Institutional Effectiveness

Performance Report

2010-2011

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

DECEMBER 2011

Introduction

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

To ensure effectiveness, South Plains College has embraced a process of continuous organizational improvement designed to improve the way the work of the institution is done and to accomplish the goals and objectives of the institution. The college has established a four-year strategic planning cycle that sets institutional goals based on a review of the college's vision, mission, role and scope, and commitment statements. Each goal is reached through a set of priority objectives and strategies. These goals, objectives and strategies formulate the college's *Institutional Plan* and provide the framework for the development of operational objectives on departmental and program levels.

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

A yearly update of the institutional effectiveness program is presented to the South Plains College Board of Regents. The document used to convey these annual results is the *Institutional Effectiveness Performance Report.* The *2010-2011 Performance Report* presents the most recent available assessment results recorded for Year 2 of the *2009-2013 Institutional Plan*.

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

Critical Success Factors and Indicators of Institutional Effectiveness

Institutional effectiveness is at the heart of what an institution does. South Plains College believes that its institutional effectiveness process will improve teaching and learning and contribute to the attainment of the college's vision and validation of its mission.

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

> Dynamic Educational Programs and Quality Instruction
> Educational Program Outcomes
> Quality Student and Support Services
> Economic Development and Community Involvement
> Effective Leadership and Management
> Collaborative Organizational Climate

To monitor progress and achievement in each of these areas, the college has identified 26 indicators of institutional effectiveness. Benchmarks (standards) have been developed for each of these measures. The results of performance are compared against these benchmarks and indicate how well the college has achieved its stated goals and objectives. The achievement of the identified Critical Success Factors is positive proof of the college's effectiveness. This system of outcome assessment against critical success factors is illustrated in the table found on page 6.

The indicators and benchmarks and their supporting measurement criteria are the observed, quantified or qualified results of performance. The collected data provide valuable information for those making decisions about the future direction of the college. The following section contains the identified benchmarks for evaluation and the review of data which describes the college's performance in each critical success area. Interpretation of the findings is provided for each benchmark and if the standard was not met, an action plan for the next year (2009-10) has been developed.

Definition of Critical Success Factors

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

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

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

CSF D: ECONOMIC DEVELOPMENT & COMMUNITY ENGAGEMENT
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 engaged in the events, activities and programs of the college.

CSF E: EFFECTIVE LEADERSHIP & MANAGEMENT
To be effective, the college must be accountable to the citizens and students who provide resources. This accountability includes demonstrating effective leadership, cooperative planning, resource management, acquisition of resources and the development of facilities and technology in order to accomplish college goals.

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

Comparative Standards

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

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

SYSTEM OF OUTCOME ASSESSMENT

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

Index of Effectiveness Indicators

CSF A: Dynamic Educational Programs and Quality Instruction

Measurement A-1: Curriculum Review and Planning

BENCHMARK AND RESULTS

A-1.1   **The number of curriculum changes each year will be within the normal limits of variation from year to year or the reasons for the extra variation will be known.**

NUMBER OF CURRICULUM CHANGES
ANNUAL REPORT TO THE BOARD

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Curriculum Changes	172	182	172	69	55	212
Upper Control Limit	221	221	221	221	221	221

SOURCE: Office of Academic Affairs

Data Analysis: South Plains College provides an up-to-date curriculum to meet the needs of students, transfer institutions and service area constituents. Changes to the curriculum are made annually. For 2010-11, technical program were revised to align with revisions made to the Workforce Education Course Manual. The annual number of changes is still below the upper control limit which is calculated as two standard deviations above the mean of the population.

The standard is met.

Measurement A-2: Accreditation

BENCHMARK AND RESULTS

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

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

- The Emergency Medical Services-Paramedic program received continuing accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Date of last review: September 2011

- The Surgical Technology program received continuing accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Date of last Review: May 2011. Follow-up Report submitted: October 2011.

- The Vocational Nursing programs at the Levelland Campus, SPC Reese Center and SPC Plainview Center received continued accreditation with commendations from the Texas Board of Nursing. Date of last review: July 2010.

- Associate Degree Nursing Program received continuing accreditation with commendations from the Texas Board of Nursing. Date of last review: May 2011. The ADN program also received continuing accreditation from the National League of Nursing Accrediting Commission. Last date of review: November 2011.

- The Physical Therapist Assistant program was granted candidacy status toward accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE). Date of application review: August 2010.

- The Law Enforcement Academy was approved and licensed by the Texas Commission on Law Enforcement Officer Standards and Education. Date of last review: March 2011.

- The Fire Technology program was approved and licensed by the Texas Commission on Fire Protection. Date of last review: January 2010

- The Cosmetology programs at the Levelland Campus and SPC Plainview Center are reviewed every six months by the Texas Cosmetology Commission for health and safety standards. Both programs received perfect scores for each visit. Date of last reviews: March 2011 and April 2011.

Measurement A-3: Articulation Agreements

BENCHMARK AND RESULTS

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

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

The standard is met.

BENCHMARK AND RESULTS

A.3-2   South Plains College will increase articulation agreements with accredited Independent School Districts in the college's service area by 5% each year until 100% saturation is reached.

NUMBER OF ARTICULATION AGREEMENTS WITH SERVICE AREA ISDS

Data Elements	2008-09	2009-10	2010-11
Total Service Area ISDs	49	49	49
Tech Prep Agreements	49	49	49
Dual Credit Agreements	62	65	65
Percent Involvement	100%	100%	100%

SOURCE: Office of Academic Affairs

Data Analysis: The college maintains some form of articulation agreement with 100% of the public school districts in the college's service area. In some districts, multiple agreements are maintained. An active partnership with the Region 17 Education Service Center ITV network has allowed the college to expand dual credit articulation efforts and deliver additional courses beyond its service area. A total of 51 school districts are served by the college through this network. Additionally, the college has established dual credit partnerships with three private high schools and one charter school operating within the service area, expanding the number of dual credit agreements to 65 for 2010-11. Options to offer home-schooled students dual credit through the college's early admissions policy have also been implemented. Federal funding that supported the South Plains Tech Prep Partnership was discontinued by Congress for 2011-12. The Partnership provided a number of services to support career and technical education articulation in participating school districts. The administration of these articulation agreements and activities has been transferred to the Office of the Dean of Technical Education. The Technical Dean and college will work with its Tech Prep partners to develop a plan for sustaining successful Tech Prep activities and services for participating high schools.

The standard is met.

Measurement A-4: Student Satisfaction with Instruction

BENCHMARK AND RESULTS

A-4.1   **Students participating in the annual faculty evaluation survey will rate their level of satisfaction with courses and instruction above average (greater than 3.5 on 5.0 scale) in all categories.**

STUDENT EVALUATION OF INSTRUCTION
ANNUAL REPORT TO THE BOARD

Data Elements	2006-07	2007-08	2008-09	2009-10	2010-11
Rating of Face to Face Instruction	4.71	4.70	4.64	4.67	4.68
Rating of ITV Instruction	NA	NA	NA	4.03	4.24
Rating of Online Instruction	NA	NA	NA	4.14	4.16
Rating of Dual Credit Instruction	NA	NA	NA	4.19	4.47

SOURCE: Office of Academic Affairs

Data Analysis: Instruction is rated annually by students through the faculty evaluation process. SPC students continue to rate their overall level of satisfaction with instruction very high. Beginning with the 2009 fall semester, evaluation results were disaggregated by method of instructional delivery. For all methods of delivery, the mean rating for student satisfaction exceeds the 3.5 benchmark. Student evaluation of instruction is monitored by the Faculty Evaluation Committee.

The standard is met.

BENCHMARK AND RESULTS

A-4.2   **Technical graduates will rate their level of satisfaction of program training in relation to job above average (greater than 3.5 on 5.0 scale) in all survey categories.**

DEGREE OF SATISFACTION WITH CAREER PREPARATION

Survey Statements	2007 Cohort	2008 Cohort
Satisfaction with preparation for current job	3.98	4.03
Satisfaction with preparation for additional study	4.01	3.98

SOURCE: Technical Graduate Follow-up Survey

Data Analysis: A Graduate Follow-up Survey was developed and piloted with a 2007 graduate cohort (December 2006 grads and May 2007 grads). The survey was also administered to the 2008 graduate cohort (December 2007 and May 2008 grads). In both surveys, respondents expressed above average satisfaction with preparation for job and/or additional study beyond their degree or certificate. Full implementation of the graduate follow-up system has been delayed due to budgetary constraints. The Institutional Effectiveness Committee, in consultation with the Instructional Council, will develop guidelines for implementing the graduate follow-up system in Year 4 of the 2009-2013 Institutional Plan (2012-13).

The standard is met for the cohorts reported.

BENCHMARK AND RESULTS

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

Action Plan: Data for this measure has not been collected. Plans are underway to develop an Arts and Sciences Graduate Follow-up Survey to provide data for this performance measure. The Institutional Effectiveness Committee, in collaboration with the Instructional Council, will develop and pilot an Arts and Sciences Graduate Follow-up Survey instrument in Year 4 of the 2009-2013 Institutional Plan (2012-13) and will operationalize the follow-up system in 2013-14.

Measurement A-5: Employer Satisfaction with Graduates

BENCHMARK AND RESULTS

A-5.1 **Employers of SPC graduates will rate their satisfaction of technical training received in relation to job requirements above average (greater than 3.5 on 5.0 scale) in all survey categories.**

EMPLOYER SATISFACTION WITH TECHNICAL GRADUATES

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

SOURCE: Technical Graduate Employer Survey, SPC

Data Analysis: An Employer Survey was developed and piloted in 2008-09 with 86 regional employers responding to the survey. Respondents rated their level of satisfaction with survey statements on a scale of 1 (Not at all satisfied) to 5 (Very satisfied). For all "overall satisfaction" statements, responding employers expressed above-average satisfaction with the education and training SPC technical graduates received. Surveying of employers for subsequent graduate cohorts has not been initiated because of budgetary and time constraints. The Institutional Effectiveness Committee, in collaboration with the Instructional Council, will develop a plan to fully implement the Employer Survey during Year 4 of the 2009-2013 Institutional Plan (2012-13).

The standard is met for the cohort reported.

Measurement A-6: Faculty Qualifications and Instruction

BENCHMARK AND RESULTS

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

PERCENTAGE OF FACULTY MEETING SACS QUALIFICATIONS CRITERIA

Data Elements	2008-09	2009-10	2010-11
Total Academic Faculty	165	163	169
No. Meeting SACS Criteria	165	162	169
% Compliance	100%	99.4%	100%
Total Technical Faculty	113	117	118
No. Meeting SACS Criteria	108	115	117
% Compliance	97.3%	98.3%	99.2%

SOURCE: Office of Academic Affairs

Data Analysis: South Plains College seeks to employ full-time faculty members who meet the educational credentials required by SACS/COC. Faculty who do not meet the criteria are required to demonstrate progress toward meeting the requirements as a condition of employment. For 2010-11, 100% of full-time academic faculty members and 99.2% of technical faculty members met the credential requirements or had sufficient justifications on file to meet the SACS/COC criteria. The one technical faculty member who did not meet credential requirements was seeking additional education to meet the standards. Instructional Deans will monitor the educational credentials of faculty members and progress made on faculty educational plans to meet the SACS/COC criteria.

The standard is met.

BENCHMARK AND RESULTS

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

PERCENTAGE OF CONTACT HOURS TAUGHT BY FULL-TIME FACULTY

Data Elements	Fall 2008	Fall 2009	Fall 2010
SPC Full-Time Faculty	84.2%	82.1%	86.3%
Peer Institutions Full-Time Faculty	77.3%	70.9%	69.2%
State Average Full-Time Faculty	63.8%	62.4%	61.4%

SOURCE: CC Accountability System (M36), THECB

Data Analysis: The percentage of course sections taught by full-time faculty members is a performance measure used by the Legislative Budget Board and the Texas Higher Education Coordinating Board. The THECB measures the total number of contact hours taught by full-time faculty and reports institutional, peer group and statewide data for this measure. The percentage of courses taught by full-time faculty at SPC greatly exceeds the peer group and statewide percentages reported by THECB.

The standard is met.

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

PERCENTAGE OF FULL-TIME FACULTY EMPLOYED BY SPC

Data Elements	Fall 2008	Fall 2009	Fall 2010
SPC Full-Time Faculty Employed	66.2%	63.7%	65.2%
Peer Group Full-Time Faculty	55.3%	45.9%	44.7%
State Average Full-Time Faculty	37.8%	36.6%	35.9%

SOURCE: CC Accountability System (M34), THECB

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

The standard is met.

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

FTE STUDENT TO FTE FACULTY RATIO

Data Elements	Fall 2008	Fall 2009	Fall 2010
SPC Student/Faculty Ratio	22:1	23:1	23:1
Peer Group Student/Faculty Ratio	19:1	22:1	24:1
State Student/Faculty Ratio	20:1	21:1	22:1

SOURCE: CC Accountability System (M35), THECB

Data Analysis: South Plains College's full-time-equivalent student to full-time equivalent faculty ratio is higher than state community college averages for fall 2010. In prior periods, the ratio was higher than both peer group and statewide ratios. While the college's ratio is not undesirable, it could be the result of several factors. The college has experienced difficulty in hiring qualified individuals to fill approved faculty positions in certain disciplines, such as nursing. The area's pool of qualified part-time faculty is not sufficient in some disciplines to handle overload class situations. Class seating limits have been increased in some disciplines in order to accommodate student demand for certain courses without having to hire additional part-time faculty. Course overload policies for full-time faculty have been adjusted to allow some faculty to teach a greater course overload, especially in online courses. The ratio is within an acceptable range of variance. Instructional Deans will continue to monitor course limits, course overloads and faculty assignments to keep the college's student/faculty ratio as low as possible.

The standard is met.

CSF B: Educational Program Outcomes

Measurement B-1: Course Completion

BENCHMARK AND RESULTS

B-1.1 **South Plains College will maintain a course completion rate of not more than 5 percentage points below peer group or state averages for community colleges.**

PERCENTAGE OF COURSE COMPLETERS

Data Elements	Fall 2007	Fall 2008	Fall 2009	Fall 2010
SPC Course Completers	85.9%	88.3%	90.4%	86.3%
Peer Group Course Completers	85.5%	87.1%	88.1%	86.5%
State CC Average	85.9%	87.7%	88.8%	87.6%

SOURCE: LBB Performance Measures, CC Accountability System (M26), THECB

Data Analysis: The state performance measures for two-year institutions includes the percentage of state funded contact hours that are completed during the fall semester. Contact hours for students receiving grades of A, B, C, D and F are counted as course completion. South Plains College's course completion rate has been on par with the Large College Peer Group and the state averages. For the most recent period, the college's course completion rate fell 4.1 percentage points, but remains within an acceptable range.

The standard is met.

Measurement B-2: Graduation and Persistence Rates

BENCHMARK AND RESULTS

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

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

Data Elements	FY 2006 Fall 2000 Cohort	FY 2007 Fall 2001 Cohort	FY 2008 Fall 2002 Cohort	FY 2009 Fall 2003 Cohort
SPC Graduation/Persistence Rate	38.2%	41.9%	39.9%	39.1%
Peer College Group Rate	47.9%	48.8%	45.1%	47.6%
Statewide CC Rate	43.7%	43.1%	41.5%	42.9%

SOURCE: CC Accountability System (M11), THECB

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

The standard is not met.

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

BENCHMARK AND RESULTS

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

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

Student Cohorts		SPC Rates	Peer Rates	State Rates
FY 2009	3-Year Graduation Rate (Fall 2006)	11.9%	10.2%	12.0%
	4-Year Graduation Rate (Fall 2005)	19.6%	17.2%	16.9%
	6-Year Graduation Rate (Fall 2003)	29.0%	35.6%	30.4%
FY 2008	3-Year Graduation Rate (Fall 2005)	14.4%	10.7%	11.0%
	4-Year Graduation Rate (Fall 2004)	16.5%	16.5%	17.0%
	6-Year Graduation Rate (Fall 2002)	30.6%	33.5%	29.4%

SOURCE: CC Accountability System (M12), THECB

Data Analysis: First-time, full-time credential seeking student cohorts are tracked to degree/certificate completion at 3, 4 and 6-year intervals. For FY 2009, SPC's graduation rates at these points are within the accepted range of variance when compared to the Large College Peer Group and statewide averages for all public community colleges for the 3-year and 4-year periods. The SPC rate is more than 5 percentage points below the Large College Peer Group for the 6-year period.

The standard is not met.

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

BENCHMARK AND RESULTS

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

NUMBER OF DEGREES AND CERTIFICATES AWARDED

Data Elements	2006-07	2007-08	2008-09	2009-10
AA, AS Degrees	467	276	331	380
AAS Degrees	215	169	156	145
Tech Prep AAS Degrees/Certificates	178	28	137	165
Technical Certificates	466	265	386	359
Total Degrees and Certificates	1,226	738	1,010	1,049
SPC Regional Ranking -- Degrees	2nd	3rd	3rd	3rd
SPC Regional Ranking -- Enrollment	3rd	3rd	3rd	3rd
Ranking Difference	+1	0	0	0

SOURCE: LBB Performance Measures, CC Accountability System (M13), THECB, CBM009

Data Analysis: The THECB performance measures include the total number of degrees and certificates earned at an institution annually. SPC awarded a record 1,226 degrees and certificates in 2006-07, a 20.7% increase from the previous year. The college ranked second among peer institutions in the West Texas region in awarding degrees and certificates. All institutions which awarded more degrees than SPC had larger enrollments. For 2009-10, SPC awarded 1,049 degrees and certificates, a 3.9% increase from the previous year. In 2007-08 when SPC saw a decline in AA and AS degrees awarded, Texas Tech University suspended its "transfer back" service for SPC students entering TTU through the Pathway Partnership. This service identified SPC transfers who had not completed requirements for an associate degree and contacted them about transferring credits back to SPC to complete associate degree requirements. A change in data management systems prevented TTU from providing this service. Additionally, the college awarded a record number of certificates in 2006-07. Since many certificate programs are two-years in length, the number of certificates awarded cycles up and down. The college's regional ranking in awarding degrees has matched or exceeded its ranking for enrollment in all years reported here. Improving graduation rates and student goal attainment are priority objectives in the College's Institutional Plan. Strategies have been identified to address student goal attainment through expanded advisement. The Admissions and Records Office will work with Texas Tech University Pathway Program to continue the "transfer back" service for SPC transfer students. Appropriate personnel will continue to monitor this measure.

The standard is met.

BENCHMARK AND RESULTS

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

PERCENTAGE OF GRADUATES BY ETHNICITY

Annual Data Elements	FY 2007	FY 2008	FY 2009	FY 2010
Percent Anglo Graduates	63.5%	62.7%	62.9%	57.6%
Percent Anglo Enrollment (Annual)	65.9%	63.8%	62.4%	60.7%
Variance	-2.4	-1.1	+0.5	-3.1
Percent African-American Graduates	4.4%	4.5%	5.2%	5.1%
Percent African-American Enroll (Annual)	4.7%	5.6%	5.7%	6.1%
Variance	-0.3	-1.1	-0.5	-1.0
Percent Hispanic Graduates	29.7%	29.3%	30.0%	33.0%
Percent Hispanic Enrollment (Annual)	27.5%	28.6%	29.6%	30.7%
Variance	+2.2	+0.7	+0.4	+2.3
Percent Other Ethnic Graduates	2.4%	3.5%	1.8%	4.2%
Percent Other Ethnic Enroll (Annual)	1.8%	1.9%	2.3%	2.5%
Variance	+0.6	+1.6	-1.5	+1.7

SOURCE: CC Accountability System (M13), THECB

Data Analysis: The percentage of graduates by ethnicity is within five percentage points parity of the percentage of ethnicity of degree-seeking student enrollment. For Hispanic students, the percentage of graduates exceeds the percentage of students enrolled by 2.3 points.

The standard is met.

Measurement B-3: Academic Transfer and Performance

BENCHMARK AND RESULTS

B-3.1   **The transfer rate of first-time students to a senior institution will not be more than 5 percentage points below peer group and statewide averages for public community colleges.**

TRANSFER RATE FOR FTIC STUDENTS

Data Elements	FY 2008 Fall 2002 Cohort	FY 2009 Fall 2003 Cohort	FY 2010 Fall 2004 Cohort
SPC Transfer Rate	39.8%	39.5%	43.1%
Peer Group Transfer Rate	33.2%	36.4%	33.6%
Statewide Transfer Rate	28.4%	29.0%	27.6%

SOURCE: CC Accountability System (M14), THECB

Data Analysis: The THECB tracks students entering college for the first time at a two-year institution, who are not concurrently enrolled at a four-year institution, until they transfer to a four-year institution for the first time, or until they complete an award at the two-year college. Cohorts of first-time

students who started are followed for six years. For the data presented in the above table, South Plains College's transfer rate is above both the peer group and statewide averages. Appropriate personnel will continue to monitor transfer rates and will work to strengthen transfer pathways to the region's universities.

The standard is met.

BENCHMARK AND RESULTS

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

NUMBER OF FTIC STUDENTS WHO TRANSFER

Data Elements	FY 2008 Fall 2002 Cohort	FY 2009 Fall 2003 Cohort	FY 2010 Fall 2004 Cohort
Number of SPC Students who Transferred	1,030	1,098	1,139
SPC Regional Ranking -- Number of Transfers	1st	2nd	1st
SPC Regional Ranking -- Enrollment	3rd	3rd	3rd
Ranking Difference	+2	+1	+2

SOURCE: CC Accountability System (M14), THECB; LBB Performance Measures, THECB

Data Analysis: The THECB tracks students entering college for the first time at a two-year institution, who are not concurrently enrolled at a four-year institution, until they transfer to a four-year institution for the fist time, or until they complete an award at the two-year college. Cohorts of first-time students are followed for six years. For the data presented in the above table, South Plains College ranks first among the West Texas Region's community colleges in the number of students transferring to university, while ranking third in total enrollment.

The standard is met.

BENCHMARK AND RESULTS

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

GRADE POINT AVERAGES OF SPC TRANSFERS AT TEXAS TECH UNIVERSITY

Data Elements	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
SPC Transfer Students Enrolled	2.56	2.57	2.53	NA
All Transfer Students Enrolled	2.60	2.53	2.57	NA
Native Students (from High School)	2.90	2.91	2.82	NA

SOURCE: Texas Tech University

Data Analysis: The grade point averages for SPC transfer students to Texas Tech University for the years reported are within two tenths of a point of the grade point averages for all transfers from other two-year colleges. The GPA data for TTU native students (first-time, full-time freshmen) is three-

tenths to four-tenths of a point higher that SPC transfers. Texas Tech University has continued to raise its admission standards for new students during the reporting periods. Even so, SPC transfers compare favorably to native students. Data for the 2008 and 2009 transfer cohorts to TTU was not available at the time of this report. The Office of Research and Reports will contact and work with appropriate TTU personnel to obtain transfer success data in order to evaluate this standard.

The standard is met for transfers from peer institutions.

BENCHMARK AND RESULTS

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

GRADUATION RATES OF SPC TRANSFERS AT TEXAS TECH UNIVERSITY

Data Elements	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort
SPC Transfer Students Enrolled	53.95%	44.96%	56.41%	NA
All CC Transfer Students Enrolled	20.16%	NA	NA	NA
	2000 Cohort	**2001 Cohort**	**2002 Cohort**	**2003 Cohort**
Native Students (from High School)	56.38%	NA	NA	NA

SOURCE: Texas Tech University

Data Analysis: South Plains College transfer students to Texas Tech University persist to graduation at comparable rates with other community college transfer students. The transfer data tracks first-time/full-time students who enter TTU and graduate within three years. The native student (first-time, full-time freshmen entering summer or fall) data tracks students who enter TTU and graduate within six years. Beginning with the 2002 Cohort, the number of SPC students persisting to graduation has increased greatly. Data for the 2005 and 2006 transfer cohorts to TTU, as well as data for all community college transfers and native students, was not available at the time of this report. The Office of Research and Reports will contact and work with appropriate TTU personnel to obtain transfer success data in order to evaluate this standard.

The standard is met for the data that is available.

BENCHMARK AND RESULTS

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

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

SPC Academic Graduates	FY 2007	FY 2008	FY 2009
Employed Only after Graduation	36.3%	32.4%	29.2%
Employed and Enrolled (in Senior Institutions)	38.1%	44.0%	41.3%
Enrolled Only (in Senior Institutions)	20.3%	18.9%	25.5%
Enrolled Only (in Community Colleges)	3.2%	3.9%	2.2%
Graduates Not Found	2.3%	0.8%	1.9%
Total SPC Employed and/or Enrolled	97.7%	99.2%	98.1%
Total Peer Group Employed/Enrolled	90.8%	89.0%	90.4%
Total State Employed/Enrolled	91.7%	91.3%	90.8%

SOURCE: CC Accountability System (M21), THECB

Data Analysis: THECB tracks community college academic graduates to determine if they are employed and/or enrolled in a Texas public/private institution of higher education six months after graduation. The data reveals that a high percentage of reported SPC academic graduates either find employment or continue their education following graduation, 98.1% for the most recent cohort. The SPC percentage of placed academic graduates exceeds both the Large College Peer Group and the statewide averages.

The standard is met.

Measurement B-4: Technical Program Placement Rates

BENCHMARK AND RESULTS

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

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

SPC Technical Graduates	FY 2007	FY 2008	FY 2009
Employed Only after Graduation	81.5%	76.8%	83.8%
Employed and Enrolled (in Senior Institutions)	6.5%	16.8%	5.2%
Enrolled Only (in Senior Institutions)	2.6%	1.1%	0.9%
Enrolled Only (in Community Colleges)	5.1%	3.1%	5.4%
Graduates Not Found	4.3%	2.2%	4.7%
Total SPC Graduates Placed in Workforce	88.0%	93.6%	89.0%
Total SPC Employed and/or Enrolled	95.7%	97.8%	95.3%
Total Peer Group Employed/Enrolled	91.7%	92.3%	90.9%
Total State Employed/Enrolled	92.3%	92.3%	90.8%

SOURCE: CC Accountability System (M21), THECB

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

The standard is met.

BENCHMARK AND RESULTS

B-4.2 **All active technical programs will have at least 25 graduates in a five-year period.**

PERCENT OF TECHNICAL PROGRAMS WITH 25 GRADUATES IN 5 YEARS

Data Elements	2007-08	2008-09	2009-10*	2010-11*
Total Active Programs	32	31	30	30
No. Programs 2 Years in Operation	32	31	30	30
No. with 25 Graduates in 5 Years	29	30	30	30
% of Programs in Compliance	90.6%	96.8%	100%	100%

SOURCE: Perkins Desk Review Data   *Perkins Performance Measure changed to 25 graduates in 5 years.

Data Analysis: In 2009-10, this Perkins Measure was changed from 15 graduates in three years to 25 graduates in five years. For the past two periods, all programs have met the 25 graduates in five years standard. Departmental chairpersons, working with the Instructional Deans, will continue to evaluate fields of study and to develop strategies for retaining and graduating additional students in order to maintain program compliance with the standard.

The standard is met.

BENCHMARK AND RESULTS

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

PERCENT OF TECHNICAL PROGRAMS WITH 85% SUCCESSFUL OUTCOMES

Data Elements	2004-05	2006-07	2007-08	2008-09
Total Active Programs	32	32	32	31
No. with 85% Success Rate	31	31	32	29
No. Less than 85% Success Rate	1	1	0	2
% of Programs in Compliance	96.9%	96.9%	100%	93.5%

SOURCE: Perkins Desk Review Data

Data Analysis: Of the 31 active programs in 2008-09, 29 technical programs met the 85% benchmark for successful outcomes for 93.5%.

The standard is not met.

Action Plan: The Instructional Deans and Program Faculty have created plans for improving placement rates for the two non-compliant programs. Implementation of these plans will take place during the 2011-12 academic year.

Measurement B-5: Licensure Passage and Skills Attainment

BENCHMARK AND RESULTS

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

PERCENTAGE OF TECHNICAL GRADUATES PASSING LICENSURE
AND CERTIFICATION IN ALL PROGRAMS

Data Elements	FY 2006	FY 2007	FY 2008	FY 2009
SPC Licensure Passage Rate	81.0%	88.9%	87.9%	87.9%
Peer Group Licensure Passage Rate	86.0%	87.6%	89.4%	90.5%
State Licensure Passage Rate	87.6%	87.9%	88.2%	89.1%

SOURCE: CC Accountability System (M28), THECB

Data Analysis: The percentage of SPC graduates passing state licensure exams is within the range of acceptable variation for both the Large College Peer Group and the statewide community college rate for the most recently reported period. Licensure test performance for individual programs is

continually evaluated. Programs with licensure pass rates below state averages evaluate courses and course sequencing to determine if modifications are necessary to improve student success on licensure exams.

The standard is met.

BENCHMARK AND RESULTS

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

PERCENT OF TECHNICAL PROGRAMS WITH 90% LICENSURE RATE

Data Elements	2008-09	2009-10	2010-11
Total Programs Leading to Licensure	9	9	9
Number of Programs Reporting Passage Rates	9	7	9
Number of Reported Programs with 90% Rate	6	6	7
% of Programs in Compliance	55.8%	66.7%	77.7%

SOURCE: Perkins Desk Review Data

Data Analysis: SPC offers nine technical programs that lead to recognized licensure in a profession. Perkins performance measures have set a minimum 90% pass rate on licensure exams for these programs. For 2010-11, seven programs met the 90% standard. Graduates generally have more than one opportunity to take licensure exams.

The standard is not met for the most recent period.

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

BENCHMARK AND RESULTS

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

PERCENT OF STUDENTS ACHIEVING TECHNICAL SKILLS PROFICIENCY

Data Elements	2006-07	2007-08	2008-09	2009-10
SPC Percentage Rate	84.9%	86.0%	86.2%	87.1%
State Perkins 100% Target	82.8%	84.5%	84.5%	84.5%
State Perkins 90% Target	NA	76.05%	76.05%	76.05%

SOURCE: Perkins Data Resources, THECB

Data Analysis: For the most recent reporting period, the college's percentage of students achieving technical skills proficiency aligned with industry-recognized standards exceeds the State's Perkins 90% Target by 11 percentage points and the 100% target by 2.6 points. College technical faculty, working with advisory committees, will continue to identify technical skill sets that can be assessed through industry-recognized methods and incorporate these skills competencies and assessments into the curriculum.

The standard is met.

Measurement B-6: Success in Developmental Education

BENCHMARK AND RESULTS

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

PERCENTAGE OF UNDERPREPARED FTIC STUDENTS
COMPLETING TSI REQUIREMENTS WITHIN TWO YEARS

Fall 2006 Cohort	Math	Reading	Writing	Total
SPC Percentage Rate	36.5%	59.8%	44.1%	46.2%
Peer Group Percentage Rate	32.6%	53.3%	46.8%	42.4%
State Percentage Rate	26.5%	48.5%	45.7%	37.6%

SOURCE: 2009 LBB Performance Measures, CC Accountability System (M23), THECB

Data Analysis: THECB reports the percentage of underprepared FTIC students who satisfy TSI obligation within two years if they tested above deviation or three years if they tested under deviation by subject areas. For the most recent cohort reported, the percentage of SPC completers is greater than the Large College Peer Group and statewide summary percentages for math and reading. It is within the acceptable range for writing.

The standard is met.

BENCHMARK AND RESULTS

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

PERCENTAGE OF UNDERPREPARED STUDENTS RETURNING
THE FOLLOWING FALL SEMESTER

Fall Student Cohorts	Fall 2004	Fall 2005	Fall 2006	Fall 2007
SPC Retention Rate	56.5%	59.7%	58.1%	56.2%
Peer Group Retention Rate	58.5%	59.2%	58.0%	59.8%
State Retention Rate	57.8%	57.0%	56.5%	56.4%

SOURCE: CC Accountability System (M25), THECB

Data Analysis: South Plains College's fall-to-fall retention rate for students requiring remediation was 56.2%, the most recent data provided by the THECB. The SPC retention rate was on par with the peer group and the state rate. The Retention Team and appropriate college personnel will continue to monitor the retention of FTIC students requiring remediation and develop strategies for improving success of developmental students.

The standard is met.

Measurement B-7: Personal Growth and Goal Attainment

BENCHMARK AND RESULTS

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

STUDENT SATISFACTION WITH PERSONAL GROWTH AND GOAL ATTAINMENT

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

SOURCE: ACT Faces of the Future Survey

Data Analysis: A representative sample of students are asked to rate the college's contribution to their personal growth and goal attainment on a scale of major contribution (5) to moderate contribution (3) to no contribution (1). The ACT Faces of the Future Survey was administered to SPC students most recently in Fall 2006. For all survey results reported, the respondents rated the college's contribution as a moderate contribution (3) or higher on the scale. The data results indicate students feel their current college experience is contributing to their personal growth and goal attainment. ACT changed procedures for administering the Faces of the Future Survey in 2008 when the American Association of Community Colleges discontinued this assessment project. The survey, which is still available from ACT, provides relevant marketing and student profile data that is not collected by other means. The Institutional Advancement Office will administer the ACT Survey in Fall 2012.

The standard is met for the years reported.

CSF C: Quality Student and Support Services

Measurement C-1: Access, Participation and Equity

BENCHMARK AND RESULTS

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

SOUTH PLAINS COLLEGE ANNUAL CREDIT ENROLLMENTS

Data Elements	2006-07	2007-08	2008-09	2009-10	2010-11
Annual Credit Enrollments	12,447	12,560	12,917	13,943	14,094
Percent of Annual Variance	-0.4%	0.9%	2.8%	7.9%	1.1%
Lower Control Limit (-5%)	11,875	11,875	11,875	11,875	11,875

SOURCE: Office of Institutional Research and Reports

Data Analysis: Annual enrollment in 2010-11 reached a new record of 14,094 students. The previous record was 13,943 students set in 2009-10. Since FY 2007, annual enrollment has grown 1,647 students or 13.2 percent. For all years reported, annual enrollment has remained above the 12,000 student benchmark.

The standard is met.

BENCHMARK AND RESULTS

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

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

Data Elements	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Total Service Area H.S. Grads*	4,235	4,059	4,211	3,927	4,219
H.S. Grads Enrolled in Higher Ed.	1,918	1,910	2,061	1,996	2,146
% of Grads Enrolled in Higher Ed.	45.3%	47.1%	48.9%	50.8%	50.9%
H.S. Grads Enrolled at SPC	899	900	929	911	1,047
% of Grads Enrolled at SPC	45.9%	47.1%	45.1%	45.6%	48.8%

SOURCE: High School to College Linkages, THECB

Data Analysis: As part of the statewide "Closing the Gaps in Higher Education" initiative, the THECB tracks high school graduates enrolling in Texas public/private colleges and universities the fall semester following May graduation. Only districts that graduate more than 25 students are tracked and reported in the High School to College Linkages Report. Of the 51 public school and charter school districts in the College's service area, 31 districts (60.8%) graduated 25 or more students for 2010. Within this cohort, only 50.9% of graduates enrolled in a Texas public/private college or university in Fall 2010. SPC enrolled 1,047 graduates from these schools for 48.8% of the college bound service area group. While the percentage of service area high school graduates attending college has improved from 45.3% in 2006 to 50.9% in 2010, the region lags behind the

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

The standard is met.

BENCHMARK AND RESULTS

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

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

Data Elements	Fall 2008	Fall 2009	Fall 2010
Total Service Area Residents Enrolled in Higher Education	15,582	16,005	16,028
Total Service Area Residents Enrolled at SPC	7,121	7,900	8,138
% of Service Area Residents Enrolling at SPC	45.7%	49.4%	50.8%

SOURCE: PREP Online Query, THECB

Data Analysis: This market share analysis attempts to determine the percentage of service area residents who participate in higher education by enrolling at SPC. The college's "share" is computed as a percentage of the total number of service area residents who enroll in public higher education as reported by the Texas Higher Education Coordinating Board. In this analysis, the 40% benchmark has been exceeded in all years reported, averaging 48.6% for the past three years. The overall number of service area residents enrolled in higher education has increased by only 2.9% from Fall 2008 to Fall 2010. The number of service area residents enrolling at SPC has increased at a faster rate of 14.3%.

The standard is met.

BENCHMARK AND RESULTS

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

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

Data Elements	Fall 2008	Fall 2009	Fall 2010
Total Service Area Residents Enrolled in Community Colleges	7,777	8,561	8,826
Total Service Area Residents Enrolled at SPC	7,121	7,900	8,138
% of Service Area Residents Enrolling at SPC	91.6%	92.3%	92.2%

SOURCE: PREP Online Query, THECB

Data Analysis: This market share analysis attempts to determine the percentage of service area residents who choose to attend a public community college and who subsequently enroll at SPC. The college's "share" is computed as a percentage of the total number of service area residents who enroll at Texas community colleges. In this analysis, the greater majority of service area residents who enroll at a community college choose to enroll at SPC. Enrollment of service area residents at SPC increased 14.3% from Fall 2008 to Fall 2010. The number of service area residents attending community colleges in general increased 13.5%.

The standard is met.

BENCHMARK AND RESULTS

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

PERCENTAGE OF STUDENT ENROLLMENT BY ETHNICITY

Annual Credit Enrollment	2006-07	2007-08	2008-09	2009-10
Percent of Anglo Population*	54.8%*	54.0%*	53.1%*	51.5%*
Percent of Anglo Enrollment	65.9%	63.8%	63.0%	60.4%
Gap in Participation	+11.2	+9.9	+9.9	+8.9
Percent of African-American Population*	6.5%*	6.6%*	6.7%*	7.1%*
Percent of African-American Enrollment	4.7%	5.6%	5.7%	6.1%
Gap in Enrollment	-1.8	-1.0	-1.0	-1.0
Percent of Hispanic Population*	36.7%*	37.3%*	38.1%*	39.1%*
Percent of Hispanic Enrollment	27.5%	28.6%	29.4%	31.5%
Gap in Participation	-9.1	-8.7	-8.7	-7.6%
Percent of Other Ethnic Populations*	2.1%*	2.1%*	2.1%*	2.3%*
Percent of Other Enrollment	1.8%	1.9%	1.9%	1.9%
Gap in Enrollment	-0.3	-0.2	-0.2	-0.4

SOURCE: CC Accountability System (M5), THECB   *Texas Higher Education Coordinating Board Data

Data Analysis: The SPC student body reflects the ethnicity of the adult population of the college service area. Since 2006-07, annual enrollment of Hispanic students has grown 40.7%; African-American enrollment has increased 12.4%; and other ethnic students have grown 37.3%. By comparison, annual enrollment of white students has grown only 8.3%. Progress has been made in narrowing the gap between the ethnicity of the population and the ethnicity of SPC's student body. The participation gap for African-American students has been closed by one percentage point, while the participation gap for Hispanic students has been narrowed 7.6 percentage points. For African-American students and students of other ethnic origin, the participation gap is within the normal range of variation. The standard is met for both ethnic populations.

The standard is not met for the Hispanic student population.

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

BENCHMARK AND RESULTS

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

PERCENTAGE OF ENROLLMENT BY ECONOMICALLY DISADVANTAGED INDIVIDUALS

Data Elements	FY 2005	FY 2006	FY 2008	FY 2009	FY 2010
Percent of Population	21.1%*	21.1%*	21.1%*	21.1%*	21.1%*
Percent of SPC Enrollment	28.8%	29.1%	28.9%	28.7%	31.8%
Variance	+7.7	+8.0	+7.8	+7.6	+10.7

SOURCE: CC Accountability System (M7), THECB; *2000 U.S. Census Data

Data Analysis: Economically disadvantaged students are defined as those individuals who qualify for any amount of federal Pell Grants. Economically disadvantaged individuals, those whose income generally falls below 150% of poverty level, represent 21 percent of the adult population of the college service area. For the reporting periods, the college enrollment of economically disadvantaged students has exceeded the service area population. For the most recent reporting period, the percentage enrolled exceeds the benchmark by 10.7 percentage points.

The standard is met.

BENCHMARK AND RESULTS

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

PERCENTAGE OF ENROLLMENT BY ACADEMICALLY DISADVANTAGED INDIVIDUALS

Data Elements	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Percent of Population	28.0%*	28.0%*	28.0%*	28.0%*
Percent SPC Enrollment	25.3%	25.2%	26.7%	29.7%
Variance	-2.7	-2.8	-1.3	+1.7

SOURCE: LBB Performance Measures, THECB; *2000 U.S. Census Data

Data Analysis: Academically disadvantaged students are defined as those individuals who require remediation. Academically disadvantaged individuals represent 28.0 percent of the adult population of the college service area. Beginning in 2007-08, the THECB began reporting the percentage of academically disadvantaged students on a fall semester basis rather than on an annual credit enrollment basis. For the reporting periods, this population at the college has averaged 26.7% and is within the normal range of variation for this measure.

The standard is met.

BENCHMARK AND RESULTS

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

PROGRESS MADE ON CLOSING THE GAPS PARTICIPATION TARGETS

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Closing Gaps Target - Fall 2015	10,183*	10,183*	10,183*	11,202
SPC Fall Headcount Enrollments	9,232	9,962	10,153	10,505
Closing the Gaps Target Completion	90.7%	97.8%	99.7%	93.8%

SOURCE: LBB Performance Measures, THECB   *2010 Enrollment Target

Data Analysis: The State's Closing the Gaps in Higher Education initiative seeks to increase the number of Texans participating in higher education by 630,000 by 2015. Texas colleges and universities have set enrollment targets for 2010 and 2015 in order to reach this goal. SPC conducted an analysis of historical enrollment trends to establish its Fall 2010 target of 10,183 students and a Fall 2015 target of 11,202. In Fall 2010, SPC was within 30 students of its 2010 target. For Fall 2011, enrollment at SPC had achieved 93.8% of its 2015 target.

The standard is met.

Measurement C-2: Assessment of Programs and Services

BENCHMARK AND RESULTS

C-2.1 **The level of technical graduate satisfaction with student support services will be above average (greater than 3.5 on 5.0 scale) in all survey categories.**

TECHNICAL GRADUATE SATISFACTION WITH STUDENT SUPPORT SERVICES

Follow-up Survey Elements	2006-07 Grads	2007-08 Grads
Satisfaction with Student Support Services	4.01	4.11
Satisfaction Advisement Services	4.27	4.26
Satisfaction with Placement Services	2.98	3.45

SOURCE: SPC Technical Graduate Follow-Up Survey

Data Analysis: A follow-up survey for graduates of technical and health occupations programs was developed and piloted in 2006-07. Three questions were developed to gauge technical program graduates' satisfaction with student support services, advisement and placement. While satisfaction with placement services fell below the 3.5 benchmark for the 2006-07 cohort, satisfaction improve for the 2007-08 cohort. For the most recent graduate cohort, satisfaction exceeded the 3.5 benchmark for student support services and advisement. The Technical Education Dean will work with program faculty and student services personnel to develop strategies for maintaining a high level of satisfaction with student support services. Full implementation of the graduate follow-up system has been delayed due to budgetary constraints. As a result, data for subsequent graduate cohorts was not available. The Institutional Effectiveness Committee, in consultation with the Instructional Council, will develop guidelines for implementing the graduate follow-up system in Year 4 of the 2009-2013 Institutional Plan (2012-13). The Institutional Effectiveness Committee, in collaboration with the Instructional Council, will work to develop a graduate follow-up

survey for Arts and Sciences program graduates in Year 4 (2012-13) and pilot the survey the following year (2013-14). Survey statements will be developed to survey satisfaction with student support services for this cohort.

The standard is met for the most recent cohort of graduates

BENCHMARK AND RESULTS

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

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

Student Service Areas	Fall 2007	Fall 2009	Fall 2011
Registration Effectiveness	5.75	5.95	5.92
Campus Climate	5.81	5.94	5.94
Student Centeredness	5.75	5.80	5.82
Instructional Effectiveness	5.70	5.83	5.92
Academic Advising and Counseling Effectiveness	5.50	5.64	5.74
Campus Services	5.78	5.87	5.95
Safety and Security	5.29	5.44	5.56
Admissions and Financial Aid Effectiveness	5.42	5.59	5.49

SOURCE: Noel-Levitz Student Satisfaction Inventory, SPC Retention Team

Data Analysis: Data for this measure is collected from the Noel-Levitz Student Satisfaction Inventory (SSI), which is administered every two years to a select group of students. Respondents to the survey indicated above average satisfaction with all institutional student support service areas for the three survey years reported here. Mean scores from 2007 to 2011 improved in all survey categories. The Student Services Council will review and monitor results of the SSI. The Retention Services Office will administer the Student Satisfaction Inventory during the Fall 2013 semester.

The standard is met.

BENCHMARK AND RESULTS

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

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

Student Service Areas	2007-08	2008-09	2009-10
Dean of Students Office	94%	97%	95%
Counseling Center	91%	90%	91%
Instructional Support Services	92%	93%	95%
Student Health Services	91%	93%	93%
Student Activities	87%	90%	94%
Campus Police / Parking	76%	86%	86%
Food Service	81%	89%	90%
Admissions and Records	88%	94%	91%
Financial Aid	81%	83%	87%
Library	96%	96%	97%
Business Office	92%	93%	96%
Veterans Services	87%	97%	93%
Advising	88%	92%	92%
Degree Audit	83%	78%	88%
CampusConnect	92%	97%	94%

SOURCE: Office of Student Affairs, SPC

Data Analysis: Students participating in the online student services assessment are asked to rate their level of agreement with customer service statements for each student service office. Respondents indicate their level of agreement with survey statements on a scale of 1 (strongly disagree) to 5 (strongly agree). The benchmark has been set at 70% agreement (agree or strongly agree) with the statements for each area. The survey was not administered for 2010-11 due to reorganization of the Student Affairs Division and the planned administration of the Noel-Levitz Student Satisfaction Inventory (Fall 2011). The Student Services Council will review assessment measures for student services with the intent to pilot a revised survey in 2012-13.

The standard is met for the years reported.

Measurement C-3: Retention and Persistence

BENCHMARK AND RESULTS

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

RETENTION/PERSISTENCE OF UNDERGRADUATE STUDENTS AFTER ONE YEAR

Entering Student Cohorts	Fall 2006	Fall 2007	Fall 2008	Fall 2009
SPC Total Retained or Persisting	60.8%	58.2%	61.6%	59.7%
Peer Group Total Retained or Persisting	66.4%	64.8%	66.0%	64.4%
State Total Retained or Persisting	65.5%	65.1%	67.1%	65.7%

SOURCE: CC Accountability System, THECB (M16)

Data Analysis: Cohorts of first-time, full-time students are tracked from fall to fall and reported as being retained at the same institution or persisting to another institution of higher education. Those who receive a certificate or degree within the first year are excluded from the cohort. The data presents the percentage of students who "stop out" of higher education after the first year. The retention/persistence rate of South Plains College students is within the normal range of variance in relation to the Large College Peer Group, but is outside the normal range for the state average for all two-year institutions for the most recent cohort tracked. For the most recent reporting period, the SPC retention/persistence total is 4.7 percentage points below the Large College Peer Group rate and 6.0 percentage points below the state rate.

The standard is not met.

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

BENCHMARK AND RESULTS

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

RETENTION/PERSISTENCE OF UNDERGRADUATE STUDENTS AFTER TWO YEARS

Entering Student Cohorts	Fall 2005	Fall 2006	Fall 2007	Fall 2008
SPC Total Retained or Persisting	48.4%	43.8%	47.9%	48.9%
Peer Group Total Retained or Persisting	52.0%	52.9%	54.4%	54.3%
State Total Retained or Persisting	50.6%	51.4%	53.6%	54.3%

SOURCE: CC Accountability System, THECB (M16)

Data Analysis: Cohorts of first-time, full-time students are tracked for two years and reported as being retained at the same institution or persisting to another institution of higher education. Those who receive a certificate or degree within the two years are excluded from the cohort. The data presents the percentage of students who "stop out" of higher education within two years of participation. The retention/persistence rate of South Plains College students improved for the 2008 cohort. However, the SPC rate remains outside the normal range of variance in relation to the peer group and state average for all two-year institutions for the most recent cohort tracked.

For the most recent reporting period, the SPC retention/persistence total is 5.4 percentage points below the peer group rate and 5.4 percentage points below the state rate.

The standard is not met.

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

BENCHMARK AND RESULTS

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

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

Entering Student Cohorts	Fall 2006	Fall 2007	Fall 2008	Fall 2009
SPC Total Retained	50.5%	49.6%	53.3%	51.5%
Peer Group Total Retained	54.6%	53.2%	54.9%	53.6%
State Total Retained	54.7%	54.2%	57.0%	56.0%

SOURCE: CC Accountability System, THECB

Data Analysis: Unlike Measure C-3.1, this THECB measure does not count students who persist after one year at other institutions. South Plains College's fall-to-fall retention rate for first-time, full-time credential seeking students is within the range of variation with peer group community college and with statewide retention rates for all community colleges, for the most recent reporting period. Fall to fall retention of students continues to be a priority opportunity for improvement. The Retention Team will continue to monitor retention of FTIC students and implement intrusive advisement and early alert strategies that have been piloted through the Title V grant project.

The standard is met.

BENCHMARK AND RESULTS

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

FALL TO SPRING RETENTION OF FTIC STUDENTS

Data Elements	2007-08	2008-09	2009-10	2010-11
SPC First-Time Students	76.8%	74.2%	77.6%	76.5%
Lower Control Limit	68.0%	68.0%	68.0%	68.0%

SOURCE: Office of Institutional Research and Reports

Data Analysis: The percentage of first-time-in-college students retained from the fall semester to the spring semester is a measure of retention. The retention rate for all students at SPC has averaged 72.6% for the past 10 years and the lower control limit (one standard deviation below the mean) has been calculated at 68.0%. For 2010-11, the rate was 76.5%. Student retention continues to be a priority initiative for the college. The Retention Team will continue to monitor retention of FTIC students and implement intrusive advisement and early alert strategies that have been piloted through the Title V grant project.

The standard is met.

CSF D: Economic Development and Community Engagement

Measurement D-1: Education in Support of Economic Development

BENCHMARK AND RESULTS

D-1.1 **Individuals who enroll in community service short courses will rate their level of satisfaction with the course above average (greater than 3.5 on 5.0 scale).**

SATISFACTION WITH COMMUNITY SERVICE SHORT COURSE TRAINING
DIVISION OF CONTINUING EDUCATION

Data Element	2008-09	2009-10	2010-11
Student Satisfaction Rating	4.65	4.65	4.73

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

Data Analysis: For the years examined, individuals who enrolled in community service short courses rated their level of satisfaction with the courses above average and very near to excellent on the scale.

The standard is met.

BENCHMARK AND RESULTS

D-1.2 **Individuals who enroll in workforce education and training short courses will rate their level of satisfaction with the course above average (greater than 3.5 on 5.0 scale).**

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

Data Element	2008-09	2009-10	2010-11
Student Satisfaction Rating	4.56	4.74	4.70

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

Data Analysis: Individuals who enrolled in workforce education and training short courses rated their level of satisfaction with the courses above average.

The standard is met.

BENCHMARK AND RESULTS

D-1.4 **The number of workforce training courses for business and industry and enrollment in these courses will increase each year.**

CONTRACT CLASSES FOR CUSTOMIZED TRAINING

Data Elements	2008-09	2009-10	2010-11
Number of Contract Classes	403	393	411
Total Student Enrollment	5,314	6,211	5,726
% Enrollment Variance	+13.2%	+16.9%	-7.8

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

Data Analysis: The number of workforce training classes for business and industry increased from FY 2010 to FY 2011 by 4.6%. However, enrollment in these courses decreased by 7.8%. Course offerings are contingent upon employer demand for specialized training as well as regional economic conditions which have lagged in the past two years.

The standard is not met for the most recent period.

Action Plan: The Dean of Continuing and Distance Education and the Associate Dean of Workforce Development will continue to monitor enrollment in training classes and survey business and industry for potential new training opportunities.

Measurement D-2: Interaction with Community

BENCHMARK AND RESULTS

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

COLLEGE FUNCTION RANKED BY IMPORTANCE
FROM EXTERNAL CONSTITUENT SURVEY

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

SOURCE: Office of Institutional Advancement, SPC

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

will be administered in Spring of 2012. The Institutional Effectiveness Committee will establish an ad hoc committee to evaluate the Mission Statement against survey data from constituents, faculty, staff and students.

The standard is met.

BENCHMARK AND RESULTS

D-2.2   **Respondents to the External Constituent Survey will rate the college's performance of its critical functions and services as better than average (3.5 or greater on 5.0 scale).**

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

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

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The External Constituent Survey was developed and administered for the first time in 1999-2000. Respondents to the survey are asked to rate how well the college performs the critical core processes related to mission, role and scope. In preparation for updating the college's Institutional Plan for 2009-13, the survey was evaluated by the Institutional Effectiveness Committee and the core function statements were revised to align better with the college's institutional purposes contained in the Mission Statement. The revised survey was administered in the fall of 2008. As in previous surveys, respondents rated the college's performance of all critical core processes as above the 3.50 mean benchmark (M>3.87). Additionally, respondents rated the college's performance in all critical core processes at a slightly higher score when compared to previous survey results. The data suggests that external constituents believe SPC is doing a good job and they see visible evidence that the college is working to address community needs and improve its programs. The External Constituent Survey will be administered again in Spring of 2012. The Institutional Effectiveness Committee will establish an ad hoc committee to evaluate the Mission Statement against survey data from constituents, faculty, staff and students.

The standard is met.

BENCHMARK AND RESULTS

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

COMPARISON OF POPULATION SERVED

Year	Standard	Service Area Civilian Workforce*	Annual Enrollment	Percent of Population
2007-08	7%	201,964	17,258	8.5%
2008-09	7%	209,795	18,231	8.7%
2009-10	7%	210,614	20,154	9.6%
2010-11	7%	208,291	19,820	9.5%

SOURCE: Office of Institutional Advancement   *Texas Workforce Commission Employment Data

Data Analysis: Annual enrollment figures reported here include unduplicated headcounts in college-credit and developmental courses, and enrollments in non-credit workforce development short course. The service area civilian workforce is determined from Texas Workforce Commission employment data reported in June of each year. Some duplication of individuals may be present in the numbers of students who enroll in non-credit courses and later enroll in credit courses in a given year.

The standard is met in all years examined.

BENCHMARK AND RESULTS

D-2.4 **All active technical programs will have an advisory committee of business and professional representatives that will meet with program faculty at least one time each academic year.**

INTERACTION WITH TECHNICAL PROGRAM ADVISORY COMMITTEES

Data Elements	2007-08	2008-09	2009-10	2010-11
Number of Active Technical Programs	32	31	30	30
Number of Programs in Compliance	32	31	30	30
Percent of Programs in Compliance	100%	100%	100%	100%

SOURCE: Dean of Technical Education Office, SPC

Data Analysis: In order to keep technical programs up-to-date with industry standards and expectations, faculty consult with advisory committee personnel who review the curriculum and program training that is provided.

The standard is met in all years examined.

Measurement D-3: Partnerships and Alliances

BENCHMARK AND RESULTS

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

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

Articulated dual credit partnerships are being maintained with 61 area high schools, three private schools and one charter school.

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

The partnership between SPC and Lubbock ISD continues to provide and expand the educational and instructional opportunities at the Byron Martin Advanced Technology Center.

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

SPC partnered with the Region 17 Education Service Center to deliver dual credit instructions over its distance education network. The ITV network expanded from 40 remote sites to 62 sites.

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

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

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

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

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

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

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

The Division of Continuing and Distance Education has developed a partnership with the Denver City Chamber of Commerce, Denver City Independent School District, Yoakum County Hospital and Shinnery Oaks Nursing Home to maintain a Learning Center in Denver City for the purpose of delivering workforce development and general education courses.

The Division of Continuing and Distance Education has developed a partnership with the Muleshoe Chamber of Commerce, Muleshoe Area Educational Foundation, Muleshoe Area Hospital District and Muleshoe Independent School District to maintain a Learning Center in Muleshoe for the purpose of delivering workforce development and general education courses.

The Division of Continuing and Distance Education has developed a partnership with the Crosbyton Chamber of Commerce, Crosbyton Independent School District, Crosbyton Nursing Home and Rehab to maintain a Learning Center in Crosbyton for the purpose of delivering workforce development and general education courses.

CSF E: Effective Leadership and Management

Measurement E-1: Cooperative Planning and Goal Attainment

BENCHMARK AND RESULTS

E-1.1   The level of employee satisfaction with planning and effectiveness processes will be above average (greater than 3.5 on 5.0 scale) as measured by the Employee Survey.

EMPLOYEE SATISFACTION WITH PLANNING PROCESS
REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Elements	2004	2006	2008	2010
Informed about Planning Effort	3.8	3.8	3.9	3.9
Opportunity for Input into Planning	3.4	3.5	3.5	3.5
Involvement in Planning Effort	3.3	3.4	3.3	3.4
Knowledge of Planning Documents	3.7	3.7	3.6	3.8
Composite Rating for Planning Process	3.5	3.6	3.6	3.6

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The composite rating for the planning process meets or exceeds the benchmark standard for all three reported periods. Respondents to the Employee Survey expressed above average satisfaction with planning efforts in all categories. Executive leadership will continue to educate those involved in strategic and operational planning as to the importance and use of planning data and documents which result from planning efforts. A new online planning and assessment system adopted in 2010-11 will provide for consistent and uniform documentation of planning and assessment activities. The Office of Institutional Advancement will oversee the administration of the Employee Survey during the 2012 spring semester.

The standard is met.

Measurement E-2: Management of Resources

BENCHMARK AND RESULTS

E-2.1   The level of employee satisfaction with the budgetary process as measured by the Employee Survey will be above average (greater than 3.5 on 5.0 scale).

EMPLOYEE SATISFACTION WITH BUDGETARY PROCESS
REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Elements	2004	2006	2008	2010
Involvement in Budget Process	3.6	3.7	3.6	3.6
Satisfaction with Budget Process	3.3	3.5	3.6	3.6
Budget Reflects Institutional Objectives	3.5	3.6	3.7	3.8
Sufficient Resources to Do Job	4.0	4.1	4.1	4.1
Composite Rating for Budgetary Process	3.6	3.7	3.8	3.8

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: Employee satisfaction with the budgetary process remains above average. The mean scores for each category and composite rating exceed the benchmark and improved slightly for the most recent reporting period. Executive leadership will continue to provide more information about the budgetary process and to encourage employee input into planning and budgeting. The Office of Institutional Advancement will oversee the administration of the Employee Survey during the 2012 spring semester.

The standard is met.

BENCHMARK AND RESULTS

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

EMPLOYEE SATISFACTION WITH ADMINISTRATIVE SUPPORT SERVICES FROM SUPPORT SERVICES SURVEY

Critical Core Process	2005	2009	2011
Purchasing Office and Operations	3.74	3.79	3.90
Campus Copy Center and Copy Services	4.15	4.46	4.43
Telephone Communication System and Services	3.92	4.26	4.11
Campus Post Office and Mail Services	NA	4.28	4.18
College Relations Office and Services	3.51	3.82	3.61
Physical Plant, Maintenance and Custodial Services	3.93	4.10	4.03
Human Resources Office and Services	3.84	4.26	4.30
Wellness and Fitness Program	NA	3.59	3.57
Business Office and Services	3.96	4.16	4.15
Development Office and Services	3.69	3.92	4.02
Information Technology Office and Services	3.95	4.11	3.85
Campus Food Service	3.81	4.02	4.06
Campus Bookstore Services	3.96	3.86	3.78

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: A new Administrative Support Services Survey was developed by the Institutional Effectiveness Committee and administered in 2005. The survey statements were revised in Fall 2008 to align better with the services provided in administrative areas, and the survey was administered in Spring 2009. Service area directors and supervisors recommended minor revisions to the survey that were made for the 2011 administration. Respondents were asked to rate their level of agreement with 42 satisfaction statements on a scale of 1 (strongly disagree) to 5 (strongly agree). Arithmetic means were calculated for each scaled statement, and a composite mean was calculated for each service area. Employee satisfaction with administrative services is generally above average in that all service area satisfaction means exceeded the 3.5 benchmark.

The standard is met.

BENCHMARK AND RESULTS

E-2.3 **The annual audit of accounting procedures by independent, state and federal auditors will produce no exceptions to the guidelines and no management letters.**

RESULTS OF ANNUAL AUDITS

Data Elements	FY 2008-09	FY 2009-10	FY 2010-11
Independent Audit Exceptions/Mgt. Letters	0	0	0
State Audit Exceptions/Mgt. Letters	0	0	0
Federal Audit Exceptions/Mgt. Letters	0	0	0

SOURCE: Annual Audit Reports

Data Analysis: Financial audits for the years examined produced no exceptions to guidelines or management letters.

The standard is met.

BENCHMARK AND RESULTS

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

DISTRIBUTION OF COLLEGE RESOURCES BY MAJOR COLLEGE FUNCTION

College Function	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Instruction	51.7%	51.7%	53.1%	53.4%	53.8%
Academic Support	4.3%	4.7%	5.1%	4.8%	5.1%
Student Services	15.0%	14.2%	13.8%	13.5%	12.8%
Institutional Support	9.3%	9.5%	9.3%	9.4%	9.7%
Operation and Plant Maintenance	12.1%	12.0%	11.4%	11.4%	11.2%
Auxiliary Enterprises	4.7%	5.1%	5.0%	5.0%	5.0%
Public Service	2.6%	2.3%	2.1%	2.3%	2.3%
Debt Service	0.4%	0.5%	0.4%	0.2%	0.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

SOURCE: Annual Audit Reports, SPC

Data Analysis: The expenditure of funds demonstrates stability. The major expenditure is for instruction, followed by students services, operation and plant maintenance and institutional support. The percentage of resources distributed to instruction has increased 2.1 percentage points in the past five years, while the percentage of resources for student services has declined by 2.2 percentage points. Resources to all other college functional areas has remained stable.

The standard is met.

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

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PERCENTAGE OF ADMINISTRATIVE COSTS

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Data Elements	FY 2008	FY 2009	FY 2010	FY 2011
SPC Administrative Cost Percentage	8.5%	8.1%	7.6%	7.8%
Peer Group Administrative Costs	12.5%	12.5%	NA	NA
State CC Administrative Costs	NA	NA	NA	NA

SOURCE: CC Accountability System, THECB

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

The standard is met for the years reported.

Measurement E-3: Acquisition of Public/Private Resources

BENCHMARK AND RESULTS

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

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REVENUE BY SOURCE FROM ANNUAL AUDIT REPORTS

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Income Sources	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Student Sources	35.1%	35.8%	34.5%	37.6%	39.3%
State Sources	38.6%	38.5%	35.9%	35.6%	34.4%
Local Sources	14.6%	13.7%	16.9%	16.5%	18.3%
Govt. Grants and Contracts	6.5%	7.0%	7.8%	6.1%	3.8%
Private Gifts and Grants	0.5%	0.5%	0.7%	0.3%	0.3%
Auxiliary Sources	3.3%	3.4%	3.3%	3.3%	3.3%
Other Sources	1.4%	1.1%	0.9%	0.6%	0.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

SOURCE: Annual Audit Reports, SPC

Data Analysis: The income from various sources demonstrates stability, even though the burden of funding college operations has shifted to student tuition and fees since FY 2003. During FY 2011, student tuition and fees funded 39.3% of the college's operations. State appropriations have continued to fund a smaller percentage of the overall operations of South Plains College, dropping from 38.6% in FY 2007 to 34.4% in FY 2011. Local sources of revenue have increased, reflecting rising mineral values within the College's Tax District. The return of federal tax dollars in the form of grants and student federal financial aid ($19,472,861 in FY 2011) from Washington and the return of state grants and appropriations ($20,012,763) from Austin are major contributors to the local economy. The sum of those two sources ($39.4 million) turns over 3.5 times (a very con-

servative number) in the local economy and has an economic impact of approximately $137.0 million annually. The $137.0 million would represent a return of $13.00 for each local tax dollar ($10,651,591) invested in the college enterprise.

The standard is met.

BENCHMARK AND RESULTS

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

ACQUISITION OF FEDERAL, STATE AND LOCAL GRANTS

Funding Category	FY 2008	FY 2009	FY 2010	FY 2011
Federal Grant Funds	$3,688,804	$3,313,754	$3,371,297	$2,241,824
State Grant Funds	$485,420	$348,439	$540,179	$458,256
Local Grant Funds	$1,341,524	$1,431,630	$625,539	$736,939
Total External Funds	$5,515,478	$5,093,823	$4,537,015	$3,437,019
Annual Variance	35.9%	-7.7%	-10.9%	-24.24%

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: South Plains College has made a concerted effort to acquire external funding in the form of federal, state and local grants to support the educational program of the college. Total external funds from these sources had remained steady until FY 2009 when Federal Perkins allocations were reduced 43% by the State of Texas. Local grant funds in FY 2008 and FY 2009 included special grants from private sources for renovation of the Fine Arts Building. Local grant funds declined in FY 2010 when the Fine Arts Building project was completed and the Lubbock Economic Development Alliance discontinued funding a special project of the Workforce Development Office. For FY 2011, federal grant funds have declined as a result of completion of a Title V Cooperative Arrangement Grant project and completion of a Department of Labor CBJT grant project in FY 2010. Overall, external funding has declined 37.7% in the past four years due to these factors.

The standard is not met.

Action Plan: The Vice President for Institutional Advancement will study the feasibility of establishing a Grants Office with appropriate staffing and resources to identify and seek external funding sources for college projects and operations.

BENCHMARK AND RESULTS

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

ANNUAL CONTRIBUTIONS TO THE SPC FOUNDATION IN DOLLARS

Year	Annual Contributions	Percent Change	Total Year-End Assets	Net Change in Assets	Percent Change
2007-08	$968,652	-25.4%	$7,658,205	($18,708)	-2.4%
2008-09	$1,045,707	7.9%	$7,378,447	($279,758)	-3.7%
2009-10	$956,251	-8.5%	$8,386,387	$1,004,353	13.6%
2010-11	$1,363,687	42.6%	$9,903,494	$1,515,144	18.1%

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The annual contributions to the South Plains College Foundation serve as a measure of constituent support for the college. The amounts reported here reflect actual contributions made directly to the Foundation by donors. For the years examined, contributions to the annual fund of the Foundation have exhibited steady growth. Record giving was recorded for 2010-11, due primarily to a large bequest received by the Foundation. Net assets to the Foundation increased 13.6% for FY 2010 and 18.01% for FY 2011 due to economic recovery of Foundation investments as well as increased giving. Since FY 2008, contributions to the Foundation have increased 40.8%, revenues before expenses have increased 78.5% and net assets have increased 28.9%.

The standard is met.

BENCHMARK AND RESULTS

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

ANNUAL NUMBER OF GIFTS TO THE SPC FOUNDATION

Year	Individual Donors	% Change	Total No. of Gifts	% Change
2007-08	717	14.0%	2,821	-7.4%
2008-09	673	-6.1%	3,034	7.6%
2009-10	654	-2.8%	2,714	-10.4%
2010-11	611	-6.6%	2,745	1.1%

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The number of gifts to the annual fund measures the base of support for charitable giving to the Foundation. For the most recent fiscal year, the number of donors and number of gifts have declined. Since FY 2008, the number of donors providing gifts has declined 14.7%. The economic recession and recovery experienced during FY 2009 to FY 2011 has impacted charitable giving on many levels. While the number of donors had declined, total gifts have increased.

The standard is not met.

Action Plan: The Development Office will research donor giving and develop strategies for engaging an increasing number of donors to support the college.

Measurement E-4: Facility Development

BENCHMARK AND RESULTS

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

EMPLOYEE SATISFACTION WITH PHYSICAL FACILITIES
REPORT FROM EMPLOYEE SURVEY

Data Elements	2004	2006	2008	2010
Adequacy of Physical Facilities	3.7	3.9	4.0	4.0
Facilities are Conducive to Learning	4.0	4.1	4.2	4.2
Safe and Secure Environment	4.5	4.5	4.3	4.5
Composite Rating for Physical Facilities	4.1	4.2	4.2	4.2

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The Employee Survey was administered in Spring 2010. The mean scores for each category and composite rating exceed the benchmark for all reporting periods.

The standard is met.

BENCHMARK AND RESULTS

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

STUDENT SATISFACTION WITH PHYSICAL FACILITIES
REPORT FROM STUDENT SATISFACTION INVENTORY

Data Elements	Fall 2007	Fall 2009	Fall 2011
Campus is safe and secure for all students	5.8	6.0	6.1
Campus is well-maintained	6.0	6.2	6.2
Amount of student parking is adequate	4.6	4.8	4.9
Parking lots are well-lighted and secure	5.3	5.4	5.8
Security staff responds quickly to calls for assistance	5.4	5.5	5.5
Composite Rating for Physical Facilities	5.4	5.6	5.7

SOURCE: Office of Enrollment Management, SPC

Data Analysis The Noel-Levitz Student Satisfaction Inventory measures student satisfaction with a variety of college services and attributes. The Student Satisfaction Inventory was administered during the Fall 2011 semester. The survey includes five statements related to facilities, safety and security. With the exception of the amount of student parking, students are generally satisfied with the college's campus environment. The composite score for this area exceeds the benchmark of 5.0.

The standard is met.

CSF F: Collaborative Organizational Climate

Measurement F-1: Ongoing Professional Development

BENCHMARK AND RESULTS

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

**EMPLOYEE SATISFACTION WITH PROFESSIONAL DEVELOPMENT OPPORTUNITIES
REPORT FROM EMPLOYEE SURVEY**

Data Element	2004	2006	2008	2010
Satisfaction with Opportunities for Professional Development	3.8	3.9	4.0	4.2

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The Employee Survey was administered in Spring 2010. Employee satisfaction with opportuni-ties for professional development exceeded the 3.5 mean benchmark for all employee groups that were surveyed.

The standard is met.

Measurement F-2: Employee Diversity

BENCHMARK AND RESULTS

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

ETHNICITY OF FACULTY AND PROFESSIONAL STAFF

	FALL 2008		FALL 2009		Fall 2010	
	N	%	N	%	N	%
Anglo	357	89.4%	350	88.4%	364	88.6%
African-American	6	1.5%	8	2.0%	8	1.9%
Hispanic	31	7.6%	32	8.0%	33	8.0%
Asian	6	1.5%	6	1.5%	6	1.5%
Total	400	100%	396	100%	411	100%
Percent of Student Population (Annual Enrollment)						
Anglo	61.9%		64.2%		62.2%	
African-American	6.5%		5.2%		5.3%	
Hispanic	29.0%		28.1%		29.7%	
Other Ethnic Origin	2.6%		2.5%		2.8%	

SOURCE: Office of Human Resources, SPC

Data Analysis: The data which reflects the diversity of faculty and professional staff are reported by the Human Resources Office. Employee data for this table is reported as of Oct. 1 of each year. In the professional area, the college has increased the number of Hispanic professionals by two individuals and African-American professionals by two over the past three reporting periods. The number of Asian professionals have remained unchanged over this time. However, significant gaps exist primarily among Hispanic professionals when compared to the diversity of the SPC student body (-21.7 percentage points for Hispanic students). While the gap for African-American professionals is -3.4 percentage points and within the range of variation, the college recognizes that this gap needs to improve toward parity over time, as well.

The standard is not met for the Hispanic employee group.

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

BENCHMARK AND RESULTS

F-2.2 Other full-time employees of the college will reflect the ethnicity of the student population of the college within five percentage points parity.

ETHNICITY OF CLASSIFIED SUPPORT STAFF

	FALL 2008		FALL 2009		Fall 2010	
	N	%	N	%	N	%
Anglo	98	55.4%	100	56.5%	99	53.8%
African-American	5	2.8%	3	1.7%	3	1.6%
Hispanic	74	41.8%	74	41.8%	82	44.6%
Other Ethnic Origin	0	0%	0	0%	0	0%
Total	177	100%	177	100%	184	100%
Percent of Student Population (Annual Enrollment)						
Anglo	61.9%		64.2%		62.6%	
African-American	6.5%		5.2%		5.3%	
Hispanic	29.0%		28.1%		29.7%	
Other Ethnic Origin	2.6%		2.5%		2.8%	

SOURCE: Office of Human Resources, SPC

Data Analysis: The data which reflects the diversity of classified support staff is reported by the Human Resources Office. Employee data for this table is reported as of Oct. 1 of each year. For this group, the percentage of Hispanic employees currently exceeds the percentage of Hispanic students who enroll at SPC by +14.9 percentage points. The percentage of African-American employees was 1.6% for Fall 2010, -3.6 percentage points less than the SPC student body. While this gap is within the range of variation, the college recognizes that this gap needs to improve toward parity over time. The Human Resources Office will continue to actively seek to increase the diversity of its pool of qualified applicants for classified positions at the college.

The standard is met.

Measurement F-3: Employee Satisfaction

BENCHMARK AND RESULTS

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

EMPLOYEE SURVEY RESULTS
REPORT FROM BIENNIAL EMPLOYEE SURVEY

Survey Subscales	2004	2006	2008	2010
Student Focus	4.4	4.4	4.4	4.4
Learning Focus	4.3	4.3	4.3	4.3
Access and Diversity	4.2	4.2	4.3	4.3
Employee Focus	4.0	4.0	3.9	4.1
Employee Empowerment	4.0	4.0	4.0	4.1
Supervisory Management	4.2	4.2	4.1	4.2
Cooperation and Teamwork	4.0	3.9	3.9	4.0
Rewards and Recognition	3.5	3.6	3.6	3.7
Quality Work Environment	4.0	4.0	4.0	4.1
Organizational Communications	3.7	3.7	3.6	3.7
Internal Customer Focus	4.1	4.1	4.1	4.2
Physical Environment	4.1	4.2	4.1	4.2
Community Focus	4.0	4.0	4.0	4.1
Leadership Focus	3.7	3.8	3.8	3.9
Planning and Effectiveness	3.5	3.6	3.7	3.6
Leadership	3.8	3.9	4.0	4.0
Budgeting and Resources	3.6	3.7	3.8	3.8

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: During 2003-04, the Institutional Effectiveness Committee evaluated the current Employee Survey instrument and recommended changes in order to address revisions to the college's institutional effectiveness program. These changes resulted in a revised survey and new sub-scale categories that correlate with the college's system of organizational commitments (values). Where similar data from previous surveys is available, it is provided for comparison purposes. Employees continue to rate student focus, learning focus and access and diversity as important strengths for the college. These subscales and those for employee focus, quality work environment, and community focus scored a 4.0 composite mean. All subscale categories meet or exceed the 3.5 benchmark for most recent survey results. The Employee Survey will be administered in Spring 2012.

The standard is met.