the institution. The evaluation of the athletic program is a part of regular evaluations, including the self-study and reaffirmation process.

The athletic programs are controlled by the administration which contributes to its direction. The faculty and students also participate in guiding the program. The Board of Regents do provide oversight for the program and receive periodic reports. Ultimate responsibility for the control of the department rests with the President of the college who supervises the Athletic Director. The roles and responsibilities of each of the positions which provide supervision are explicitly defined and clearly understood by all parties.

All fiscal matters pertaining to the athletics program are controlled by the administration, with the ultimate responsibility resting with the President. The booster club, The Texan Club, does raise and expend funds for the program. However, all this financial activity requires the approval of the administration and there is a regular independent audit.

The administration of financial aid to students is included in the institution's regular budgeting, accounting, and auditing procedures. All income and expenditures for the athletic program flow through the Business Office accounting system and are appropriately audited.

The Athletic Department Policy and Procedures Manual gives written policies that include but are not limited to recruitment, financial aid, and continuing eligibility of athletes. Admission at SPC is "open door" and the same policies apply to all students including athletes. The Business Office, the Financial Aid Office, and the Admissions and Records Office are responsible for implementing and monitoring academic, admission and financial aid policies.

The goal of the Intercollegiate Athletics Program is to produce athletes who play and act like winners on the campus, court, track, arena and most importantly, the classroom.

The following operational objectives are established for the athletics program.

Operational Objective 1: Produce winning teams in all sports that are nationally ranked, qualify for regional competition and are competitive nationally. (Measures: Departmental)

Operational Objective 2: Provide a positive image of South Plains College student-athletes on campus and on the road. (Measures: Departmental)

Operational Objective 3: Produce student-athletes who make satisfactory academic progress at all times. (Measures: Departmental)

Operational Objective 4: Produce academically, physically, emotionally, and socially well-adjusted sophomore athletes who find places in four-year athletic programs so that they may continue progress toward their academic degrees or who may continue in their academic pursuits without being in sports. (Measures: Departmental)

Operational Objective 5: Maintain athletic, fitness and recreational facilities that support the program and facilitate student, faculty, staff and community involvement in athletic events. (Measures: Departmental)

Administrative Processes

Organization and Administration

South Plains College is organized administratively to bring together its various resources and allocate them effectively to accomplish institutional goals and purposes. The organizational pattern is designed to work within the context of Texas law and the context in which SPC operates.

Texas law defines the legal authority for community college districts in the state (Texas Education Code, 130). These districts are political subdivisions of the state government. While that state code refers to junior colleges, the colleges, including South Plains College, are community colleges in the current meaning of that phrase. The state law has long allowed colleges to change the name of the college based on a board vote. Beginning in 1997, the law allowed the junior college districts to change their names to community college districts based solely on board resolution. The South Plains Junior College District board has not made that change. The district name appears only in official board policy manual (Board of Regents Policy Statements) and on certain legal documents. In all other cases South Plains College, the official name for the college, is used. Therefore, the name of the college is accurate, descriptive, and appropriate.

The organization of the institution is fundamentally sound and is designed to function effectively by encouraging administrators to assume a large measure of independent judgement in executing their duties. The organizational plan features a President and eight positions which report directly to the President (See Appendix G). Four are line positions and four are staff positions. The titles of chief administrators appear in the organizational chart, in the College Policy and Procedures Manual and in the Faculty Handbook. Descriptions of the position and the associated responsibilities are published in the College Policy and Procedures Manual. This manual and the College Catalog designate the divisions of the institution, describe the programs and offerings, and the names of the degrees awarded accurately, descriptively and appropriately.

Governing Board

Texas law creates the board of trustees or regents as the legal body responsible for the institution and for policy making. As defined in the board policy manual, board action must result from a decision of the whole, and no one can take official action for the board unless authorized to do so. The duties of the board, organization and committee structure, and frequency of meetings are also clearly defined in that manual.

The Texas Education Code defines the number of board members for the various types of junior college districts. For South Plains College, that number is seven. Each board member serves a six-year term and is elected by position. The terms are staggered to assure appropriate continuity. The Education Code defines the process for removing board members.

The board functions are defined in the board policy manual. Those functions include establishing policy, securing financial resources to support adequately the institution, selecting the chief executive officer and auditor. Proper procedures to adequately inform the board about the financial condition and stability of the institution have been established and are in practice. The board is not subject to undue pressure from political, religious or other external bodies. It also protects the administration from similar pressures. The board policy manual makes a clear distinction in writing between the policy-making functions of the governing

board and the responsibility of the administration and faculty to administer and implement policy.

Lay advisory committees are used three ways at the institution. Technical programs use advisory committees to help the faculty know the education requirements within particular fields. The roles of these committees are clearly defined, and minutes of the regular meetings are kept on file. The college makes use of an advisory board of Lubbock business and community leaders to provide input and feedback regarding community needs in Lubbock. Finally, ad hoc advisory committees are used for special projects. The roles are clearly defined.

The official policies of the institution are contained in the Board of Regents Policy Statements manual. This manual contains the policies on tenure and due process. Those board policies and those established by the administration appear in the Policies and Procedures Manual. One section of the Policies and Procedures Manual is the Faculty Handbook which is also published separately. Thus, the duties and responsibilities of administrative officers, patterns of institutional organization, the role of the faculty in institutional governance and the other policies and procedures that affect the faculty and other personnel are published in official documents.

The following objectives are established by the governing board.

Operational Objective 1: Operate within board policy regarding decisions of the whole. (Measures: Board Actions, Divisional)

Operational Objective 2: Establish general policies and allow the administration and faculty to administer and implement policy within a broad framework established by the board. (Measures: Board Actions, Divisional)

Operational Objective 3: Follow the written distinction made in board policy between the establishment of policy and the administration and implementation of policy. (Measures: Board Actions, Divisional)

Operational Objective 4: Secure financial resources to support the institutional goals. (Measures: Board Actions, Divisional, CSF E-2.5, E-2.6, CSF E-3.1, E-3.2, E-3.3)

Operational Objective 5: Establish proper procedures to ensure that it is adequately informed about the financial condition and the stability of the institution. (Measures: Board Actions, Divisional)

Operational Objective 6: Resist undue pressure from political, religious, and other external bodies and protect the administration from such pressures. (Measures: Board Actions, Divisional)

Administration

The administrative organization is reflective of the purpose and philosophy of the institution and each functional unit to perform its particular responsibilities as defined in the institutional purpose. Administrative responsibility and authority for all educational offerings and functions of the institution are clearly identified in practice and in the organizational chart. Copies of the chart are part of the policy manuals. The duties of the President and the eight positions directly responsible to the President are clearly defined and published in the Policies and Procedures Manual. The administrative staff members have the proper credentials, experience and competence for their responsibilities. Each administrator is evaluated periodically.

The college administration is organized into two groups for the purpose of managing and communicating. The Executive Council consists of the President, the Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President for Finance and Administration, and the Provost. The Administrative Council consists of the Executive

Council plus the Dean of Instruction, the Dean of Health Occupations, the Dean of Technical Education, the Dean of Continuing and Distance Education, the Dean of Admissions and Records, and the Dean of College Relations.

The goal of the administration is to harness institutional resources and allocate them effectively in the achievement of the stated purpose. The resources important to the allocation process are the human resources, physical resources and financial resources.

The following objectives are established for the administration organization.

Operational Objective 1: Provide a resource allocation process that supports institutional purpose and vision as measured by expenditure patterns and feedback from employees, budget performance, examples of cost/budget efficiency, a synchronization of planning and budget process. (Measures: Employee Survey, CSF E-2.1, E-2.5, CSF E-3.1)

Operational Objective 2: Maximize opportunities for employees and students to contribute to the decision-making process and continuous quality improvement process. (Measures: Employee Survey, CSF E-7.1)

Operational Objective 3: Develop and implement a structured professional development program for faculty and staff which responds to the needs of the employee, the college, and students. (Measures: CSF E-5.1)

Operational Objective 4: Develop strategies for identifying and promoting leadership at all levels. (Measures: Employee Survey, Divisional)

Operational Objective 5: Continue to provide employee recognition, rewards and opportunities for advancement. (Measures: Employee Survey)

Operational Objective 6: Continue to foster the "SPC family atmosphere." (Measures: Employee Survey)

Operational Objective 7: Foster and facilitate timely, accurate, college-wide communications by improving vertical and lateral lines of communications within the organization.

Operational Objective 8: Seek appropriate and competitive levels of compensation for faculty and staff. (Measures: Employee Survey)

Operational Objective 9: Develop activities that build stronger teams and that contribute to an appreciation for teamwork and unity of purpose. (Measures: Employee Survey)

Operational Objective 10: Implement technology-based solutions that simplify administrative procedures and processes, increase efficiency and enhance service to students and constituents. (Measures: Employee Survey)

Operational Objective 11: Continue to develop and integrate the college's information and communications infrastructure to accommodate user-friendly access to computer systems and data. (Measures: Employee Survey)

Human Resources

South Plains College recognizes that its most valuable asset is its employees. More than 450 persons are currently employed by the institution. Each professional employee has documented credentials, and each classified employee has demonstrated technical competencies. SPC has as a part of its strategic plan a goal to build upon the quality of SPC employees and their dedication to students.

The Human Resources Office is responsible for coordinating the recruitment and hiring of qualified personnel for the college. Additionally, the office manages the college's program of employee benefits.

The following operational objectives have been established for the office.

Operational Objective 1: Assist the supervisors of professional faculty and staff fill the vacancies that may occur with fully credentialed personnel who demonstrate a commitment to the purposes of the institution and who have potential for helping the institution improve each student's life. (Measures: Departmental, CSF A-4.1, A-4.2, A-4.3, CSF A-6.2)

Operational Objective 2: Maintain a classified workforce that is technically competent and supportive of the purpose and vision of SPC. (Measures: Departmental)

Operational Objective 3: Maintain all personnel records and administer all personnel policies governing employees. (Measures: Departmental)

Operational Objective 4: Provide a confidential resource for employees to request information in regards to their benefits and institutional policy. (Measures: Departmental)

Operational Objective 5: Draft, communicate and implement an employee handbook for all non-faculty employees. (Measures: Departmental)

Operational Objective 6: Review and update the human resources section of the College Policy and Procedures Manual. (Measures: Departmental)

Operational Objective 7: Assess the management training needs of departmental supervisors and coordinate the development of training programs and/or the distribution of materials to meet those needs. (Measures: Departmental)

Operational Objective 8: Assess the training needs of classified personnel and provide professional development programs to meet those needs. (Measures: Departmental)

Institutional Advancement

Development and Fund Raising

The Development Office assists with the institutional advancement of South Plains College through its management of the SPC Foundation, the administration of scholarship programs and the coordination of fund raising activities. It is headed by a director who reports directly to the President. The director is qualified to administer the program based on education and experience.

The South Plains College Foundation is a nonprofit, tax-exempt corporation chartered in 1979 by the State of Texas which exists to support the purposes of the institution. The foundation is governed by a board of directors and executive council. The governing bodies are composed of friends of the college as well as college regents and administrators. The foundation exists to support and assist the college in meeting needs that cannot be met through regular tax sources or other funding opportunities. Private support, when applied to specific needs, can make an immediate and sometimes dramatic difference in South Plains College's ability to meet short-term and long-term challenges.

The SPC Foundation encourages gifts from the private sector for the support of scholarships, endowments, buildings and equipment, memorials and unrestricted funds. Faculty and friends of the college are encouraged to assist in these projects.

All aspects of the fund raising process are a part of the planning process and are evaluated regularly. The institution has policies and procedures for scholarship fund raising. These procedures are appropriately disseminated and followed.

The Development Office is also in charge of alumni affairs. The activities (primarily the communication with alumni via an alumni newsletter and an awards program) are designed to encourage former students to continue to participate in the development of the institution. The alumni activities help the institution to evaluate institutional effectiveness by providing data regarding where alumni are and what they are doing. The office attempts to maintain up-to-date records. The institution honors a number of former students as distinguished alumni every two or three years.

Operational Objective 1: Manage the South Plains College Foundation funds according to the investment policy established by the foundation board. (Measures: Departmental)

Operational Objective 2: Operate the development function so that it complies with the criteria of SACS. (Measures: Departmental)

Operational Objective 3: Develop and refine an annual fund appeal to operate concurrently with the year-end giving reminders that will target all donors and capture a greater breadth of support from former students. (Measures: Departmental, CSF E-3.2, E-3.3)

Operational Objective 4: Organize an ex-student association whose scope exceeds periodic newsletters. (Measures: Departmental)

Operational Objective 5: Continue to develop sources of funds to support students not serviced by existing financial aid resources. (Measures: Departmental, CSF E-3.2, E-3.3)

Operational Objective 6: Broaden the role of the SPC Foundation in identifying and pursuing new sources of funding to meet programmatic and facility needs. (Measures: Departmental, CSF E-3.2, E-3.3)

College Relations

South Plains College recognizes its responsibility to keep the community adequately informed about the operations, services and success of the institution. To fulfill the college's vision and mission, South Plains College is also obligated to inform community constituents and prospective students about the comprehensive community college concept and the educational opportunities afforded by the college.

The purpose of the Office of College Relations is to plan, develop, implement, manage, and evaluate public relations, communications, and institutional marketing activities that enable the college to meet its responsibilities to its constituents. This office is also responsible for maintaining the college's institutional image through its college publications, electronic web site, institutional advertising and community relations activities.

The following departmental objectives have been established for the college relations area.

Operational Objective 1: Maintain and strengthen comprehensive marketing and public relations strategies that clearly communicate to college constituents information related to curriculum offerings, educational services, program delivery options, college diversity and institutional performance and success. (Measures: CSF D-2.1, D-2.2, D-2.3, D-2.4)

Operational Objective 2: Coordinate the institutional marketing activities of the college in collaboration with the New Student Relations Office and in consultation with the Recruitment and Retention Committee to maintain a headcount enrollment that sustains the operations of the college and promotes growth. (Measures: CSF C-1.1, C-1.2, CSF D-2.3)

Operational Objective 3: Market the college to maintain an ethnic and gender mix of students which corresponds to or exceeds the available pool of minority students as identified in the SPC portion of the Texas Educational Opportunities Plan for Public Higher Education. (Measures: CSF C-1.3, C-1.4, C-1.5, C-1.6)

Operational Objective 5: Work with divisional and instructional departments to serve as a resource in support of program promotion, recruitment and marketing activities. (Measures: Departmental)

Operational Objective 6: Continue to develop and communicate to internal and external constituents a positive, progressive image consistent with the college's vision and mission and thereby build awareness and support of the college, its educational programs and community services. (Measures: Departmental, CSF D-2.1, D-2.2, CSF E-3.1, E-3.2, E-3.3)

Operational Objective 7: Accurately promote the college through a comprehensive news service that results in favorable media coverage on local, state and national levels. (Measures: Departmental)

Operational Objective 8: Promote the activities and events of the institution in a professional and positive manner to the general public, employees and students to encourage involvement and participation. (Measures: Departmental, CSF D-2.4)

Operational Objective 9: Work with administrative and instructional departments to identify, recognize and communicate institutional, student and employee achievements and success. (Measures: Departmental)

Operational Objective 10: Enhance and foster positive employee relations through a comprehensive and proactive internal communications program. (Measures: Departmental, Employee Survey, CSF E-7.1)

Operational Objective 11: Produce exceptional college publications, recruitment literature, advertising and promotional materials that accurately reflect the institution, exhibit a professional appearance, and adhere to high standards of integrity and good practice. (Measures: Departmental, Employee Survey)

Operational Objective 12: Continue to refine the process for measuring and reporting institutional performance and effectiveness to all constituents. (Measures: Departmental)

Operational Objective 13: Provide accurate information and help individuals seeking the services of the Office of College Relations in a courteous and efficient manner which demonstrates an interest in the individual, a willingness to help, and a positive attitude. (Measures: Departmental)

Operational Objective 14: Provide opportunities for continued professional development of college relations staff. (Measures: Departmental)

Operational Objective 15: Develop and maintain departmental resources that support quality public relations, communications and marketing services based on client needs. (Measures: Departmental)

Financial Resources

Financial resources are a major factor in the scope, magnitude and quality of the programs of the college. While there have been shifts in the sources of revenue, total revenues received by the college have been relatively stable, increasing at a budgetary rate of 6.8% annually since 1997. State funding has increased as a result of increasing student enrollment and the funding of a larger percentage of the formula funding for community colleges by the state legislature. However, local tax revenues have declined. Student payments of tuition and fees have increased to compensate for the decline in the local tax base and to fund new capital campaign initiatives. A summary of financial resources can be found in Figures 2 and 3 (pages 17-18). The financial resources are adequate given the purpose of the institution, the scope of its programs, and the number of students.

In order to ensure continued adequate funding for growth and expansion, the following operational objectives are identified.

Operational Objective 1: Develop and implement strategies to increase public funding support through advocacy of full-formula funding. (Measure: CSF E-3.1)

Operational Objective 2: Pursue alternative forms of financial support through state and federal grants, collaborative training partnerships with business and industry, and capital campaign efforts. (Measures: Divisional, CSF D-3.1, CSF E-3.2, E-3.3)

Finance and Administration

All business and financial functions of the institution are centralized under the Vice President for Finance and Administration. The organization of the Business Office is consistent with the purpose of the institution, the size of the institution and the volume of transactions of a financial nature.

The President, through the vice president, reports to the governing board the monthly status of financial and business operations. At each board meeting, the board examines and approves a tax office report (amount and percentage of taxes collected), a payment of accounts (list of all checks paid since the last meeting) and a financial report (a summary of receipts and disbursements and the balances of all deposit accounts).

The chief business officer has experience and training in handling the educational business affairs so that the business operation helps the programs reach the institutional purpose and assists each area in furthering its stated purpose. The most important functions performed by the Business Office include assistance to the chief executive officer in preparation and control of the institutional budget; establishment and operation of an appropriate system of accounting and financial reporting; supervision of the operation and maintenance of the physical plant; procurement of supplies and equipment; control of inventories; financial oversight of auxiliary enterprises; receipt, custody and disbursement of institutional funds; processing the payroll; and maintenance of payroll records. How employees view these business and financial functions is measured through the Employee Satisfaction Survey.

Budget Planning and Control

The budget preparation process is a participatory process. The preparation begins with requests from faculty members and professional staff depending on the budget area. These requests are evaluated and prioritized by the departmental chairpersons or administrative directors and deans. Budget requests are reviewed by the deans and then presented in planning hearings to members of the Executive Council. The requests are reviewed against the institutional and operational plan of the college and against the individual departmental or program plans at each level. The income estimates and the compiled expense data are compared and adjustments are made in requests so that they match income. The President then presents the budget to the governing board for final approval. In reviewing the budget, the board focuses on matters of board policy and does not concern itself with details.

A system of budget control exists to ensure that the budgetary plan is implemented after it is approved by the President and adopted by the Board of Regents. The Business Office renders budget statements each month. These statements are distributed through the vice presidents, deans and chairs for their guidance in staying within budgetary allocations. The administration, and not the board, is responsible for budgetary control.

While state law and the appropriations bill set general areas for which state funds may be expended, these rules do not allow the state or other agencies to exercise specific or detailed control over the financial affairs of the institution. Once the funds have been appropriated, creating a budget, establishing priorities and controlling expenditures are the responsibility of the institution—operating under the jurisdiction of the governing board and subject to its policies. State law is followed, but there is no control of the educational function of the institution via outside techniques or controls.

The operational objectives for the budget planning process are as follows.

Operational Objective 1: Continue to develop a budget preparation process that has, through the proper channels of the organization, the appropriate participation of faculty, department heads, administrators, and the Board of Regents and produces a budget which funds the goals and objectives of the institution. (Measure: Employee Survey, CSF E-2.1)

Operational Objective 2: Operate a system of budgetary controls, including interim budget statements and revisions as required, to ensure that the budget plan is carried out. (Measure: Divisional, CSF E-2.1, E-2.2)

Operational Objective 3: Provide realistic projections of revenues and expenditures based on the assumptions and/or instructions of the President and the board. (Measure: Divisional, CSF E-2.6, CSF E-3.1)

Operational Objective 4: Continue to review and refine the college's planning, budgeting and allocation processes. (Measure: Divisional, Employee Survey, CSF E-1.1, CSF E-2.1)

Accounting, Reporting and Auditing

South Plains College has adopted an accounting system that complies with generally accepted accounting practices (GAAP). These standards are outlined in the Financial Accounting and Reporting Manual for Higher Education developed by the National Association of College and University Business Officers. The accounting system does provide comparable information. The Vice President of Finance and Administration is responsible for preparing financial reports for appropriate institutional officials, board officers and outside agencies, including periodic written reports to the President which are essential.

The annual fiscal year audit is performed by independent certified public accountants employing as a guide the Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants (AICPA) which is in substantial conformity with the GASB statements. The THECB also defines for the college additional accounting and auditing requirements and standards. Additional audits are performed for those federal funds received by the college, either by the independent audit firm retained by the Board of Regents or by federal and state auditors. The college is also subject to an additional state audit of enrollment which generates funding

The auditor performing the annual fiscal audit has consistently issued an unqualified opinion, which is the auditor's determination that the college's financial statements fairly and accurately represent its financial position and the results of operations as of the last day of the fiscal year. The specific procedures and analyses are those normally considered by accountants or government agencies to be necessary to justify the statement. The auditor employed by the Board has no direct connection with the institution. There is an effective program of internal auditing and financial control which complements the accounting system and the annual external audit.

The operational objectives of the accounting area are as follows.

Operational Objective 1: Provide an accounting system that ensures accurate and timely data processing and information while safeguarding institutional financial assets. (Measures: Departmental, CSF E-2.2)

Operational Objective 2: Operate an accounting system which follows the required standards of acceptable practice so that the audits—-independent, federal, or state—produce no exceptions to the guidelines and no management letters. (Measures: Departmental, CSF E-2.5)

Operational Objective 3: Provide accounting information in a reliable, timely manner to assist users with budget and planning functions. (Measures: Departmental, CSF E-2.2)

Operational Objective 4: Continue to review the accounting system to ensure it meets the needs of the institution and users. (Measures: Departmental, CSF E-2.2)

Operational Objective 5: Provide opportunities for professional development of the Business Office staff to support the fiscal operations of the college. (Measures: Departmental)

Purchasing

The purchasing of supplies, equipment, and services of the necessary quality and quantity at the lowest possible price is the goal of the purchasing system. The purchases made by the institution are made according to institutional rules outlined in the Board Policy Manual and the College Policies and Procedures Manual. The college has organized an Office of Purchasing with a credentialed director to provide assistance in procuring goods and ser-

vices for the instructional and administrative operations of the college. This office operates within the rules and regulations of the board and the state of Texas which protect purchasing officials from the improper pressures of external political or business interests.

The following operational objectives for the Purchasing Office are identified as follows.

Operational Objective 1: Coordinate a purchasing system which provides the needed items in the required quantity and quality in a timely manner at the best value to the college. (Measures: Departmental, CSF E-2.3)

Operational Objective 2: Serve as a source of information about products and vendors for college departments and programs. (Measures: Departmental)

Operational Objective 3: Process all purchase requisitions and orders efficiently while complying with state rules and regulations and the policy and procedures of the college. (Measures: Departmental)

Operational Objective 4: Manage the electronic purchase order system for the college and provide user training as needed. (Measures: Departmental)

Operational Objective 5: Provide professional development opportunities for Purchasing Office staff as training needs are identified. (Measures: Departmental)

Operational Objective 6: Assist individuals seeking the services of the Purchasing Office in a courteous and efficient manner which demonstrates an interest in the individual, a willingness to help, and a positive attitude. (Measures: Departmental)

Inventory Control

Inventory control is under the direction of the Vice President of Finance and Administration and the Director of the Physical Plant. The inventory system is built around a barcode labeling system maintained by the Physical Plant Department. The department scans barcodes of all items each year. This system is designed to allow the college to determine what equipment and other movable items it has and whether or not losses have occurred. The system is also used to document items for insurance purposes. The inventory of equipment and furniture makes it possible to track items and establish values. The system is adequate and no changes are planned.

Operational Objective 1: Operate a system of inventory control that accurately accounts for institutional physical assets. (Measure: CSF E-2.5)

Refund Policy

The policy for refunding fees and charges to students who withdraw from enrollment is published in the College Catalog, the semester Schedule of Classes and the Student Guide. The college's refund policy and procedure is more generous than the policy established by the rules of the Texas Higher Education Coordinating Board for community colleges in Texas. It is applicable to all students and clearly stated in appropriate official publications.

Operational Objective 1: Administer a refund policy which meets the requirements of THECB for community colleges in Texas. (Measures: Departmental)

Cashiering

Cashiering is centralized in the Business Office. Cashiering services are provided at the Business Office on the Levelland Campus and the SPC Reese Center. Funds received at these locations are receipted and deposited according to college policies. A consolidated report of funds received is generated daily. Individuals who are responsible for the handling of institutional funds are properly bonded.

The following operational objectives are established for the cashiering function.

Operational Objective 1: Provide adequate procedures (receipt, deposit and safeguarding) for the management of all funds belonging to the institution. (Measures: Departmental)

Operational Objective 2: Provide adequate bonding for all persons handling institutional funds. (Measures: Departmental)

Investment Management

The institution has an investment policy and guidelines approved by the Board of Regents and published in the Board Policy Manual. The investment policy addresses the scope, overall objectives and priorities, active portfolio management, responsibility and control, prudence and ethics, quarterly reporting, authorized investments, and authorized financial dealers and institutions.

Board members are aware of their fiduciary responsibility for the institution and their responsibility for securing maximum investment returns consistent with the approved investment policy. They also avoid any conflict of interest situations relating to investments.

The following objectives are established for investment management.

Operational Objective 1: Develop criteria to be used for performance measurement of both short- and long-term investments and to regularly evaluate the performance relative to those measures. (Measures: Departmental)

Operational Objective 2: Regularly evaluate investment policies and guidelines. (Measures: Departmental)

Risk Management and Insurance

The risk management system at the college consists of three parts. First, risks must be identified. Second, a management plan must exist to eliminate or reduce the risks. Third, if risks cannot be eliminated or reduced to acceptable levels, then the risks must be assumed. Insurance is purchased to cover risks in the latter category. The current risk management program functions well.

The following operational objectives have been identified for this function.

Operational Objective 1: Operate a risk management and insurance program which includes regular monitoring and periodic updating so that changes in policies, increased costs, changing exposures to risks, and increasing replacement values are assessed annually. (Measures: Departmental)

Operational Objective 2: Provide procedures and programs which comply with state and federal regulations regarding hazardous materials. (Measures: Departmental)

Auxiliary Enterprises

South Plains College operates or contracts for several auxiliary services. The college operates the following services that are considered auxiliary enterprises: residence halls, duplication services, and limited transportation services. The college bookstore and college food service are operated through leases.

The locally operated activities are documented through the regular budget and accounting system. The contracts with others for the operation of the bookstore and food service are documented and on file with the Vice President of Finance and Administration and the President's office respectively.

The objectives for the items not covered elsewhere are as follows.

Operational Objective 1: Provide copy services that meet the needs of employees and students. (Measures: Departmental, Employee Survey)

Operational Objective 2: Provide reliable transportation services to meet the needs of college employees and operations. (Measures: Departmental, Employee Survey)

Operational Objective 3: Provide textbooks and related instructional supplies for students and faculty through quality bookstore services. (Measures: Departmental, Employee Survey, CSF C-2.1, C-2.2)

Operational Objective 4: Provide a quality and cost effective food service for residence hall students and for all other activities on campus which require food service. (Measures: Departmental, Employee Survey, CSF C-2.1, C-2.2)

Physical Resources

The goal of the physical plant area is to provide an adequate, comfortable, clean and functional environment for the operations of the college. As mentioned in the context, the age of some buildings on campus is a factor in the process.

The following objectives are established for the physical plant area.

Operational Objective 1: Provide physical resources necessary to serve the needs of the institution as it works to accomplish its stated purpose through its programs and activities. (Measures: Departmental, Employee Survey, CSF E-4.1, E-4.2)

Operational Objective 2: Provide a physical environment which contributes to an atmosphere for effective learning. (Measures: Departmental, Employee Survey)

Space Management

The provision of adequate space for each operation of the college is also a goal of the physical plant area. Generally, space needs are met by current facilities although a number of changes are requested in the departmental plans. The assignment of space to specific departments and/or functions is the result of consultation among the members of the Executive Council.

Operational Objective 1: Provide space for programs that is considered adequate for the function and operation of the program or department. (Measures: Departmental, Employee Survey)

Buildings, Grounds and Maintenance

The maintenance and operation of the physical plant on the Levelland Campus and the SPC Reese Center is the responsibility of the Director of the Physical Plant who reports to the Vice President for Finance and Administration. The maintenance of the Byron Martin Advanced Technology Center is the responsibility of the Lubbock Independent School District.

The following objectives are established for the area.

Operational Objective 1: Maintain a written plan with annual updates for the upkeep of the physical plant to include routine preventative and deferred maintenance of buildings, equipment and grounds. (Measures: Departmental)

Operational Objective 2: Provide a written schedule of regular maintenance activities and a written record of projects completed. (Measures: Departmental)

Operational Objective 3: Operationalize the physical plant plan and evaluate it annually. (Measures: Departmental)

Safety and Security

A safe, healthy and secure work environment for all members of the campus community is also a function of the physical plant department under the supervision of finance and administration. While safety in classrooms for class activities is the responsibility of the individual instructors and the department chair, the Director of the Physical Plant is responsible for managing the comprehensive safety plan and reporting requirements of the various agencies.

The following objectives are established for safety and security.

Operational Objective 1: Provide an environment which protects the health and safety of employees, students and the public. (Measures: Departmental, Employee Survey)

Operational Objective 2: Develop, implement and regularly evaluate comprehensive safety procedures, that include but is not limited to, adequate provision and use of safety equipment in laboratories and other hazardous areas, the ease of egress in the event of fire or other emergencies, and the familiarization of building occupants with emergency evacuation procedures. (Measures: Departmental)

Facilities Master Plan

The continued maintenance and expansion of the college's physical plant to accommodate growth, new program initiatives and new educational services continues to pose unique challenges for the college. The physical age of some educational facilities on the Levelland Campus and the conversion of base buildings to educational uses at the SPC Reese Center are priorities for consideration. Departmental plans have identified areas considered important by faculty and departmental chairpersons to be addressed through a maintenance, building or remodeling program. These requests and the overall needs of the institution are used to develop the facilities master plan.

Operational Objective 1: Continue to develop and implement a comprehensive facilities master plan for programs and services that identifies departmental and program needs. Measures: Departmental, Employee Survey, CSF E-4.2)

Externally Funded Grants and Contracts

In recent years, the college has made a significant effort to obtain externally funded grants which support the purpose, role and scope of the college. This effort has resulted in the awarding of a Title III Strengthening Institutions Grant and a Student Support Services (Trio) Grant from the U.S. Department of Education, three technology grants from the State TIF Board, continued technical funding through the Carl Perkins Act, and funds from Tech-Prep/School to Work programs. The college is also a continuing participant in a developmental education pilot program that is funded by the state legislature. Participation in this program has resulted in grant funds to support developmental education initiatives. Additionally, the college has received grant funds from corporate entities and economic development agencies, particularly, Market Lubbock, Inc., to support instruction and training in targeted occupational areas and to provide workforce development programs.

The associate degree nursing program has had a long-standing partnership with the Covenant Health System. It began with St. Mary of the Plains Hospital in 1987 as a grant to enable the professional nursing program meet the need for more registered nurses and to provide licensed vocational nurses with an advanced placement program. This relationship has provided yearly grants since that time to purchase equipment, software, fund professional development and salaries for faculty and staff. The 2000 grant is a three-year commitment to again provide funding specifically to meet the registered nursing shortage in the service area.

The externally funded grants and contracts are related to the stated purposes of the institution. All grant funds received are not for research and do not raise any of the research questions that can result from external funding. The institution does maintain control over its own activities. The proper safeguards are in place to ensure that the institution is not dependent upon indirect cost allowances from grants and contracts to support its regular budget.

Operational Objective 1: Pursue alternative forms of financial support through state and federal grants and collaborative training partnerships with business and industry which support the purpose of the college. (Measures: Departmental)

Operational Objective 2: Operate all externally-funded grant programs in compliance with the requirements of the grant. (Measures: Departmental)

Operational Objective 3: Meet all performance and reporting criteria to ensure continued funding of existing grants. (Measures: Departmental)

Operational Objective 4: Evaluate all grant programs regularly to ensure they meet the purpose, goals and objectives of the college. (Measures: Departmental)

Operational Objective 5: Continue to develop and implement a process for managing the application, approval and administration of grant programs and projects. (Measures: Departmental)

Related Corporate Entities

South Plains College is associated with two separately incorporated entities. These include the South Plains College Foundation and the Texan Club which supports the athletic program. The institution maintains documents outlining the relationships and benefits with these organizations. The documents includes the following:

1. A description of the separately-incorporated unit's activities;
2. A statement demonstrating the manner in which the activities relate to the purpose of the institution;
3. A current roster of board members of the unit, including institutional personnel and board members who have responsibilities with both the institution and the entity, whether or not they are additionally compensated by the entity;
4. A copy of the separately incorporated unit's annual financial audit report for the most recently completed year;
5. Copies of the charter and bylaws of the unit.

The institution ensures that each entity contributes to the purpose rather than detracts from it. The manner in which each contributes to the effectiveness of South Plains College is demonstrated regularly.

Operational objective 1: Review on an annual basis the college's relationship with separately incorporated entities to ensure compliance with all applicable accreditation criteria. (Measures: Departmental)

Appendix A. Planning, Budgeting, Accreditation and Funding Cycles

Year	Planning Cycle	Accreditation Cycle	State Funding Cycle
2000-2001	Annual Report/Budget Develop 4-Year Plan		Contact Hour Base Year
2001-2002	Annual Report/Budget Deploy 4-Year Plan	Start Self-Study Gather Data	
2002-2003	Annual Report/Budget	Complete Self-Study Committee Visit Response to Visit	Contact Hour Base Year
2003-2004	Annual Report/Budget	Follow-up if needed	
2004-2005	Annual Report/Budget Develop 3-Year Plan		Contact Hour Base Year
2005-2006	Annual Report/Budget Deploy 3-Year Plan		
2006-2007	Annual Report/Budget		Contact Hour Base Year
2007-2008	Annual Report/Budget Develop 3-Year Plan	SACS 5-Year Report	
2008-2009	Annual Report/Budget Deploy 3-Year Plan		Contact Hour Base Year
2009-2010	Annual Report/Budget		Base Year
2010-2011	Annual Report/Budget Develop 4-Year Plan		Contact Hour Base Year
2011-2012	Annual Report/Budget Deploy 4-Year Plan	Start Self-Study Gather Data	
2012-2013	Annual Report/Budget	Complete Self-Study Committee Visit Response to Visit	Contact Hour Base Year
2013-2014	Annual Report/Budget	Follow-up If needed	
2014-2015	Annual Report/Budget Develop 3-Year Plan		Contact Hour Base Year
2015-2016	Annual Report/Budget Deploy 3-Year Plan		
2016-2017	Annual Report/Budget		Contact Hour Base Year
2017-2018	Annual Report/Budget Develop 3-Year Plan	SACS 5-Year Report	
2018-2019	Annual Report/Budget Deploy 3-Year Plan		Contact Hour Base Year

Appendix B. The Institutional Assessment Process

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

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

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

Critical Success Factors and Measures of Institutional Effectiveness

CRITICAL SUCCESS FACTORS				
A Dynamic Educational Programs & Quality Instruction	B Student Outcomes	C Quality Student & Support Services	D Economic Development & Community Involvement	E Effective Leadership & Management
Measures of Institutional Effectiveness				
A-1 Curriculum Review & Planning	B-1 Course Completion	C-1 Access & Equity	D-1 Education in Support of Economic Development	E-1 Cooperative Planning & Goal Attainment
A-2 Accreditation	B-2 Graduation Rates	C-2 Assessment of Programs & Services	D-2 Interaction with the Community	E-2 Management of Resources
A-3 Articulation Agreements	B-3 Academic Transfer & Performance	C-3 Retention	D-3 Partnerships & Alliances	E-3 Acquisition of Public and Private Resources
A-4 Student Satisfaction of Instruction	B-4 Success in Developmental Education	C-4 Course Advisement		E-4 Facility Development
A-5 Employer Satisfaction of Graduates	B-5 Technical Program Placement Rates			E-5 Ongoing Professional Development
A-6 Faculty Qualifications	B-6 Goal Attainment			E-6 Faculty/Staff Diversity
	B-7 Licensure Passage			E-7 Employee Satisfaction

Definition of Critical Success Factors

CSF A: Dynamic Educational Programs and Quality Instruction

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

CSF B: Student Outcomes

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

CSF C: Quality Student & Support Services

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

CSF D: Economic Development & Community Involvement

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

CSF E: Effective Leadership & Management

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

Institutional Measures and Benchmarks

CSF A: Dynamic Educational Programs and Quality Instruction

Measurement A-1: Curriculum Review and Planning

- 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.

Measurement A-2: Accreditation

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

Measurement A-3: Articulation Agreements

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

- 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.

Measurement A-4: Student Satisfaction with Instruction

- 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.
- 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.
- 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.

Measurement A-5: Employer Satisfaction with Graduates

- 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.

Measurement A-6: Faculty Qualifications

- A-6.1 The college will employ 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.
- A-6.2 The percentage of courses taught by full-time faculty employed at the college will exceed the state average for public community colleges.

CSF B: Student Outcomes

Measurement B-1: Course Completion

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

Measurement B-2: Graduation Rates

- B-2.1 At least 30% of all full-time students not receiving remediation will complete a degree or certificate or transfer within three years.
- B-2.2 At least 15% of all part-time students not requiring remediation will complete a degree or certificate or transfer within five years.
- 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.
- B-2.4 The percentage of first-time in college (FTIC) students persisting to graduation or transfer will be within 5% of the statewide average for peer institutions.

Measurement B-3: Academic Transfer and Performance

- B-3.1 The transfer rate for academic students will be within 5% of the statewide average for peer institutions.

- 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.
- 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.
- 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.

Measurement B-4: Success in Developmental Education

- B-4.1 Retention of full-time students requiring remediation (12+hours) from fall to spring will be within 5% of the state average for all peer institutions.
- B-4.2 Retention of part-time students requiring remediation (6-11 hours) from fall to spring will be within 5% of the state average for all peer institutions.
- B-4.3 Retention of part-time students requiring remediation (1-5 hours) from fall to spring will be within 5% of the state average for all peer institutions.
- B-4.4 The percentage of students completing all TASP requirements during a given year will be greater than the state average for all peer institutions.

Measurement B-5: Technical Program Placement Rates

- 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.
- B-5.2 90% of all active technical programs will have at least 15 graduates in a three-year period.
- B-5.3 All active technical programs will have at least an 85% placement rate in a three-year period.

Measurement B-6: Goal Attainment

- B-6.1 Respondents to the Student Support Services Survey will rate their level of goal attainment above average (greater than 3.0 on 5.0 scale).

Measurement B-7: Licensure Passage

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

CSF C: Quality Student and Support Services

Measurement C-1: Access and Equity

- C-1.1 The college will annually enroll approximately 5,800 students in credit-level or developmental courses within a normal range of variance of 5%.
- 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.
- C-1.3 The percentage of ethnicity of the student body at the college will be within 5% of the ethnic composition of the adult population of the college service area.

- C-1.4 The percentage of ethnicity of graduates at the college will be within 5% of the percentage of ethnicity of total enrollment.
- C-1.5 The percentage of economically disadvantaged students will not be more than 5% below the percentage of economically disadvantaged adults in the college service area.
- C-1.6 The percentage of academically disadvantaged students will not be more than 5% below the percentage of academically disadvantaged adults in the college service area.

Measurement C-2: Assessment of Programs and Services

- 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.
- C-2.2 The level of student satisfaction with student support services will be above average (greater than 3.0 on 5.0 scale) in all survey categories.

Measurement C-3: Retention

- C-3.1 The cohort retention rate for all students at SPC from fall to spring will be within the normal range of variation (5%).
- C-3.2 Retention of full-time students (12+hours, not requiring remediation) from fall to spring will be within 5% of the state average for all peer institutions.
- C-3.3 Retention of part-time students (6-11 hours, not requiring remediation) from fall to spring will be within 5% of the state average for all peer institutions.
- 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.

Measurement C-4: Course Advisement

- C-4.1 The level of graduate satisfaction with course advisement will be above average (greater than 3.0 on 5.0 scale).
- C-4.2 The level of student satisfaction with course advisement will be above average (greater than 3.0 on 5.0 scale).

CSF D: Economic Development and Community Involvement

Measurement D-1: Education in Support of Economic Development

- D-1.1 Individuals who enroll in community service short courses will rate their level of satisfaction with the course above average (greater than 4.0 on 7.0 scale).
- 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).
- D-1.3 Employers who contract for workforce or employee training will rate their level of satisfaction with the course above average (greater than 3.0 on 5.0 scale).
- D-1.4 The number of contract classes for customized training will increase each year.

Measurement D-2: Interaction with Community

- D-2.1 Respondents to the External Constituent Survey will rate the functions of the college related to its role and scope as being important for the college to perform (3.0 or greater on 5.0 scale).
- D-2.2 Respondents to the External Constituent Survey will rate the college's performance of its critical functions and services as better than average (3.0 or greater on 5.0 scale).
- D-2.3 The college will annually serve at least 7 percent of the adult population residing in the college service area.
- D-2.4 The college will make its facilities and services available to the community such that public usage and involvement will exceed 90,000 individuals annually.

Measurement D-3: Partnerships and Alliances

- 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.

CSF E: Effective Leadership and Management

Measurement E-1: Cooperative Planning and Goal Attainment

- E-1.1 The level of employee satisfaction with strategic planning processes will be above average (greater than 3.0 on 5.0 scale) as measured by the Employee Survey.

Measurement E-2: Management of Resources

- 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).
- E-2.2 The level of employee satisfaction with accounting and budgetary controls as measured by the Employee Survey will be above average (greater than 3.0 on 5.0 scale).
- E-2.3 The level of employee satisfaction with the purchasing process as measured by the Employee Survey will be above average (greater than 3.0 on 5.0 scale).
- E-2.4 The level of employee satisfaction with the inventory system as measured by the Employee Survey will be above average (greater than 3.0 on 5.0 scale).
- 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.
- E-2.6 The distribution of college resources by major college function will demonstrate stability over time.

Measurement E-3: Acquisition of Public/Private Resources

- E-3.1 The distribution of income by major source will demonstrate stability over time.
- E-3.2 Contributions to the annual fund of the foundation will exhibit steady growth over time.
- E-3.3 The number of gifts to the annual fund will exhibit steady growth over time.

Measurement E-4: Facility Development

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).

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

Measurement E-5: Ongoing Professional Development

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

Measurement E-6: Employee Diversity

E-6.1 The college will demonstrate progress toward increasing the number and percentage of minority faculty, administration and professional staff.

E-6.2 Other full-time employees of the college will reflect the ethnicity of the adult population of the community within 5% of parity.

Measurement E-7: Employee Satisfaction

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

Appendix C. Strategic Positioning Statements

Byron Martin Advanced Technology Center

South Plains College must position itself as being “technologically driven” and on the cutting edge of technology. The Byron Martin Advanced Technology Center serves as a visible technology icon for the Lubbock service area. The facility not only provides necessary instructional space for college programs but also allows the college to partner with other community entities in a meaningful way. Therefore, SPC must maintain a strong presence at the ATC by continuing to strengthen the college’s partnership with Lubbock ISD and the community. Efforts must proceed to integrate curriculum, faculty, and facilities among partners. We must continue to nurture a relationship that recognizes we are vested partners in this enterprise. The college must use its position at Reese Center and its partnership with Texas Tech at the Reese Center as the centerpiece for cutting edge technology, as well.

Enrollment Management

South Plains College must optimize enrollment at all campus locations to sustain and grow programs. Additionally, the college must maintain an optimum enrollment on the Levelland Campus in order to maintain a high return on investment for college district taxpayers and Levelland community residents. We must develop and adopt an integrated enrollment management model to accomplish these goals.

Service to Constituents

South Plains College will maximize service to constituents by placing programs where the following needs are balanced: programs are accessible to students, the community receives the most benefits, adequate instructional space is provided, and facility usage is optimized.

Texas Tech Partnership

South Plains College will continue to actively define and develop its relationship with Texas Tech University that will result in a greater number of course offerings for Tech and SPC students. This initiative will require us to develop more effective and frequent communication and planning with Texas Tech administrators.

Workforce Education and Development

South Plains College will position itself as being the primary and preferred provider of workforce education and development by developing a rapid response education model for business and industry and implementing corporate and business training services. This initiative will require us to better understand and leverage local, state and federal workforce initiatives and strategies.

Technology

South Plains College recognizes the reality of rapidly evolving technologies commands a response. The teaching of technological skills across the curriculum requires that the college maintain an effective and appropriate level of technology in the classroom in order to equip students with contemporary skills and knowledge. The college’s plan for technology must originate from identified student and constituent needs, it must be driven by the instructional process, it must address professional development and utilization of technology, it must provide for a balanced distribution of technology across all programs and services, and it must be evaluated against stated student and institutional outcomes.

Institutional Image

South Plains College will develop and adopt an integrated marketing approach which provides unity of message and institutional image across all campus locations, programs and services. We will transform our thinking (and image) from a Levelland-based junior college and a two-campus college to a community college system with a regional scope and purpose. This will be accomplished by continually integrating product, price, place, promotion, people and processes and creating a sense of transparency among all locations.

Organizational Structure

South Plains College must consider an organizational structure which supports the institutional vision of operating as a regional, integrated college. This approach will require us to create an organizational structure based on function rather than location. Our organizational structure must enhance the synergy of the institution's critical processes which include instructional, student support, recruitment and marketing, planning, human resources, financial management, institutional effectiveness and governance.

Financial Stability and Growth

South Plains College recognizes that its traditional sources of revenue are in a state of change. The stability of local support is critical to the financial future of the college and its ability to maintain its current level of services. Under present state funding structures, healthy enrollment growth allows the college to position itself to receive additional state appropriations and tuition and fees without raising costs to students. We must be mindful of keeping student tuition and fees at reasonable levels which are competitive and which promote accessibility. At the same time, we must lobby to increase the amount of state appropriations the college receives through advocacy of full formula funding. In order to maintain financial stability and growth, we must also pursue and develop new sources of revenue. The start-up of new programs and the advancement of technology will require us to pursue alternative forms of financial support through state and federal grants, collaborative training partnerships with business and industry and capital campaign efforts.

Appendix D. Planning Guide for Instructional Division, Departments and Programs

This outline provides five elements of a division, department or program plan for instructional areas. The items and questions are designed to assist in the development of an operational plan and provide a uniform and consistent approach to planning at SPC. Items and questions presented in this guide are not always appropriate to the purpose or function of the division, department or program. Address only those elements which are appropriate to the role and scope of the instructional area.

I. Introduction, Aims and Purpose

- Describe the purpose and/or function of the division, department or program.
- Describe the services or activities directed by the unit.

II. Divisional, Department or Program Objectives

- State the unit's desired objectives as they relate to the purpose and function.
- Where applicable, objectives should address accreditation (SACS and other) criteria.
- Briefly relate how the objectives support or contribute to the attainment of the institutional goals and institutional objectives of the college's strategic plan.

III. Assessment of Current Operations or Services

Where appropriate, the following areas should be addressed in the assessment. The statements and questions function to guide the planner through an assessment process.

Students

- Describe the students served by the unit (student profile).
- What student needs are served by the operational unit?
- Describe enrollment trends for majors, courses and department/programs.
- What student needs are not being met?

Curriculum

- How do course objectives reflect departmental or program purpose?
- What new courses need to be developed in order to meet student needs or department/program objectives?
- What courses, if any, need to be deleted from the course inventory?
- If courses described in the catalog have not been offered in more than two years, why are they being retained?
- How frequently are course syllabi revised and updated and made available to all instructors?
- What revisions need to be made to the department or program curriculum? Are these revisions based on current practice in an area of specialization?
- Is an advisory committee required or active in curriculum development?

Instruction

- What instructional methods, technology and classroom activities are employed to meet department or program objectives?
- How are they important to courses offered and student needs?
- How are any innovations tested and evaluated?
- How do students know about course objectives and requirements, course content and grading policies and procedures?
- How is instruction regularly evaluated and how has that evaluation been used to improve the quality of instruction?

Faculty and Staff

- Describe the number of full-time, part-time and FTEs required to support course offerings and enrollment in the division, department or program?
- What general qualifications/credentials are required to support department or program objectives?
- What professional development activities are necessary to keep faculty and staff current?
- What projections need to be considered in addressing enrollment trends?
- What turnover and/or retirements are anticipated?

Physical Facilities

- What is the condition of the instructional and storage space of the department or program?
- What maintenance is necessary for the current physical facilities?
- What faculty office space is required to support the department or program?
- How does the overall environment of the space contribute to the instructional effort?

Planning Guide continues on other side.

Support Services

- What learning and support resources are necessary for the department or program?
- Does the library provide adequate resources and services for the department or program?
- How adequate are services for off-campus courses?
- What additional support services have been identified that would contribute to stated instructional outcomes?
- What internal partnerships have been developed to facilitate the sharing of services and resources?

External Relationships

- Describe the departmental or program recruitment plan.
- Describe activities which contribute to the development of relationships with high school counterparts.
- What relationships have been established with representatives from business and industry?
- Describe the status of advisory and/or peer review committees.

IV. Divisional, Department and Program Strategies (Operational Plan)

Through the assessment process, the planner identifies major changes which need to take place in order to address the continued development of current operations, the improvement of current operations, or the implementation of new activities. Operational strategies state how the department or program plans to address these identified areas of need or improvement. They are specific courses of action that will be undertaken to accomplish departmental or program objectives.

What is the division's, department's or program's plan for each of the following areas?

- Curriculum and Instruction
- Faculty and Staff (including professional development)
- Equipment needs
- Physical facilities needs
- Support Services needs
- Student Recruitment needs

What priority has been given to each of the identified strategy?

What timeline has been established for each identified strategy?

V. Measures and Benchmarks (Evaluation)

The effectiveness (outcome measures) of the instructional departments and programs must be regularly evaluated. The following tools and techniques, as well as others, may be used in measuring instructional effectiveness.

- Student performance on standardized tests and comprehensive exams
- Relationship of course to courses at other colleges
- Preparation for next course in sequence
- Retention and/or courses in sequence
- Retention and/or course completion rates
- Analysis of theses, portfolios and recitals
- Course completers and/or transfers (student performance)
- Graduation rates for specific majors or programs
- Job placement rates for technical programs
- Employer satisfaction with graduates
- Student satisfaction with instruction and/or goal attainment
- Results of licensing examinations or other capstone experiences
- Articulation agreements
- Peer evaluations
- Faculty credentials
- Transfer student performance (GPAs) at transfer institutions.
- Completion of TASP requirements (developmental education)

What outcome measures have been identified to indicate the effectiveness of the department or program?

What benchmarks or standards have been set for each outcome measure?

What progress has been achieved in meeting the benchmark standards identified?

Appendix E. Planning Guide for Non-Instructional Areas

This outline provides five elements of a divisional or departmental plan for non-instructional areas, including student services, administrative offices, and business services. The items and questions are designed to assist in the development of an operational plan and provide a uniform and consistent approach to planning at SPC. Items and questions presented in this guide are not always appropriate to the purpose or function of the division, department or office. Address only those elements which are appropriate to the role and scope of the service area.

I. Introduction, Aims and Purpose

- Describe the purpose and/or function of the operational unit (department or area of responsibility).
- Describe the services or activities directed by the unit.

II. Department Objectives

- State the unit's desired objectives as they relate to the purpose and function.
- Where applicable, objectives should address accreditation (SACS and other) criteria.
- Briefly relate how the objectives support or contribute to the attainment of the institutional goals and institutional objectives of the college's strategic plan.

III. Assessment of Current Operations or Services

Where appropriate, the following areas should be addressed in the assessment. The statements and questions function to guide the planner through an assessment process.

Students and Service Users

Describe the students served by the operational unit (student profile).

What student needs are served by the operational unit?

Describe other users of the services provided by the operational unit.

Describe the number of users and trends in the use of services provided

Are particular demographic subsets of the users important to operations?

What student or user needs are not being met?

Services

How do the operational activities reflect the department's purpose or area of responsibility?

How are activities appropriate to service and students?

How are any innovations tested and evaluated?

How do students or users know about the services offered?

What methods or technology are employed to meet department objectives?

How are services regularly evaluated and how has that evaluation been used to improve the quality of services?

Staff Resources

Describe the number of full-time, part-time staff required to support the services and activities of the department?

What general qualifications/credentials are required to support department or program objectives?

What professional development activities are necessary to keep staff current?

What projections need to be considered in addressing enrollment trends or number of service users?

What turnover and/or retirements are anticipated?

Physical Facilities

What is the condition of the operational and storage space of the department?

What maintenance is necessary for the current physical facilities?

What office space is required to support the operational activities and services?

How does the overall environment of the space contribute to the service effort?

Internal Relationships

What internal partnerships have been developed to facilitate the sharing of services and resources?

What support services are provided to other internal users?

What support services are required from other internal users?

What administrative support is necessary to support department objectives?

Planning Guide continues on the other side.

External Relationships

- Describe the department's involvement in the recruitment of students.
- Describe the operational unit's relationships with external constituencies.
- Describe the status of advisory and/or peer review committees.

IV. Department Strategies (Operational Plan)

Through the assessment process, the planner identifies major changes which need to take place in order to address the continued development of current operations, the improvement of current operations, or the implementation of new activities. Operational strategies state how the department plans to address these identified areas of need or improvement. They are specific courses of action that will be undertaken to accomplish departmental objectives.

What is the department's plan for each of the following areas?

- Services
- Staff Resources
- Equipment needs
- Physical facilities needs
- Support Services needs

What priority has been given to each identified strategy?

What timeline has been established for each identified strategy?

V. Measures and Benchmarks

The effectiveness (outcome measures) of programs and services must be regularly evaluated. The following tools and techniques, as well as others, may be used in measuring departmental effectiveness.

- Regular, standard and reportable measures of the level of service.
- Regular, standard and reportable measures of the results of service or operational activity.
- Retention and/or course completion rates for students who are served
- Student or user satisfaction of the services provided.
- External evaluations such as audits, federal compliance.
- Follow-up data on service users.

What outcome measures have been identified to indicate the effectiveness of the department?

What benchmarks or standards have been set for each outcome measure?

What progress has been achieved in meeting the benchmark standards identified?

Appendix F. Reporting Guide for Department/Program Annual Reports

This outline provides possible elements of a departmental/program annual report. All items and questions are not always appropriate in each case. Use only those that are appropriate. Reports are not necessarily limited to these suggested elements and may include other information.

- I. Introduction
 - A. Brief Statement of Departmental/Program purpose
 - B. Summary of services provided students/community

- II: Summary review of year's operational activities
 - A. What activity took place in the Department/Program?
 - 1. Number of courses offered?
 - 2. Number of students served?
 - 3. Number of faculty/staff employed?
 - 4. Data which describes the level of operational activities.
 - 5. Internal/external partnerships.
 - B. How does this activity compare to previous year? Increase? Decrease?

- III. Progress achieved on Operational Strategies (Accomplishments)
 - A. What operational strategies were implemented in the past year?
 - B. How did these initiatives improve the program or service?
 - C. What problems, if any, were encountered in the implementation?
 - D. What other changes occurred in the department or program?
 - 1. Staff changes
 - 2. Equipment changes
 - 3. Curriculum changes
 - 4. Facilities
 - 5. Programs/services improvements.
 - E. How did these initiatives contributed to the overall strategic plan of the college?

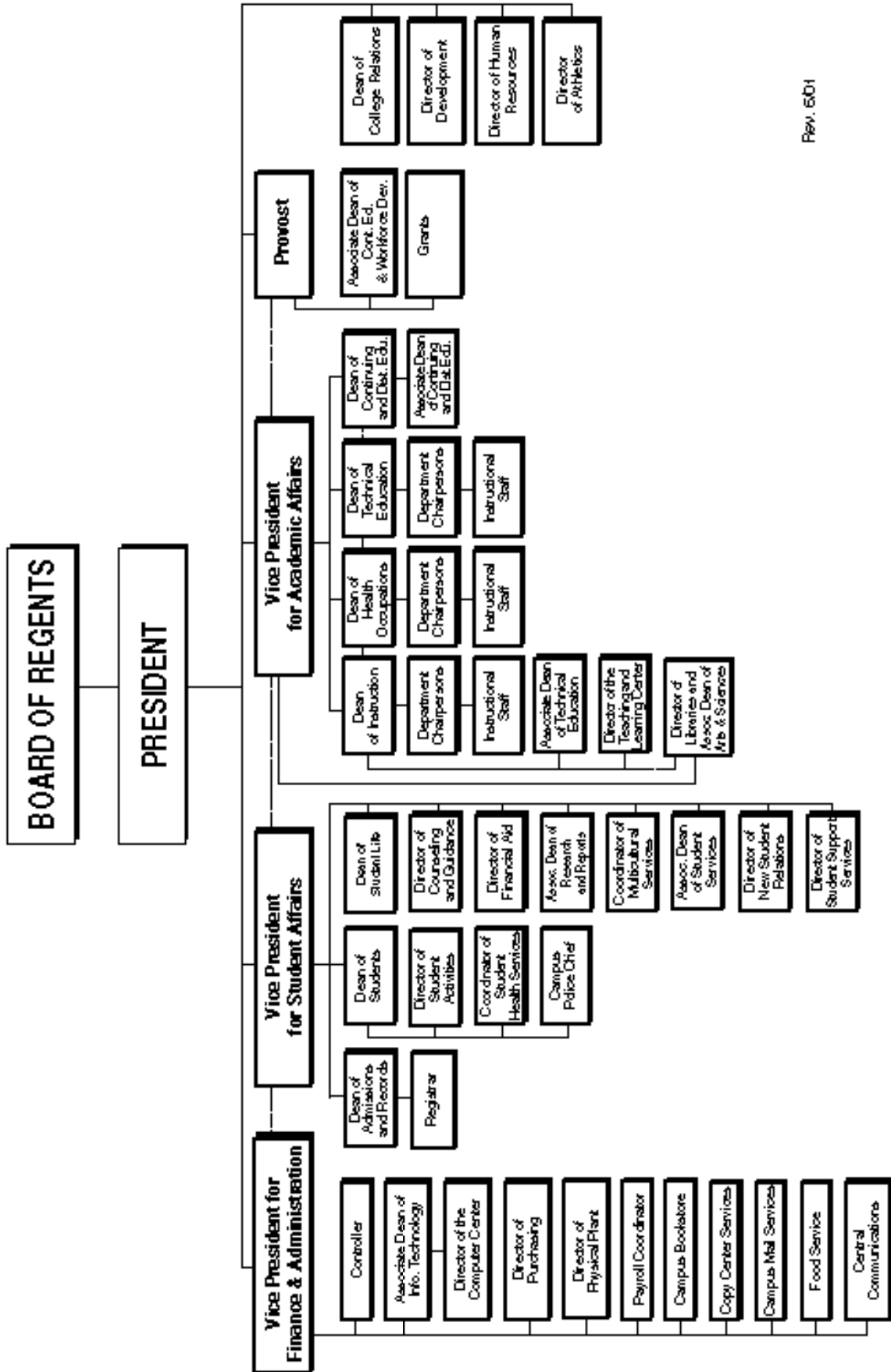
- IV. Results of Departmental/Program Measures
 - A. Describe departmental/program measures and benchmarks.
 - B. Report collected data and results
 - C. Compare benchmarks and results; report progress.
 - D. Describe action plans if benchmarks are not met.

- V. Operational strategies targeted for next implementation year.
 - A. What challenges are anticipated for the upcoming year?
 - B. What special needs have been identified? How will they be addressed?
 - C. What new or additional operational strategies will be implemented?
 - D. What priorities have been set?

- VI. Sustaining Excellence through Service
 - A. Describe examples of exceptional service provided to students and community through the ongoing activities of the department or program.
 - B. What recognition has the department or program received from external groups?
 - 1. Student recognition or achievement
 - 2. Faculty/staff recognition
 - 3. Program recognition
 - C. Was the department/program called upon to provide leadership in a regional, statewide, or national initiative.

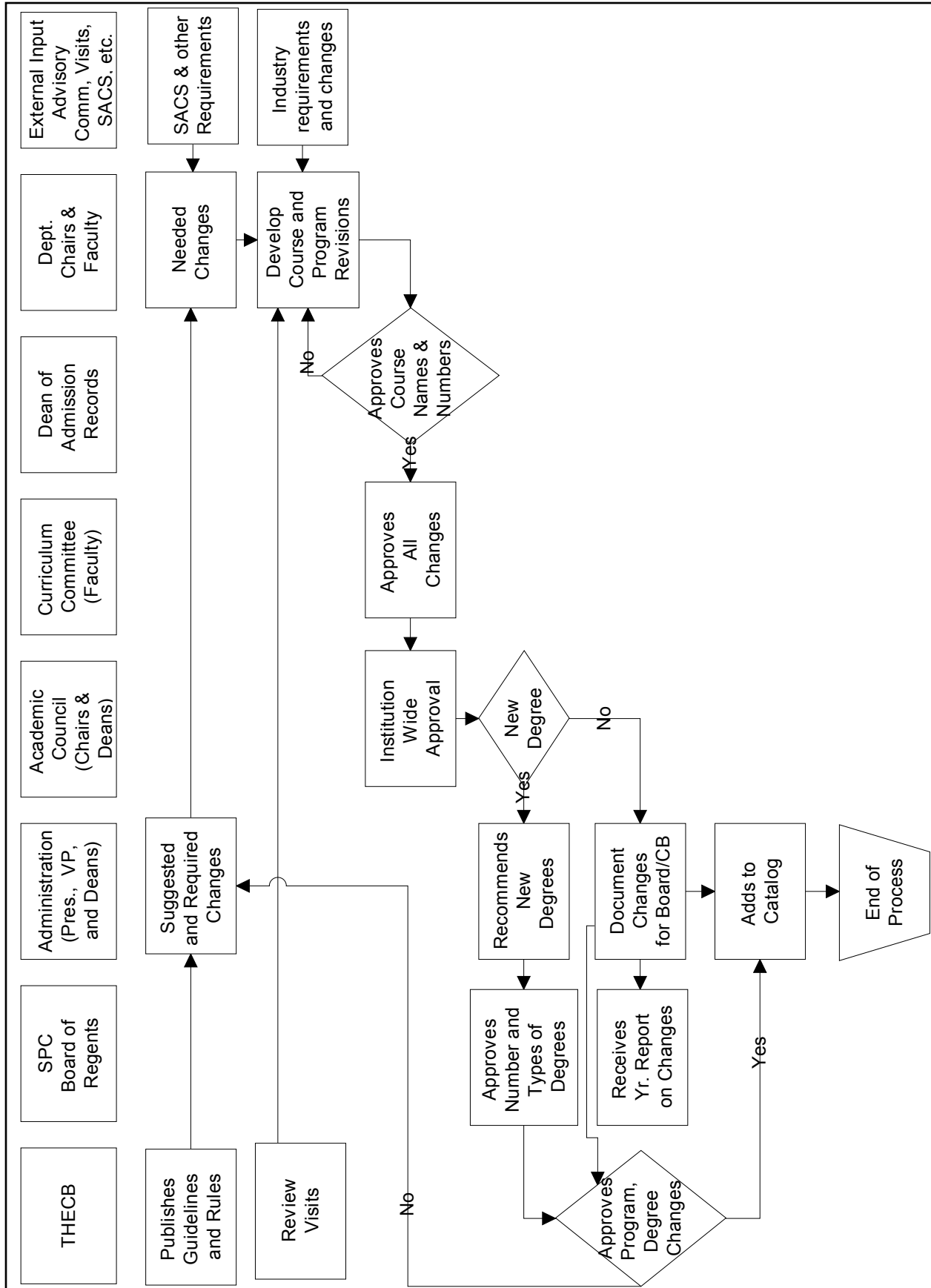
Appendix G. South Plains College Organizational Chart

SOUTH PLAINS COLLEGE ORGANIZATIONAL CHART



Rev. 6/01

Appendix H: Curriculum Development and Revision Process



Appendix I: Facilities Master Plan Status

An assessment of the college's physical facilities as of June 2001 can be found on page 25 of this report. The college's current Facilities Master Plan was developed in December 1998 and updated in February 2000. The construction, renovation and maintenance items contained in the plan were identified from departmental plans that indicated instructional areas and facilities considered important by the faculty and staff. The plan has been continually revised as new needs are identified. The project completion dates are an indication of the priority given to the particular item.

The following is a summary of the status of items contained in the current plan. The Facilities Master Plan is scheduled for review and updating in September 2001.

LEVELLAND CAMPUS

The building locator number is provided in parenthesis and corresponds to the building number indicated on the campus facilities map in Figure 9 on page 27.

Status	Area/Building	Brief Description
Completed	Theatre (22)	Renovate theatre, construct orchestra pit. Completed January 1999.
Completed	Residence Halls (31, 32, 40)	New construction of rest room facilities for Forrest, Frazier, Stroud. Completed Summer 1999
Completed	Track (21)	Stage 1 of renovation plan, install new track surface and curbing. Completed Summer 1999
Completed	Welding Technology (23)	New welding booths and electrical supply. Completed Summer 1999
Completed	Student Center (27)	Renovation of meeting space, game room, expansion of bookstore area. Completed August 1999
Completed	Student Services (28)	Construction of new facility to house all student services adjacent to Administration Building. Includes 2 classrooms. Completed January 2000
Completed	Track (21)	Complete Stages 2 and 3 of renovation plan, including improvements to rest room facilities, bleacher stands, concession areas. Completed March 2000
Completed	Residence Halls (31, 32, 40)	New HVAC systems installed for Forrest, Frazier, Stroud. Completed July 2000
Completed	3rd Floor Library (11)	Renovation and new classrooms/offices Completed August 2000
Completed	Admin. Building (1)	Renovation and remodeling of new administrative office space Completed August 2000
Completed	Admin. Building (1)	Remodel/repaint/re-carpet hallways in classroom wing. Completed August 2000
Completed	Technical Arts Center (18)	Remodel, renovate drafting technology instructional area. Completed August 2000.
Completed	Cosmetology (6)	Add instructional facilities for manicurist program Completed May 2001
Completed	Smallwood Apartments (39)	Re-roof and install new siding to exterior of all units. Completed June 2001

Completed	Electronics Servicing (8)	Additional instructional space for Cisco program. Completed July 2001
Completed	Maintenance Warehouse (26)	New construction of warehouse facility Completed July 2001
Completed	Residence Halls (33, 37, 38)	Renovate HVAC for Gillespie, North Sue, and South Sue. Completed July 2001
Completed	Ag Building (2)	New construction to Math Building to house agriculture program. Completed August 2001
Completed	Math Building (12)	Add instructional space (computer labs), storage and faculty offices. Completed August 2001
In Progress	Student Center (27)	Re-painting of Mall Area, Sundown Room, repair of cinder block walls in Student Lounge.
In Progress	Science Building (17)	Conversion of previous agriculture instructional space into additional storage classroom and lab space Rehabilitate labs and lecture halls. Repair decking on roof.
In Progress	Metal Technology (13)	Auto Collision: Increase storage space, increase lighting in lab and paint areas, repair/replace rest rooms, repair/replace paint booth doors RAC: Increase instructional area and storage
In Progress	Physical Education Bldg.	New construction of physical education and fitness facilities adjacent to Texan Dome.
In Progress	Texan Dome (20)	Add 2 classrooms and office space in the Dome Rehabilitate weight room, rest rooms, dressing rooms, and water fountains
Planning	Women's Gym (24)	Conversion of Women's Gym into Teaching and Learning Center.
Planning	Telecommunications	New construction of studio, classroom and storage space adjacent to the Creative Arts Building.
Planning	Cosmetology	New construction of instructional space south of Metals Technology Building.
Pending	Technical Arts Center (18)	Commercial Art: Remodel classroom and increase storage and electrical outlets
Pending	Admin. Building (1)	Rehabilitate classrooms
Pending	Technical Arts Center (18)	General renovation of Technical Arts Building
Pending	Fine Arts Building (9)	Add instructional space, computer labs, storage and faculty offices.
Pending	Communications (5)	Foreign Language: Enlarge computer lab to 18 computers, conference room and storage Journalism: Rehabilitate dark room Telecom: Enlarge telecommunications studio and labs English: Add classroom space and 2 offices
Pending	Auto-Diesel (4)	Auto-Diesel Service: Increase storage for engine and teaching modules, lighting in labs, electrical outlets in classroom, replace overhead panels and locks.
Pending	Law Enforcement (10)	Law Enforcement: Increase storage space and office space.
Pending	General Parking Lot	Construct additional parking on campus.
Deferred	Women's Gym (24)	Rehabilitate locker rooms, showers and lobby of Women's Gym Add equipment storage areas

SPC REESE CENTER

The building locator number is provided in parenthesis and corresponds to the building number indicated on the campus facilities map in Figure 10 on page 28.

Completed	Building 3 (3)	Renovate space into classrooms, faculty offices. Completed August 1999
Completed	Building 2 (2)	Renovate classrooms for electronics technology Convert space for bookstore services. Completed August 2000
Completed	Building 5 (5)	Renovate building into classroom, lab space and faculty offices for vocational nursing, surgical technology. Completed August 2000
Completed	Building 5 (5)	Renovate building into classroom, lab space and faculty offices respiratory care, radiologic technology and child development. Locate Tech Prep offices in building. Completed May 2001
Completed	Building 1 (1)	Renovate building to accommodate student services offices, regis- tration and meeting space. Completed July 2001
Completed	Building 3 (3)	Additional conversion of building into classroom and office space. Completed August 2001
Completed	Building 4 (4)	Renovate building into library, ACT Center, basic skills lab, and classrooms for legal assisting and health information services. Completed August 2001

BYRON MARTIN ADVANCED TECHNOLOGY CENTER

Completed	Automotive Technology	Convert rapid response room into classroom and lab space. Completed Spring 2001
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LUBBOCK MAIN STREET BUILDING

This facility is scheduled for closure July 2001 and no additional maintenance or renovation is scheduled for this facility.