



INSTITUTIONAL PLAN 2021 – 2026

South Plains College Board of Regents

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Jim Mara
Joe Tubb
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***Vision Statement:
South Plains College improves each student's life.***

Adopted by the Board of Regents October 14, 2021

Introduction

This Institutional Plan represents the combined efforts of faculty, staff, administrators, regents and students and provides South Plains College a process for planning for the future and monitoring progress toward stated institutional goals and outcomes. South Plains College has dedicated itself to the vision of improving each student's life. This commitment to students has led the College to embrace a process of continuous organizational improvement that is ongoing and involves everyone at the College. It is a process to improve the way the work of the institution is done, to accomplish the goals and outcomes of the institution and to fulfill its mission and vision.

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

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The following individuals have contributed to the development of this Institutional Plan.

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The Planning Process

The South Plains College Institutional Plan for 2021-2026, outlines the goals and objectives the College community will work to attain. The plan combines both strategic and operational planning processes. Both parts of the plan focus on the particular activities the College will undertake during the next five years. The Institutional Plan has been developed using a participative planning approach and various data collection processes. The planning and assessment activities that have contributed to the development of this plan are described below.

Comprehensive analysis of institutional strengths, weaknesses and challenges as a part of ongoing strategic planning is the foundation for SPC's commitment to continuous quality improvement. SPC leadership reviews the Institutional Plan annually and assesses the prior year's achievements and outcomes; identifies opportunities and challenges; updates priority initiatives and timelines as needed; and assigns responsibilities for the year to come. Members of the Administrative Council take chief responsibility for implementing the plan, and the Institutional Effectiveness Committee facilitates and monitors the College's assessment activities under the guidance of the Director of Institutional Effectiveness and Assessment.

SPC also utilizes 16 councils and standing committees with faculty, staff and student membership to provide broad and comprehensive input into planning and assessment. Additionally, annual planning hearings held within the major divisions of the College with instructional department chairpersons and administrative support deans and directors provide the Executive Council with an overview of department and program accomplishments, critical needs, planned targeted initiatives and required budget resources.

At its July 2020 summer planning workshop, the Administrative Council adopted an action plan and timeline for updating the current Institutional Plan for the next five years, 2021-2026. This action plan included the establishment of an Institutional Plan Steering Team that was tasked with guiding and directing the process for updating the plan.

In September 2020, the Administrative Council conducted a comprehensive SWOT (strengths, weaknesses, opportunities, threats) analysis during a special workshop to identify challenges and opportunities facing the College in the coming years. To provide context for the workshop and discussions, an environmental analysis of external and internal factors was presented.

This planning activity was followed by three additional SWOT analysis workshops that were conducted with instructional department chairpersons, instructional support directors, administrative deans and directors, and a broad-based group of faculty and staff. The work of these four groups was captured in "group memories" and was compiled into a matrix that identified the College's successes, its missed opportunities, challenges, strengths and opportunities for improvement. This matrix was distributed to all workshop participants for review and feedback.

Over the next month, the Institutional Plan Steering Team met to organize and analyze the SWOT data and planning input. From this work, the team identified six strategic challenges that included the following: instructional excellence and dynamic curriculum; student success and engagement; student access, equity and affordability; facilities, technology and campus environment; enrollment management, marketing, recruitment; and human resources. These strategic challenges were described in a draft document that was reviewed by the Administrative Council in November 2020 and finalized in January 2021.

With input from the Institutional Plan Steering Team, the Administrative Council and the Executive Council, six Strategic Priority Teams were formed to address the strategic challenges and priorities that had been identified. Faculty and staff team members were recommended for appointment to the President of the College. Additionally, co-chairs were appointed for each team with the responsibility of convening the team to work on its assigned tasks, recording input from the teams, and reporting back to the Steering Team and the Administrative Council.

The Strategic Priority Teams met in early February 2021 in a special workshop where the teams validated the assigned strategic priority outcome against the College's mission and core values, provided input for the development of institutional goals and initiatives to address the strategic challenge, and planned for the next step of strategic programming. The team's work was captured in "group memories" that were compiled and distributed to all participants. The teams convened in March 2021 for a second workshop where participants provided input for strategic programming and goal development, helped determine applicability/relevance of the current plan goals and objectives to carry over into the new plan and identified any major gaps or missing opportunities. Once again, the work of the team was recorded into "group memories" and distributed to all participants.

The Institutional Plan Steering Team undertook the task of organizing the input from the Strategic Priority Teams by affinity themes related to the strategic priorities. From this analysis, the team began the process of developing institutional goals and objectives that addressed the six strategic priorities. The Steering Team established a Plan Edit Team comprised of representation from each of the six Strategic Priority Teams. This group finalized a working draft of the Institutional Plan's goals and objectives that was distributed to the Institutional Plan Steering Team and Administrative Council for review and comment.

The Administrative Council met June 3, 2021 to review the working draft and offered revisions to the goals and objectives. The Institutional Plan Steering Team met June 8, 2021 to review comments and revisions and arrived at a final draft, which was distributed widely to those employees who participated in the SWOT analysis workshops and who were part of the Strategic Priority Teams for further comment and recommendations. During the review period, key performance indicators were identified for each of the six institutional goals and were refined and finalized by the various teams.

At different stages of the planning process, the South Plains College Board of Regents have had the opportunity to review and provide input into the plan. At its regular meeting in October 2020, Regents were presented the process the College leadership was following to revise and update the College's Institutional Plan. A summary of the strategic challenges and priorities that were developed from the SWOT analysis workshops was presented to Regents at their February 2021 meeting. Regents provided further input into the plan at a strategic planning workshop that was held February 24, 2021. At this workshop, Regents participated in a brainstorming activity designed to serve as a review of the mission, vision and values of the College. Responses were recorded as a "group memory." Following a presentation of environmental scan data, Regents provided input to validate the six strategic priorities that form the basis for the Institutional Plan. Input from this workshop was shared with the Institutional Plan Steering Team and the Administrative Council in subsequent meetings. The working review draft of the institutional goals and objectives that was finalized by the Steering Team was presented to the Board of Regents at its June 9, 2021 meeting.

At its July 2021 Planning Workshop, the Administrative Council adopted a final draft of the Institutional Plan's goals and objectives with key performance indicators. From its progress review of Year 6 of the current plan, council members took up the task of identifying strategic initiatives that would be necessary to accomplish the institutional goals and outcomes of the plan. These strategic initiatives, expressed as measurable action statements, were incorporated into the 2021-2026 Institutional Plan and distributed to the council in August 2021.

Over the next two months, the Administrative Council continued to review and refine the components of the plan in preparation for adoption by the Board of Regents. The council met October 7, 2021 to formally adopt the Institutional Plan and recommend it to the Board of Regents.

The Context of the Plan

Any plan must consider the context in which the organization operates. The elements that set the context of this plan include the mission of the College, our shared institutional vision and organizational values, and the external and internal environmental factors that shape our strategic challenges. These factors describe the environment in which the College operates and affect how the plan is constructed and implemented.

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

The College has a clearly defined institutional mission appropriate to collegiate education as well as to its own specific educational role. This purpose reflects the institution and its characteristics and addresses the components of the institution and its operations. It

defines the nature of what the College does as a part of the community college educational system in the State of Texas.

The formulation of a Mission Statement to articulate the College's purpose represents a major educational decision. As a result, the Mission Statement is studied and updated periodically. The Mission Statement underwent review and revision from spring 2013 to spring 2014 and was presented to the Board of Regents for review and adoption June 12, 2014. The next scheduled review of the Mission Statement will take place during the 2022-2023 academic year.

Institutional Vision

South Plains College improves each student's life.

Mission Statement

South Plains College provides educational opportunities that improve the lives of its students by establishing a foundation for lifelong learning. The College offers high quality courses, programs and services that assist students in clarifying and achieving their educational and career goals in order to become productive and responsible citizens in a global society. South Plains College empowers its faculty and staff to provide a learning environment that is innovative, engaging, compassionate, safe, diverse and supportive of the college vision.

Role and Scope

South Plains College is a public, open admission, comprehensive community college that primarily serves individuals and communities in its service area comprising the southern portion of the Texas High Plains. The College offers quality academic transfer, career, and technical education programs leading to associate degrees and proficiency certificates. To sustain the communities it serves, the College also offers developmental education, continuing education, workforce development, and community service programs. The College and its employees strive for excellence in teaching and provide learning opportunities that are accessible, flexible, and affordable.

Institutional Purposes

In order to accomplish its mission, South Plains College is committed to the following institutional purposes:

1. To provide associate degree programs in the arts and sciences that successfully prepare students for university transfer into baccalaureate degree programs.
2. To provide certificate and associate degree programs in career and technical education areas that equip students with skills, attitudes, and aptitudes necessary for gainful employment, for professional certification or for advanced study.

3. To provide developmental, adult literacy, and basic skills programs designed to assist those students who are underprepared for college and who need to develop skills for college success.
4. To provide flexible continuing education and workforce development programs, including specialized business and industrial training, which anticipate and address the specific needs of the global workplace.
5. To foster student success holistically by providing an Educational Success Plan (ESP) that includes advisement, academic support and student support services and by providing opportunities to participate in the academic and social life of the College.
6. To expand access to educational opportunities through distance learning, technology, and other innovations.
7. To listen actively to the needs of service area constituents; to work in partnership with others to build communities; and to provide community service programs, cultural opportunities and activities that reflect the diversity of the region the College serves.
8. To effectively develop and be accountable for managing college resources and to continuously improve the quality of programs, services and operations.

Adopted by the South Plains College Board of Regents, June 12, 2014

Institutional Values

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

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

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

Commitment to Access and Diversity: We believe the College should provide access to programs and services to students who may benefit and that the College should reflect the diversity of the community it serves. The College offers equal access to education

through an open-door admissions policy. The College has a responsibility to provide educational services that are affordable and available at convenient times and places.

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

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

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

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

Strategic Challenges and Priorities 2021-2026

The environmental scan analysis conducted in preparation of the 2021-2026 Institutional Plan, combined with input from the SWOT analysis workshops conducted in the fall of 2020, assisted the Administrative Council in identifying strategic challenges facing the College in the next three to five years. These are fundamental challenges that we have to address in order to achieve our mission and move toward our desired future. The strategic priorities are aimed at addressing and resolving the strategic challenges and moving SPC forward to achieving its vision and institutional goals.

Instructional Excellence and Dynamic Curriculum

Strategic Challenge: Our primary mission focus must be to maintain quality instructional programs that are relevant and contribute to an educated and skilled workforce for our region and beyond. How we teach in the classroom through the use of technology, modalities, experiential learning and investing in open educational resources will create exciting opportunities for our faculty to explore. As we approach the next accreditation cycle with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), we will be required to substantiate our process for assessing

student learning outcomes and use assessment data to continually improve the College's educational program to meet the needs of students and constituents. In order to grow enrollment, new program development is a key component, as well as, strengthening our partnerships with regional institutions of higher education and with business and industry. SPC must continue to position itself as being the primary and preferred provider of workforce education by developing a responsive education model for business and industry training. The current economic recession will create opportunities for the College to offer short-term training for displaced workers.

Strategic Priority: Continually improve educational programs and instruction.

Student Success and Engagement

Strategic Challenge: In order to achieve our vision of improving each student's life, we must continue our efforts to engage students in learning and to ensure student success. Generational and cultural changes brought about by shifting student demographics will require us to develop new strategies to communicate with prospective and current students. These strategies must incorporate new communications technology across multiple media. How we deliver quality advisement and how we support program completion will keep students on track to graduation and goal attainment. The question of implementing mandatory advising policies must be addressed if we wish to improve student retention and completion metrics within the 60x30TX Plan. Understanding that the future includes a growing number of under-prepared students, we will be required to develop and strengthen learning support systems, expand student information systems, and modify student support services. The resources provided by the new Title V Strengthening Hispanic-Serving Institutions Program Grant will help us develop these new systems and services.

Strategic Priority: Engage students in their educational plans and foster student success.

Student Access, Equity and Affordability

Strategic Challenge: Generating enrollment growth will require us to be creative in expanding access and outreach to all sectors of our service area. The College must work with other partners to address the low-college attendance rate among the region's high school graduates (5 of 10 do not attend college after graduation). Improving the bridge between dual credit students and college enrollment after high school graduation will contribute to the regional goals of the 60x30TX Plan. This will require the College to keep dual credit coursework affordable as time and place barriers for online learning are removed. In addition, we recognize a continuing need to minimize cultural and financial barriers to college attendance. The average debt of SPC graduates with loans is reported by the Community College Accountability System to be \$15,731. Promoting more FAFSA completers in our service area as well as simplifying and streamlining the scholarship application process will help reduce student debt prior to leaving SPC. We recognize a growing need to continue to provide quality developmental education programs for those students who are not college-ready, including non-traditional students

who have been absent from education for a number of years and need to refresh their academic skills. Reducing the time to college-readiness through the offering of co-requisite courses shows great promise. We will also be challenged to provide affordable educational programs that are offered at convenient times and locations, flexible and responsive to student and community needs.

Strategic Priority: Expand access, outreach and service to all communities in our service area.

Facilities, Technology, and Campus Environment

Strategic Challenge: The opening of the SPC Lubbock Center in August 2017 and the planned development of the Lubbock Downtown Academic Center have highlighted the College's critical need to offer its educational programs in up-to-date, modern facilities. Maintaining a campus environment that is appealing, attractive and accessible is the expectation of new students and their families. The renovation and expansion of the Science Building is a promising start for transforming and updating the Levelland campus. However, many other college buildings at Levelland and the SPC Reese Center are in need of renovating and updating. Budget constraints over the past three years have forced the College to defer some maintenance projects. Rejuvenation of campus facilities must begin with the development of a Comprehensive Facilities Master Plan for all college locations. The implementation of the Ellucian Colleague ERP in 2018 will require us to continue to modify business practices, provide user training to take full advantage of its capabilities and to strategically plan technology for the desired outcomes. The COVID-19 pandemic has required the College to leverage its technology resources in new ways and has exposed gaps in student access to technology and supporting infrastructure. However, the College environment goes beyond physical facilities and its technology infrastructure. We must be diligent in maintaining a campus environment that is student-, employee-, and guest-friendly, safe, clean and secure.

Strategic Priority: Maintain campus environments that are appealing, accessible, safe and secure.

Comprehensive Enrollment/Marketing/Recruitment Plan

Strategic Challenge: South Plains College has experienced a moderate 6.3% decline in fall headcount enrollment over the past four years. For the most recent fall semester, this decline has coincided with the region's (and nation's) economic downturn that has been brought about by the COVID-19 pandemic and has resulted in higher regional unemployment and slower job growth. If we envision returning to enrollment records that eclipsed the 10,000-student mark, we need to begin more concerted efforts to market the College, focusing on place, price, product, promotion and people. This will require the development of a comprehensive marketing and recruitment plan. As we open a new Lubbock Downtown Academic Center, we must continue to optimize enrollment at all campus locations in order to sustain and grow existing programs. We must maintain an optimum enrollment on the Levelland Campus where College District taxpayers have

made the greatest investment. We must continue to develop and implement an integrated enrollment management model that contributes to the overall growth of the College.

Strategic Priority: Increase enrollment across all locations in order to sustain and grow programs.

Human Resources

Strategic Challenge: The College will continue to be challenged over the next five years to employ, train and retain qualified faculty and staff to maintain a healthy organizational culture. Planned growth and impending retirements of senior faculty and staff gives new emphasis to internal leadership development, as well as the recruitment and retention of qualified personnel. Efforts to foster a trusting and professional work environment with effective vertical and horizontal communication avenues will be key. Orienting new employees consistently and in a timely manner along with keeping current employees on the cutting edge through ongoing professional development that encompasses instructional pedagogy, technology utilization, customer service, and internal communication emerge as a human resource challenges. Continued development of our human resources will be an important factor to our effectiveness and success as an institution.

Strategic Priority: Foster an organizational culture that supports employee excellence.

The Institutional Plan

Based on the context within which South Plains College operates, input from employees, students and external constituents, and the results of annual institutional and department assessments, the Administrative Council has identified Strategic Priorities and Institutional Goals that will be addressed during the next five-year planning cycle. These Priorities and Goals form the foundation for the College's Institutional Plan for 2021-2026.

The planning process identified six Strategic Priorities and six Institutional Goals which address the strategic challenges of the College and will receive special attention from the entire institution. In order to implement the goals of the plan, institutional objectives and strategic initiatives relative to each goal have been identified. These objectives and initiatives will be addressed by the areas responsible for them.

The Institutional Plan was distributed to the instructional and administrative leadership for review and input prior to its adoption. The Institutional Plan forms the framework and provides direction for the formulation of divisional, departmental and program operational plans for the next five years.

In planning for the future, all instructional and administrative units have been directed to identify operational objectives and outcomes that will contribute to the attainment of the goals and outcomes of the South Plains College Institutional Plan for 2021-2026.

In order to measure the achievement of plan goals and objectives, the Administrative Council identified Key Performance Indicators that will be monitored as the plan is implemented. These performance indicators were drawn from data that is collected and reported as part of the Community College Accountability System maintained by the Texas Higher Education Coordinating Board. Additional performance indicators were drawn from internal data that is maintained to demonstrate institutional effectiveness. As the plan is implemented over the next five years, additional Key Performance Indicators may be identified and incorporated into the assessment of the plan's activities and outcomes.

Institutional Goals and Objectives, 2021-2026

Strategic Priority 1: Increase enrollment across all locations in order to sustain and grow programs.

Goal 1: Participation and Recruitment

We will promote higher education participation in our service area and improve access in order to attract and recruit a diverse student body to South Plains College.

Objective 1.1 Educational Opportunities: Expand and promote educational opportunities throughout the College's service area and increase enrollment of all students, including traditional and non-traditional students.

Objective 1.2 Student Communication: Strengthen and coordinate channels of communication to students about programs, support services and career/academic pathways.

Objective 1.3 Financial Aid Access: Promote and expand access to financial aid resources by increasing awareness and streamlining application and award processes.

Objective 1.4 Course Scheduling: Improve coordination, scheduling and delivery of courses that allow students to build consistent and cohesive course schedules.

Objective 1.5 Enrollment Management: Develop and implement a system-wide, strategic enrollment management plan that ensures maximum enrollment at all SPC locations.

Objective 1.6 Dual Credit Matriculation: Increase the number of dual credit students who continue enrollment at SPC after high school graduation to complete a degree or certificate.

Objective 1.7 Affordability: Maintain an affordable tuition and fee structure to ensure student access and success.

Strategic Initiatives:

- 1.1.1 Develop and implement a system-wide, responsive marketing plan that evaluates and revises as needed the College's marketing brand.
- 1.1.2 Redesign departmental webpages to deliver relevant and useful information.
- 1.2.1 Fully implement Ellucian Recruit to access data analytics and provide targeted communications to prospective students.
- 1.2.2 Implement Admit-Hub to support improved text communications to students for admissions and registration.
- 1.3.1 Support ISD efforts to facilitate 100% FASFA application among graduating seniors.
- 1.4.1 Implement plans to increase opportunities for adult learners to access educational programs by expanding evening and weekend class offerings.
 - 1.4.2 Expand 8-week course offerings to provide multiple course schedule options for students.
 - 1.4.3 Align course sequencing to meet student demand.
- 1.5.1 Develop and implement a comprehensive and coordinated enrollment management plan in order to reach enrollment targets.
- 1.6.1 Implement a dual credit student advising center.
- 1.6.2 Leverage SPC Foundation to provide retention scholarships for graduating dual credit students.

- 1.6.3 Develop and implement a summer bridge program with Early College High School partners to include TSI preparation, program exploration and guided pathways advising.
- 1.7.1 Continually review tuition and fees structure against peer institutions in order to remain competitive in value and price.

Key Performance Indicators

- Student enrollment data annually and by semester/term, including credit and non-credit; unduplicated headcount, duplicated headcount, contact hours, part-time, full-time, student classification.
- Dual credit enrollment and percentage of DC students who enroll at SPC after high school graduation
- Student demographic data annually and by semester/term, including gender, race/ethnicity, age (percentage of traditional and non-traditional students), first time from high school, first time transfer, part-time, full-time, academic major.
- Number of Pell Grant recipients; number of Direct Loan recipients
- Number of scholarship recipients and awards
- Number of applicants year-to-year; percentage of new applicants who enroll
- Average cost comparison with regional and peer institutions
- Admission and financial aid effectiveness (SSI)
- Percentage of students from service area counties who enroll in South Plains College

Strategic Priority 2: Engage students in their educational plans and foster student success.

Goal 2: Engagement, Persistence and Completion

We will engage students in their educational plans and provide responsive resources to support continuous enrollment to goal completion.

Objective 2.1 On-boarding: Improve on-boarding experiences for new students that help them clarify their educational goals and establish an educational and financial plan to degree/certificate completion.

Objective 2.2 Degree/Certificate Completion: Increase the number of students earning associate degrees and certificates.

Objective 2.3 Academic/Career Pathways: Build and promote clear and flexible academic and career pathways that guide students to goal achievement and reduce time and excess credit hours to degree or certificate.

Objective 2.4 Student Engagement: Increase student involvement in educational experiences through on-campus curricular and co-curricular activities.

Objective 2.5 Support Services: Provide targeted and effective student support services that increase the percentage of students who persist from term to term and year to year.

Objective 2.6 Transfer: Strengthen partnerships with regional universities in order to facilitate and increase successful transfer with minimal loss of credits.

Objective 2.7 Graduate Success: Strengthen partnerships and alliances with business and industry and develop internship opportunities to increase the number of graduates who attain employment in their chosen field of study.

Strategic Initiatives

- 2.1.1 Fully implement Ellucian ADVISE in order to support effective advising and improved communication with students for enrolling term to term.
- 2.1.2 Provided targeted training for faculty advisors through the Master Texan Advisor program.
- 2.1.3 Evaluate the need for mandatory advisement policies for new students.
- 2.1.4 Evaluate the first-year experience and revise orientation to meet the needs of new students.
- 2.2.1 Implement AutoGrad to support an automatic degree/certificate granting policy.
- 2.3.1 Develop a Bridges to Success website that incorporates all Guided Pathways and information for academic, career and financial decisions.
- 2.3.2 Strengthen financial literacy instruction and resources through course redesign and development of online financial tools and tutorials.
- 2.5.1 Improve resource materials for faculty and staff for service referrals.
- 2.5.2 Develop a student emergency resources plan to replace HEERF assistance.
- 2.5.3 Revise and update the MySPC student portal by implementing Ellucian Experience.
- 2.7.1 Evaluate the need for career placement services for graduates.
- 2.7.2 Work with CTE advisory committee members to develop internship opportunities for students.
- 2.7.3 Coordinate and scale up departmental efforts to provide internship opportunities for students.

Key Performance Indicators

- FTIC fall-to-fall (one-year) persistence rate
- FTIC two-year persistence rate
- Number of degrees/certificates awarded annually
- Number of unduplicated students who receive degrees/certificates annually
- 3-yr., 4-yr. and 6-yr. graduation rates
- FTIC 6-year graduation and persistence rate
- Transfer rate to four-year institutions (THECB and ASALFS)
- CTE retention or transfer to baccalaureate program (Perkins)
- Average time to degree completion
- Average semester credit hours when completing an associate degree
- Student satisfaction with campus services (SSI)
- Student Satisfaction Survey (SPC) data on all student support services
- CTE graduate placement rates (Perkins)
- Number and percentage of CTE programs meeting 85% placement rate benchmark (Perkins)
- Academic advising effectiveness and registration effectiveness (SSI)

Strategic Priority 3: Continually improve educational programs and instruction.

Goal 3: Educational Programs and Student Learning

We will deliver innovative and responsive educational programs that provide optimal levels of learning in all modes of instructional delivery.

Objective 3.1 New Program Development: Develop new educational programs, training and delivery systems to meet regional workforce demands.

Objective 3.2 Instructional Technology: Support the use of innovative technology solutions and up-to-date equipment that enhance instruction and support student learning.

Objective 3.3 College Readiness: Reduce the sequence of developmental coursework and accelerate academic preparedness by providing co-curricular options, noncourse-based models and instructional support for academically underprepared students.

Objective 3.4 Academic Support: Provide effective instructional and academic support services that improve student academic performance and increase successful completion of coursework.

Objective 3.5 Instructional Modalities: Provide quality online and hybrid course options for students that include effective instructional and student support services.

Objective 3.6 Faculty Professional Development: Support instructional excellence and innovations through on-going and focused professional development and support.

Objective 3.7 Program Assessment and Outcomes: Improve program assessment in order to ensure students are achieving college-level general education and program learning outcomes.

Strategic Initiatives:

- 3.1.1 Pursue development of dental hygiene program.
- 3.1.2 Research potential academic program offerings that meets the needs of students.
- 3.2.1 Investigate and implement appropriate OER options for selected courses.
- 3.2.2 Adopt standardized instructional software tools used in online and classroom instruction
- 3.2.3 Provide students with access to instructional technology needed in the classroom.
- 3.3.1 Improve college readiness with co-requisite course redesigns and non-course-based options.
- 3.3.2 Implement 100% corequisite developmental education course offerings.
- 3.4.1 Improve student retention, GPA, declaration of major, and financial literacy through redesigned learning frameworks course for identified at-risk populations.
- 3.4.2 Improve student success in high-impact, high risk core curriculum and gateway courses through course redesigns and embedded academic coaching.
- 3.4.3 Redesign the delivery of academic tutoring services.
- 3.5.1 Move toward standardization of online course templates in BlackBoard
- 3.5.2 Implement the Ellucian Intelligent Learning Platform to connect BlackBoard to Colleague ERP.
- 3.6.1 Develop and implement a faculty leadership academy that emphasizes active teaching strategies and learning science research.
- 3.6.2 Build and make available an inventory/catalog of faculty professional development opportunities.
- 3.7.1 Design and implement a faculty peer review process for evaluating the quality of online and hybrid course.

Key Performance Indicators

- Course completion rates (face-to-face, online, hybrid)
- Percentage of academically underprepared students who complete TSI requirements in two years
- Percentage of academically underprepared students who complete a college-level course in math, or reading and writing (ELAR) within two years

- Student satisfaction with instruction
- Number of new program development, specialization or expansion to other locations
- Instructional effectiveness (SSI)
- Number of faculty professional development opportunities offered, number of participants and satisfaction of participants.

Strategic Priority 4: Maintain learning environments that are appealing, accessible, safe and secure.

Goal 4: Learning Environment

We will effectively grow and utilize our financial and physical resources in order to provide learning environments that are appealing, accessible, engaging and safe.

Objective 4.1 Facilities: Develop new and modernize existing facilities to provide an appealing and accessible environment to meet the needs of a diverse student body.

Objective 4.2 Safety: Provide a safe and secure environment that is conducive to instruction and learning.

Objective 4.3 Technology Infrastructure: Provide secure, resilient and accessible technology infrastructure necessary to support instructional delivery systems, student learning and operations of the College.

Objective 4.4 Financial Management: Maintain fiscal stability by managing financial resources so that available funds are best allocated to support all college operations.

Objective 4.5 Resource Development: Pursue new funding opportunities that support educational and institutional priorities.

Strategic Initiatives:

- 4.1.1 Develop an updated and comprehensive Facilities Master Plan.
- 4.1.2 Complete the expansion and renovation of the Science Building
- 4.1.3 Complete the construction of the Lubbock Downtown Academic Center.
- 4.1.4 Convert the Library on the Levelland Campus to a student success center concept.
- 4.2.1 Implement the recommendations from the Texas Schools Safety and Security Audit.
- 4.2.1 Upgrade end-of-life security camera platform and expand security coverage.
- 4.2.3 Investigate digital signage and corporate message system in campus buildings
- 4.3.1 Redesign campus WiFi infrastructure at all college locations to expand capacity and ensure reliability.
- 4.3.2 Design and test disaster and recovery infrastructure
- 4.3.3 Design and implement an updated telecommunications system.
- 4.3.4 Improve the documentation of current IT network and infrastructure.
- 4.3.5 Extend the hours of the Information Services Help Desk across all campuses to better meet the needs of technology users.
- 4.5.1 Develop grants office to pursue new funding opportunities
- 4.5.2 Leverage the SPC Foundation to develop new scholarship and capital campaign opportunities.
- 4.5.3 Investigate College District Promise Scholarship Program with SPC Foundation.

Key Performance Indicators

- Student satisfaction with Campus Climate and Safety and Security (SSI)
- Annual Security, Crime and Safety Reports
- Campus Crime Statistics (Clery Act)
- Texas Schools Safety Audit
- Employee satisfaction with facilities (Employee Survey)
- Student Services Satisfaction Survey data for campus facilities
- Community College Financial Condition Ratios (THECB)
- External grant funding received
- Facilities Master Plan Review
- CTE Professional Learning Environment Review

Strategic Priority 5: Expand outreach and service to all communities in our service area.

Goal 5: Community Outreach and Workforce Development

We will strengthen and expand our connections with community, educational, workforce, and economic development partners through outreach and service.

Objective 5.1 Community Engagement: Expand and promote community engagement and participation in the educational, cultural and recreational activities of the College.

Objective 5.2 Workforce Development: Expand SPC's role in workforce and economic development by collaborating with educational, business, industry, agencies, and government partners to address regional training needs and priorities.

Objective 5.3 Outreach and Service: Foster greater student and employee involvement in outreach and service to our communities.

Objective 5.4 Communication and Advocacy: Consistently communicate the College's progress, successes and stewardship of resources and advocate for the needs of the College among key stakeholders.

Strategic Initiatives:

- 5.2.1 Create and deliver a greater number of online/hybrid workforce development offerings.
- 5.2.2 Identify key instructors to support workforce development offerings.
- 5.2.3 Develop online scheduling, offerings and registration for workforce development courses through Ellucian Market Place.
- 5.2.4 Work with CTE and Health Sciences faculty to identify new workforce development training opportunities.
- 5.2.5 Identify opportunities to bring together public school, higher education and industry partners to clarify educational pathways to the workforce.
- 5.2.6 Partner with Region 17 ESC to offer professional development for area ISD teachers in CTE and other areas.
- 5.3.1 Develop policies and procedures for tracking employee involvement in community service and outreach.
- 5.4.1 Publish and distribute an annual President's Report to the Community.

Key Performance Indicators

- Number of community events offered
- Number of workforce courses offered

- Workforce course enrollments
- Workforce contact hours
- Comprehensive Local Needs Assessment Data (Perkins)
- Reported student involvement in community service
- Reported employee involvement in community service

Strategic Priority 6: Foster an organizational culture that supports employee and institutional excellence.

Goal 6: Institutional Excellence

We will foster institutional excellence by recruiting and supporting qualified and accomplished employees, improving productivity and efficiency, and demonstrating accountability to our constituents.

Objective 6.1 Employee Recruitment and Retention: Recruit and retain exceptional and diverse employees who embrace the vision and core values of the College.

Objective 6.2 Employee On-boarding: Develop on-demand new employee orientation and training programs that enhance employee commitment to the success of students, co-workers and the community.

Objective 6.3 Organizational Communication: Improve internal lines of communication in all directions and levels to foster awareness, collaboration, transparency and respect.

Objective 6.4 Professional Development: Create greater professional development opportunities to develop and enhance employee potential, skills and leadership development.

Objective 6.5 Service Excellence: Foster and support the SPC service model that is student and employee-centered and emphasizes responsiveness, genuine care and value for the individual.

Objective 6.6 Operational Efficiencies: Continually improve the efficiency and effectiveness of operations through automation, modification of system processes and user training.

Objective 6.7 Accountability: Improve institutional and program assessment and promote data-informed decision-making in order to exceed accreditation and accountability standards.

Objective 6.8 Diversity, Equity and Inclusion: Foster an academic environment committed to learning opportunities for all students by examining our organizational culture to ensure respect, equity and inclusion among our diverse populations of students and employees.

Strategic Initiatives:

- 6.2.1 Develop a more robust employee on-boarding program that incorporates mentoring, online and face-to-face components.
- 6.3.1 Provide professional development in organizational communications for instructional and administrative leadership.
- 6.4.1 Design and implement the LeadSPC professional development initiative.
- 6.4.2 Implement VECTOR Solutions to provide online workplace specialty training and integrate with PeopleAdmin.
- 6.6.1 Provide the recommended Ellucian Colleague Strategic Alignment Plan professional development and training.
- 6.6.2 Implement Ellucian Workflow to improve and support online document handling and management.

- 6.7.1 Fully implement the WEAVE accountability and assessment system.
- 6.7.2 Establish team to lead 10-year reaffirmation of accreditation process with SACSCOC.
- 6.8.1 Establish a work group to examine our organizational culture to ensure respect, equity and inclusion among diverse populations.

Key Performance Indicators

- Employee satisfaction with organizational communications (Employee Survey)
- Employee satisfaction with cooperation and teamwork (Employee Survey)
- Employee satisfaction with professional development (Employee Survey)
- Student satisfaction with Campus Climate (SSI)
- TCCTA and TACC Employee Compensation Survey Data
- Number of professional development offerings, participation in professional development and employee satisfaction.

Planning, Budgeting, Accreditation and Funding Cycles 2020 - 2027

Year	Institutional Planning Cycle	SACSCOC Reaffirmation Cycle	State Funding Cycle
2020-21	September 2020 – Implement Year 6 of 2015-2021 Institutional Plan Update Institutional Plan for 2021-2026 July 2021 – Year 6 Review and Update		Contact Hour Base Year 87 th Legislature Convenes
2021-22	September 2021 – Finalize 2021-2026 Plan and present to Board of Regents. September 2021 – Implement Year 1 of 2021-2026 Institutional Plan July 2022 – Year 1 Review and Update	Dec. 2021 – Orientation for 10 Year Reaffirmation Review January 2022 – Begin work on Compliance Certification Report	
2022-23	September 2022 – Implement Year 2 of 2021-2026 Institutional Plan July 2023 – Year 2 Review of 2021-2026 Institutional Plan	Continue work on Compliance Certification Report March 2023 – Compliance Certification Report Due April 2023 – Off-Site Committee Review Six Weeks Before Visit – Institution Responds to Off-Site Review and Submits QEP	Contact Hour Base Year 88 th Legislature Convenes
2023-24	September 2023 – Implement Year 3 of 2021-2026 Institutional Plan July 2024 – Year 3 Review and Update	Sept.-Nov. 2023 – On-Site Committee Visits Institution Spring 2024 – Institution Responds to On-Site Report June 2024 – SACSCOC Reaffirmation Decision	
2024-25	September 2024 – Implement Year 4 of 2021-2026 Institutional Plan Spring 2025 – August 2026 – Initiate process to update Institutional Plan for 2026-2031 July 2025 – Year 4 Review and Update		Contact Hour Base Year 89 th Legislature Convenes
2025-26	September 2025 – Implement Year 5 of 2021-2026 Institutional Plan Update Institutional Plan for 2026-2031 July 2026 – Year 5 Review and Update		
2026-27	September 2026 – Finalize 2026-2031 Plan and present to Board of Regents. September 2026 – Implement Year 1 of 2026-2031 Institutional Plan.		Contact Hour Base Year 90 th Legislature Convenes

South Plains College District and Service Area

The College District, as established by citizen vote, is coterminous with that of Hockley County, Texas, and the Whiteface Independent School District portion of Cochran County, Texas, as it existed March 22, 1958. As defined by legislative act of the 74th Legislature of the State of Texas, the College's service area includes the territory within Bailey, Lamb, Hale, Floyd, Motley, Cochran, Hockley, Lubbock, Crosby, Yoakum, Terry, Lynn, and Garza counties and Gaines County, except the territory within the Seminole Independent School District. (Texas Education Code 130.198). By mutual agreement with Western Texas College in Snyder, Texas, the College also serves Dickens County.

