

**Institutional Effectiveness**

# **Performance Report**

**2002-2003**



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

**February 2004**



# Introduction

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

To ensure effectiveness, South Plains College has embraced a process of continuous organizational improvement designed to improve the way the work of the institution is done and to accomplish the goals and objectives of the institution. The college has established a 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. These goals and objectives formulate the college's Strategic Plan for 2001-2005 and provide the framework for the development of operational objectives on departmental and program levels.

A companion assessment process measures the extent to which institutional goals and objectives are accomplished. The college has identified these measures as critical success factors and indicators of effectiveness which map the college's performance against high standards. The college uses this process to monitor its plan and make necessary adjustments in programs and services.

A yearly update on 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*.

For additional information about the institutional effectiveness program at South Plains College or to address questions, contact the Office of Institutional Advancement, South Plains College, 1401 S. College Ave., Levelland, Texas 79336. Telephone: (806) 894-9611, ext. 2217, 2218.

# CRITICAL SUCCESS FACTORS AND MEASURES OF INSTITUTIONAL EFFECTIVENESS

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

# Critical Success Factors and Measures of Institutional Effectiveness

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

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

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

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

The indicators and benchmarks and their supporting measurement criteria are the observed, quantified or qualified results of performance. The collected data provide valuable information for those making decisions about the future direction of the college. The following section contains the identified benchmarks for evaluation and the review of data which describes the college's performance in each critical success area. Interpretation of the findings is provided for each benchmark and if the standard was not met, an action plan for the next year (2003-2004) has been developed.

## Definition of Critical Success Factors

### **CSF A: DYNAMIC EDUCATIONAL PROGRAMS AND QUALITY INSTRUCTION**

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

### **CSF B: STUDENT OUTCOMES**

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

### **CSF C: QUALITY STUDENT & SUPPORT SERVICES**

South Plains College provides opportunities for widely diverse populations to access its educational programs and services. To successfully respond to these constituencies, the college continually assesses the needs and

satisfaction levels of its students, alumni and employers. This information is used to provide appropriate programs, services, facilities, technology and resources to assist students in achieving their goals.

#### **CSF D: ECONOMIC DEVELOPMENT & COMMUNITY INVOLVEMENT**

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

#### **CSF E: EFFECTIVE LEADERSHIP & MANAGEMENT**

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

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## **CSF A: Dynamic Educational Programs and Quality Instruction**

### **Measurement A-1: Curriculum Review and Planning**

#### **BENCHMARK AND RESULTS**

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

**NUMBER OF CURRICULUM CHANGES  
ANNUAL REPORT TO THE BOARD**

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Curriculum Changes	486	525	645	390	138	391
Upper Control Limit	481	481	481	481	481	481

SOURCE: Office of Academic Affairs

**Interpretation:** South Plains College provides an up-to-date curriculum to meet the needs of students and service area constituents. Changes to the curriculum are made regularly. From 1997 - 2000, the number of curriculum changes are outside the normal range of variance. The increases have resulted from two major curriculum decisions: 1.) to adopt the Texas Common Course Numbering System and convert all academic courses to the new system; and 2.) the conversion of technical courses to the new Workforce Education Course Manual guidelines, a common course numbering manual for technical programs throughout the state. The first initiative was completed during 1997-98. Conversion of technical programs to WECM guidelines was initiated in 1998-99 and continues to influence the number of curricular changes from year to year. For the most recent period, the number of curriculum changes increased due to WECM revisions, but is still below the upper control limit. WECM guidelines continue to be applied to some technical programs. The variations outside the upper control limits can be explained. The standard is met.

### **Measurement A-2: Accreditation**

#### **BENCHMARK AND RESULTS**

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

**Report:** South Plains College completed its Self-Study for Reaffirmation of Accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools. A Peer Review Committee visited the college in November, 2002. The Peer Review Committee's Report to the Commission included 14 recommendations for improvement which have been addressed by the college. After review of the College's Response to the Peer Review Committee Report and its plan for improvement, the Commission on Colleges reaffirmed the college's accreditation for another 10 years with no follow-up reports required.

The Automotive Technology program was reaccredited by the National Automotive Technicians Education Foundation.

The Surgical Technology Program was accredited by the Commission on Accreditation of Allied Health Programs to begin offering an associate of applied science degree and an advanced certificate in surgical assisting.

The Health Information Services program was reaccredited on a probationary basis by the Commission on Accreditation of Allied Health Education Programs. The program is in the process of revising curriculum materials in order to be in complete compliance with accreditation standards. A second peer review visit will be made in late spring or early fall 2004 in order to determine compliance.

The Law Enforcement academic program and the Police Academy were re-accredited by the Texas Commission on Law Enforcement Officer Standards and Education for another four-year period.

The standard is met.

### Measurement A-3: Articulation Agreements

#### **BENCHMARK AND RESULTS**

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

**Interpretation:** South Plains College maintains active articulation agreements with the following accredited senior institutions: Texas Tech University, Lubbock Christian University and Wayland Baptist University. Additionally, articulation agreements are maintained with the following senior institutions located outside the college’s service area: West Texas A&M University, Eastern New Mexico University, Midwestern University, Sul Ross State University and Angelo State University. The standard is met.

#### **BENCHMARK AND RESULTS**

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

#### **NUMBER OF ARTICULATION AGREEMENTS WITH SERVICE AREA ISDS**

	2000-01	2001-02	2002-03
Total Service Area ISDs	51	50	50
Tech Prep Agreements	47	47	50
Dual Credit Agreements	44	44	44
Percent Involvement	100%	100%	100%

SOURCE: Office of Academic Affairs

**Interpretation:** The college maintains some form of articulation agreement with 100% of the public school districts in the college’s service area. In some districts, multiple agreements are maintained. Three-Way ISD consolidated with Sudan ISD during 2001-02, reducing the number of service area ISDs to 50. The activation of the Region 17 Education Service Center ITV network has allowed the college to expand dual credit articulation efforts and deliver courses beyond its service area. The standard is met.



## Measurement A-4: Student Satisfaction with Instruction

### **BENCHMARK AND RESULTS**

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

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

	1998-99	1999-00	2000-01	2001-02	2002-03
Overall Rating of Instruction	4.60	4.60	4.60	4.60	4.60

SOURCE: Office of Academic Affairs

**Interpretation:** The quality of instruction at SPC is rated annually by students through the faculty evaluation process. SPC students continue to rate their overall level of satisfaction with instruction very high. The measure has exceeded the benchmark by 1.5 points throughout the reporting years and has approached excellent on the scale (5.0), indicating consistent instructional quality. The standard is met.

### **BENCHMARK AND RESULTS**

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

#### **OVERALL RATING OF INSTRUCTION BY SPC GRADUATES REPORTED FROM SPC GRADUATE SURVEY**

Cohort Year	1998	1999	2000	2001	2002
Overall Rating of Instruction	4.41	NA	4.32	NA	NA

SOURCE: Office of Institutional Research and Reports

**Interpretation:** For the last cohort year surveyed (2000) the overall rating of instruction by graduates was 4.32. Prior to 1998, the college made use of TexSIS, a state-wide graduate follow-up service that was discontinued with the advent of new state accountability measures. The instrument used to survey graduates was evaluated during 2001-02 and is in the process of being redesigned in order to collect more meaningful data. The standard is met for those cohorts that are reported.

**Action Plan:** The Instructional Council will develop a new graduate survey instrument during 2003-2004 and administer the survey to the 2003 graduate cohort.

**BENCHMARK AND RESULTS**

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

**OVERALL RATING OF TRAINING IN RELATION TO JOB BY SPC GRADUATES  
REPORTED FROM SPC GRADUATE SURVEY**

Cohort Year	1998	1999	2000	2001	2002
Overall Rating of Instruction	4.41	NA	4.35	NA	NA

SOURCE: Office of Institutional Research and Reports

**Interpretation:** Graduates of technical programs have previously been surveyed to determine their level of satisfaction with the education they received as it relates to actual job requirements. Prior to 1998, the college made use of TexSIS, a statewide graduate follow-up service. This service has since been discontinued. For the last reported cohort year (2000) the rating is 4.35. The instrument used to survey graduates was evaluated during 2001-02 and is in the process of being redesigned in order to collect more meaningful data. The standard is met for those cohorts that are reported. Recent technical program accreditation visits have emphasized the need to reinstate a graduate follow-up process.

**Action Plan:** The Instructional Council will develop a new graduate survey instrument during 2003-2004 and administer the survey to the 2003 graduate cohort.

## Measurement A-5: Employer Satisfaction with Graduates

**BENCHMARK AND RESULTS**

**A-5.1** Employers of SPC graduates will rate their satisfaction of technical training received in relation to job requirements above average (greater than 3.0 on 5.0 scale) in all survey categories.

**OVERALL RATING OF TRAINING IN RELATION TO JOB BY EMPLOYER  
REPORTED FROM SPC GRADUATE SURVEY**

Cohort Year	1998	1999	2000	2001	2002
Overall Rating by Employers	NA	NA	3.84	NA	NA

SOURCE: Office of Institutional Research and Reports

**Interpretation:** Employers of SPC technical graduates have previously been surveyed to determine their level of satisfaction with program training as it relates to actual job requirements. For all years reported, the ratings have exceeded the benchmark. The employer survey process was not completed in 1998 and 1999 and the available data is insufficient to report. The overall rating by employers for 2000 is 3.84. The survey process and instrument were evaluated during 2001-2002 and a new process and instrument will be developed in 2003-2004. The standard is met for those cohorts that are reported. Recent technical program accreditation visits have emphasized the need to reinstate a graduate follow-up process.

**Action Plan:** The Instructional Council will develop a new employer survey instrument during 2002-2003 and administer the survey to the 2002 graduate cohort.

## Measurement A-6: Faculty Qualifications

### **BENCHMARK AND RESULTS**

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

#### PERCENTAGE OF FACULTY MEETING SACS QUALIFICATIONS CRITERIA

Data Elements	2000-01	2001-02	2002-03
Total Academic Faculty	117	126	140
No. Meeting SACS Criteria	116	126	140
% Compliance	99.1%	100%	100%
Total Technical Faculty	104	106	109
No. Meeting SACS Criteria	104	106	109
% Compliance	100%	100%	100%

SOURCE: Office of Institutional Research and Reports

**Interpretation:** South Plains College seeks to employ full-time faculty members who meet the educational credentials required by SACS. Faculty who do not meet the criteria are required to demonstrate progress toward meeting the requirements as a condition of employment. For 2002-2003, all full-time academic faculty members and technical faculty members met the credential requirements or had sufficient justifications on file to meet the SACS criteria. The standard is met.

### **BENCHMARK AND RESULTS**

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

#### PERCENTAGE OF COURSES TAUGHT BY FULL-TIME FACULTY

Data Elements	2000-01	2001-02	2002-03
SPC Full-Time Faculty	92.0%	90.0%	89.0%
State Average Full-Time Faculty	68.0%	66.0%	66.0%

SOURCE: LBB Performance Measures, THECB

**Interpretation:** The percentage of course sections taught by full-time faculty members is a performance measure used by the Legislative Budget Board and the Texas Higher Education Coordinating Board. The THECB measures the total number of contact hours taught by full-time faculty. This measure was instituted for 1998-99. There are no statewide data for comparison purposes. The Texas Community College Teachers Association surveys the percentage of course sections taught by full-time faculty and this number has been used as a point of comparison for this report. The percentage of courses taught by full-time faculty at SPC greatly exceeds the statewide percentage reported by TCCTA. The standard is met.

## CSF B: Student Outcomes

### Measurement B-1: Course Completion

#### **BENCHMARK AND RESULTS**

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

#### PERCENTAGE OF COURSE COMPLETERS

Data Elements	1999-00	2000-01	2001-02	2002-03
SPC Course Completers	83.5	85.1	85.0	85.3
State Average	79.5	81.5	81.4	83.9

SOURCE: LBB Performance Measures, THECB

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

### Measurement B-2: Graduation Rates

#### **BENCHMARK AND RESULTS**

**B-2.1** At least 30% of all full-time students not receiving remediation will complete a degree or certificate or transfer within three years.

#### GRADUATION/TRANSFER RATE FOR FULL-TIME STUDENTS

Data Elements	1996 Cohort	1997 Cohort	1998 Cohort
Cohort of Full-Time FTIC Students	628	908	483
No. of SPC Students who Graduated or Transferred	239 in 1999	362 in 2000	217 in 2001
Percent of the Cohort	38%	40%	45%
State Perkins Benchmark	30%	30%	30%

SOURCE: Perkins Measure, THECB

**Interpretation:** This measure examines the graduation rate of full-time, first-time-in-college students who are not subject to remediation. Data for this measure are collected and reported by THECB. The college's graduation/transfer rate for the 1996 and 1997 cohorts who graduated or transferred three years after entering SPC is 38% and 40%, respectively. For the 1998 cohort, the rate is 45%. At the printing of this report, the 1999 cohort data was not available from THECB. The measures exceed the 30% Perkins benchmark for all years reported. The standard is met.

**BENCHMARK AND RESULTS**

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

**GRADUATION/TRANSFER RATE FOR PART-TIME STUDENTS**

Data Elements	1994 Cohort	1995 Cohort	1996 Cohort
Cohort of Part-Time FTIC Students	407	413	484
No. of SPC Students who Graduated or Transferred	99 in 1999	116 in 2000	172 in 2001
Percent of the Cohort	24%	28%	36%
State Perkins Benchmark	15%	15%	15%

SOURCE: Perkins Measure, THECB

**Interpretation:** This measure examines the completion rate of part-time, first-time-in-college students. Data for this measure is collected and reported by the THECB. The college's graduation/transfer rate for part-time students was 24% for the 1994 cohort, 28% in for the 1995 cohort and 36% for the 1996 cohort. At the printing of this report, the 1997 cohort data was not available from THECB. The reported measures are well above the 15% benchmark. The standard is met.

**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	1998-99	1999-00	2000-01	2001-02
AA, AS Degrees	202	183	206	266
AAS Degrees	98	71	81	125
Tech Prep AAS Degrees/Certificates	116	142	106	137
Technical Certificates	149	135	217	183
Total Degrees and Certificates	565	531	610	711
SPC Regional Ranking -- Degrees	3rd	3rd	3rd	3rd
SPC Regional Ranking -- Enrollment	3rd	3rd	3rd	3rd
Ranking Difference	0	0	0	0

SOURCE: Annual Data Profile, THECB

**Interpretation:** The THECB performance measures include the total number of degrees and certificates earned at an institution annually. For 1998-99, the criteria for determining this measure was redefined by the college to provide a more accurate count of degree/certificates awarded. SPC awarded 711 degrees and certificates in 2001-02, a 16.5% increase in awards. The college ranked third among peer institutions in its region. All institutions which awarded more degrees than SPC had larger enrollments. The standard is met. Beginning Sept. 1, 2001, the college no longer required students to pay a graduation fee. The change in policy is designed to encourage more eligible students to apply for graduation.

**BENCHMARK AND RESULTS**

**B-2.4** The percentage of first-time in college (FTIC) students persisting to graduation or transfer will not fall below 5% of the statewide average for peer institutions.

**GRADUATION/TRANSFER RATE FOR FTIC STUDENTS**

Data Elements	1997 Cohort	1998 Cohort	1999 Cohort
Number of FTIC Students	2,397	2,185	2,211
No. of SPC Students who Graduated or Transferred	729	748	792
Percent of Cohorts Reported	30.4%	34.2%	35.8%
Statewide Average of Peer Institutions	25.4%	27.5%	28.9%

SOURCE: Annual Data Profile, THECB

**Interpretation:** For the 1999 first-time-in-college cohort that was tracked, 35.8% persisted to graduation or transferred three years later. This rate exceeded the statewide rate of 28.9%. For the previous two reported cohorts, South Plains College's measure exceeded the state average for peer institutions. The graduation/transfer rate has also increased for the past three report periods. The standard is met.

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

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

**TRANSFER RATES FOR ACADEMIC STUDENTS  
REPORTED FROM DATABASE SEARCH**

Data Elements	1996-97	1997-98	1998-99	1999-00	2000-01
SPC Percentage Rate	37.3	39.5	45.5%	44.1%	44.3%
Regional Percentage Rate	34.0	35.1	37.0%	34.1%	39.9%
State Percentage Rate	35.1	35.5	33.2%	36.6%	45.8%

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

**Interpretation:** The THECB performs a database search yearly for all academic students who had previously enrolled at SPC in a given year. The student records (Social Security Numbers) are compared to the databases for other public higher education institutions for later years. The rate of transfer for the most recent reporting period is 44.3%. The SPC transfer rate exceeds the regional rate. It is within 5 percentage points of the state rate. Data from THECB for the 2001-02 cohort year were not available at the time of this report. The standard is met for the years reported.

**BENCHMARK AND RESULTS**

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

**NUMBER OF STUDENT TRANSFERS**

Data Elements	1999	2000	2001	2002
Total SPC Transfers	1,372	1,627	1,803	2,116
SPC State Ranking -- Transfers	14th	14th	14th	12th
SPC State Ranking -- Enrollment	16th	15th	13th	14th
Ranking Difference	+2	+1	-1	+2

SOURCE: LBB Performance Measures, THECB

**Interpretation:** The THECB performance measures for two-year institutions includes a review of the total number of students who transfer from the college to continue their education. For the past four reporting years, the SPC total number of transfers is in excess of 1,300 students each year. For 2002, SPC had more transfer students than two community colleges with larger enrollments. Total transfers increased 17.4% from 2001 to 2002. 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	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort
SPC Transfer Students Enrolled	2.63	2.61	2.64	2.72
All Transfer Students Enrolled	2.68	2.69	2.68	2.75
Native Students (from High School)	2.77	2.87	2.94	2.93

SOURCE: Texas Tech University

**Interpretation:** The grade point averages for SPC transfer students to Texas Tech University for the years reported are within two tenths of a point of the grade point averages for all transfers from other two-year colleges. The GPA data for TTU native students (first-time, full-time freshmen) is two-tenths to three-tenths of a point higher than SPC transfers. Texas Tech University has continued to raise its admission standards for new students during the reporting periods. Even so, SPC transfers compare favorably to native students. The standard is met for transfers from peer institutions.

**BENCHMARK AND RESULTS**

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

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

Data Elements	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort
SPC Transfer Students Enrolled	38.6%	30.0%	27.7%	28.7%
All Transfer Students Enrolled	29.6%	24.9%	26.9%	29.6%
	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort
Native Students (from High School)	47.5%	51.5%	51.7%	54.5%

SOURCE: Texas Tech University

**Interpretation:** South Plains College transfer students to Texas Tech University persist to graduation at comparable rates with all transfer students. The transfer data tracks first-time/full-time students who enter TTU and graduate within three years. The native student (first-time, full-time freshmen entering summer or fall) data tracks students who enter TTU and graduate within six years. The standard is met. Efforts will be made to collect this graduation data from West Texas A&M University, Eastern New Mexico University and Angelo State University.

## Measurement B-4: Success in Developmental Education

**BENCHMARK AND RESULTS**

**B-4.1 Retention of full-time first-time-in-college students requiring remediation (12+hours) from fall to spring will be within 5% of the state average for all peer institutions.**

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

Data Element	1997-98	1998-99	1999-00	2000-01	2001-02
SPC Percentage Rate	78.0	88.0	76.0	51.0	77.0
State Percentage Rate	76.0	86.0	78.0	77.0	77.0
State Perkins Benchmark	70.0	70.0	73.0	72.0	72.0

SOURCE: Annual Data Profile, Perkins Measures, THECB

**Interpretation:** For the current reporting period, South Plains College's retention rate for full-time students requiring remediation from fall to spring semesters improved to 77%, matching the state percentage rate. The rate is above the Perkins benchmark of 72%. It is suspected, the sudden drop in 2000-01 to 51% was due to a data reporting error. The standard is met for the most recent period.

**Action Plan:** The college will continue to monitor the retention of FTIC students requiring remediation.



**BENCHMARK AND RESULTS**

**B-4.2 Retention of part-time students requiring remediation (6-11 hours) from fall to spring will be within 5% of the state average for all peer institutions.**

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

Data Elements	1997-98	1998-99	1999-00	2000-01	2001-02
SPC Percentage Rate	48.0	81.0	63.0	54.0	63.0
State Percentage Rate	62.0	79.0	61.0	61.0	62.0
State Perkins Benchmark	50.0	50.0	56.0	56.0	57.0

SOURCE: Annual Data Profile, THECB

**Interpretation:** South Plains College's retention rate for part-time students enrolled in 6 to 11 hours and requiring remediation improved to 63% and exceeded the state rate for 2001-02. The SPC rate is six percentage points above the Perkins benchmark, as well. The standard is met for both benchmarks. The college will continue to monitor the retention of these part-time students.

**Action Plan:** The college will continue to monitor the retention of FTIC students requiring remediation.

**BENCHMARK AND RESULTS**

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

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

Data Elements	1997-98	1998-99	1999-00	2000-01	2001-02
SPC Percentage Rate	50.0	72.0	67.0	53.0	28.0
State Percentage Rate	54.0	69.0	42.0	44.0	43.0
State Perkins Benchmark	35.0	35.0	37.0	37.0	36.0

SOURCE: Annual Data Profile, THECB

**Interpretation:** For 2001-02, South Plains College's retention rate for part-time students enrolled in 1-5 hours and requiring remediation dropped considerably below the benchmark state average for all two-year institutions. The rate also has dropped eight percentage points below the Perkins benchmark. The standard is not met.

**Action Plan:** The data for this measure will be evaluated to determine if a reporting error has occurred. The college will continue to monitor the retention of FTIC students requiring remediation.

**BENCHMARK AND RESULTS**

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

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

Data Elements	1997-98	1998-99	1999-00	2000-01	2001-02
SPC Students (%)	21.3	28.0	8.8	10.0	16.9
Statewide (%)	13.7	12.4	9.4	8.4	8.2

SOURCE: LBB Performance Measures, THECB

**Interpretation:** The THECB performance measure includes the percentage of students enrolled in remediation who master all Texas Success Initiative requirements during a given year. The completion rate for SPC exceeded the statewide completion rate for all years previous to 1999-00. The data for this measure is computed by the THECB and data definitions were changed for the 1999-00 report period. The college is now required to report all TSI-required students for comparative purposes, even those enrolled in dual/concurrent credit courses and those enrolled in TSI-waived certificate programs. For 2001-02, the SPC rate improved to 16.9%, more than twice the statewide average. Based on the data, the standard is met.

**Action Plan:** The college will continue to monitor the TSI completion rate and the course sequencing for developmental programs.

## Measurement B-5: Technical Program Placement Rates

**BENCHMARK AND RESULTS**

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

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

Data Elements	1996-97	1997-98	1998-99	1999-00	2000-01
SPC Rate (%)	88.8	92.4	89.7	88.3	96.5
Regional Rate (%)	87.9	84.5	86.2	84.5	84.1
State Rate (%)	86.2	89.1	87.4	83.5	89.5

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

**Interpretation:** The THECB performs a database search yearly for all technical students who had previously enrolled at SPC in a given year. The student records (Social Security Numbers) are compared to the databases for other higher education institutions and for the Texas Workforce Commission to find former students who are employed or enrolled at another institution. The SPC rate of placement/transfer for the most recent reporting period is 96.5%. The SPC transfer rate exceeds the regional and state rate. THECB data for 2001-02 was not available at the time this report was compiled. The standard is met.

**BENCHMARK AND RESULTS**

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

**PERCENT OF TECHNICAL PROGRAMS WITH 15 GRADUATES IN 3 YEARS**

Data Elements	1998-99	1999-00	2000-01	2001-02
Total Active Programs	33	33	33	31
No. Programs 3 Years in Operation	33	32	32	30
No. with 15 Graduates in 3 Years	25	26	22	22
% of Programs in Compliance	75.8%	81.3%	68.8%	73.3%

SOURCE: Annual Data Profile, THECB

**Interpretation:** Of the college's 31 active technical programs in 2001-02, only 30 have been in operation three or more years in order to track graduates. Of the 31 programs producing graduates, 22 programs have met the standard for 73.3%. The standard is not met.

**Action Plan:** In 2000-01, the Business Administration Department consolidated its programs in general business, management and marketing and merchandising into a single program of business management with specialization options. In 2001-02, the college decided to deactivate its agribusiness technology program and to discontinue the petroleum technology program. The computer information systems program also decided to discontinue its microcomputing certificate. Departmental chairpersons, working with the Instructional Deans, will continue to work on ways to consolidate fields of study into single programs.

**BENCHMARK AND RESULTS**

**B-5.3 All active technical programs will have at least an 85% placement rate in a three-year period.**

**PERCENT OF TECHNICAL PROGRAMS WITH 85% PLACEMENT RATE  
(3-YEAR AVERAGE)**

Data Elements	1997-98	1998-99	1999-00	2000-01
Total Active Programs	33	33	33	33
No. Programs 3 Years in Operation	33	32	32	32
No. with 85% Placement Rate	30	30	32	NA
% of Programs in Compliance	87.8%	93.8%	100%	NA

SOURCE: Annual Data Profile, THECB

**Interpretation:** This is a relatively new measure developed by the THECB. Only 32 of the college's 33 active technical programs in 1999-00 have been in operation for three years or more. For the most recent reporting period, 100% of these technical programs have achieved the required placement rate of 85%. Placement data from THECB was not available at the time this report was compiled. The standard is met.

## Measurement B-6: Goal Attainment

### **BENCHMARK AND RESULTS**

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

#### STUDENT SATISFACTION WITH GOAL ATTAINMENT

	1998-99	1999-00	2000-01	2001-02
Goal Attainment Satisfaction	4.10	4.25	NA	4.47

SOURCE: Office of Student Affairs

**Interpretation:** Students are asked to rate their level of satisfaction with personal goal attainment during the spring semester. The Student Support Services Survey was not administered during the spring of 2001 due to an organizational restructuring and transition period. For 2001-02, respondents rated their satisfaction in this area as being above average (greater than 3.0 on 5.0 scale). The survey will now be administered during the spring of even-numbered years and is scheduled for Spring 2004. The standard is met for the years reported.

## Measurement B - 7: Licensure Passage

### **BENCHMARK AND RESULTS**

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

#### PERCENTAGE STUDENTS PASSING LICENSURE IN ALL PROGRAMS

Data Elements	1998	1999	2000	2001	2002
SPC Student Passage (%)	91.0	82.1	84.0	77.6	93.9
Statewide Passage (%)	89.0	82.7	83.5	79.0	86.8

SOURCE: Statewide Licensure Report, THECB

**Interpretation:** The percentage of SPC graduates passing state licensure exams exceeds the state rate for the 2002 reporting period. The standard is met. Licensure test performance for individual programs is continually evaluated. Programs with licensure pass rates below state averages evaluate courses and course sequencing to determine if modifications are necessary to improve student success on licensure exams.

## CSF C: Quality Student and Support Services

### Measurement C-1: Access and Equity

#### ***BENCHMARK AND RESULTS***

**C-1.1** The college will annually enroll approximately 10,000 students in credit-level or developmental courses within a normal range of variance of 5%.

#### **SOUTH PLAINS COLLEGE ANNUAL CREDIT ENROLLMENTS**

Data Elements	1998-99	1999-00	2000-01	2001-02	2002-03
Annual Credit Enrollments	10,069	10,443	11,232	12,328	13,832
% Variance	4.4%	3.9%	7.6%	9.7%	12.2%

SOURCE: Annual Data Profile, THECB

**Interpretation:** The college has exhibited steady growth in the past five enrollment periods. In Fall 2002, the college topped the 9,000 student mark for the first time. The college's greatest growth has been seen in the last two fiscal years, accommodating an additional 2,600 students annually. The standard is met.

#### ***BENCHMARK AND RESULTS***

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

#### **SOUTH PLAINS COLLEGE HIGH SCHOOL MARKET SHARE 50 SERVICE AREA HIGH SCHOOLS**

Data Elements	1999	2000	2001	2002	2003
Total H.S. Seniors in Service Area	4,668	4,530	4,443	4,485	4,699
Total H.S. Grads Enrolled at SPC	918	948	958	976	1,130
% of Service Area Seniors Enrolling	19.7%	20.9%	21.5%	21.8%	24.0%

SOURCE: Office of Institutional Advancement

**Interpretation:** This market share analysis attempts to determine the percentage of high school May graduates who enroll at South Plains College the subsequent fall semester. The college's "share" is computed as a percentage of the entire senior class as reported by the high school to the Texas Education Agency in October of each year. The analysis does not account for the fact that not all students of a particular senior class are college bound, that some may graduate in December, that some will dropout or that not all will graduate the following May. Therefore, one could conclude that the college's actual market share of high school graduates in our service area is actually higher than what is computed from this data. In this analysis, the benchmark has been exceeded in all years reported. For Fall 2003, enrollment of May high school graduates reached an all-time high, increasing 15.7%. 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 2000	Fall 2001	Fall 2002
Total Service Area Residents Enrolled in Higher Education	14,927	15,813	16,162
Total Service Area Residents Enrolled at SPC	6,210	6,760	6,822
% of Service Area Residents Enrolling at SPC	42.0%	43.0%	42.0%

SOURCE: PREP Online Query, THECB

**Interpretation:** This market share analysis attempts to determine the percentage of service area residents who participate in higher education by enrolling at SPC. The college's "share" is computed as a percentage of the total number of service area residents who enroll in public higher education as reported by the Texas Higher Education Coordinating Board. In this analysis, the 40% benchmark has been exceeded in all years reported. 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 2000	Fall 2001	Fall 2002
Total Service Area Residents Enrolled in Community Colleges	6,709	7,285	7,431
Total Service Area Residents Enrolled at SPC	6,210	6,760	6,822
% of Service Area Residents Enrolling at SPC	93.0%	93.0%	92.0%

SOURCE: PREP Online Query, THECB

**Interpretation:** This market share analysis attempts to determine the percentage of service area residents who choose to attend a community college and who subsequently enroll at SPC. The college's "share" is computed as a percentage of the total number of service area residents who enroll at Texas community colleges. In this analysis, the greater majority of students who enroll at a community college choose to enroll at SPC. The standard is met.

**BENCHMARK AND RESULTS**

**C-1.5 The percentage of ethnicity of the student body at the college will be within 5% of the ethnic composition of the adult population of the college service area.**

**PERCENTAGE OF STUDENT ENROLLMENT BY ETHNICITY**

Annual Enrollment	1997-98	1998-99	1999-00	2000-01	2001-02
% Hispanic Population	21.0*	26.0**	26.0**	26.0**	26.0**
% Hispanic Enrollment	25.1	23.7	22.4	23.4	23.0
Variance	+4.1	-2.3	-3.6	-2.6	-3.0
% African-American Population	7.0*	4.4**	4.4**	4.4**	4.4**
% African-American Enrollment	6.6	5.7	5.9	5.6	6.5%
Variance	-0.4	+1.3	+1.5	+1.5	+2.1

SOURCE: Annual Data Profile, THECB

\*1990 U.S. Census Data; \*\*2000 U.S. Census Data

**Interpretation:** The SPC student body reflects the ethnicity of the adult population of the college service area. Since 1999-00, annual enrollment of Hispanic students has grown 21.4%; African-American enrollment has 30.4%. By comparison, annual enrollment of white students has grown 15.8%. Among degree-seeking students, the percentage of Hispanic enrollment is 27.0%; the percentage for African American students is 5.0%. For both ethnic populations, the percentage enrolled is within the accepted range of variance. The standard is met for both ethnic populations.

The college has initiated efforts to attract and retain students from diverse ethnic backgrounds. The Office of Multicultural Services has been established to coordinate these efforts. The new Student Support Services grant will also provide additional student services for first-generation college students to aid in recruitment and retention. Receipt of a Department of Education grant to establish an Upward Bound program at SPC will also contribute to the college's ability to attract greater diversity. The college will also continue to monitor the effect of its expanding partnership with Texas Tech University on this measure.

**BENCHMARK AND RESULTS**

**C-1.6 The percentage of ethnicity of graduates at the college will be within 5% of the percentage of ethnicity of total enrollment.**

**PERCENTAGE OF GRADUATES BY ETHNICITY**

Annual Data Elements	1998-99	1999-00	2000-01	2001-02
% Hispanic Graduates	25.0	23.0	29.0	30.0
% Hispanic Enrollment (Annual)	23.7	22.4	23.4	23.0
Variance	+1.3	+0.6	+5.6	+7.0
% African-American Graduates	7.0	6.0	6.0	6.0
% Enrollment African-American (Annual)	5.7	5.9	5.6	6.5
Variance	+1.3	+0.1	+0.4	-0.5

SOURCE: Annual Data Profile, THECB

**Interpretation:** The retention/persistence rate for Hispanic students as measured by graduation is 30% for the most recent reporting year. This rate exceeds the annual enrollment rate by 7 percentage points. The retention/persistence rate for African-American graduates as measured by graduation is one-half percentage point below the rate of annual enrollment, but within the range of variation. The standard is met.

**BENCHMARK AND RESULTS**

**C-1.7 The percentage of economically disadvantaged students will not be more than 5% below the percentage of economically disadvantaged adults in the college service area.**

**PERCENTAGE OF ENROLLMENT BY ECONOMICALLY DISADVANTAGED INDIVIDUALS**

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
% Population	17.0*	21.0*	21.1**	21.1**	21.1**
% SPC Enrollment	28.8	48.0	42.3	31.0	26.0
Variance	+11.8	+27.0	+21.2	+9.9	+4.9

SOURCE: LBB Performance Measures, THECB

\*1990 U.S. Census Data; \*\*2000 U.S. Census Data

**Interpretation:** Economically disadvantaged students are defined as those individuals who qualify for federal financial aid. Economically disadvantaged individuals, those whose income falls below reported poverty levels, represent 21 percent of the adult population of the college service area. For the reporting periods, the college enrollment has ranged from 26% to 48% and is within the normal range of variation for this measure. For the most recent reporting period, the percentage enrolled exceeds the benchmark by 4.9 percentage points. The standard is met.

**BENCHMARK AND RESULTS**

**C-1.8 The percentage of academically disadvantaged students will not be more than 5% below the percentage of academically disadvantaged adults in the college service area.**

**PERCENTAGE OF ENROLLMENT BY ACADEMICALLY DISADVANTAGED INDIVIDUALS**

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
% Population	28.0*	28.0*	28.0**	28.0**	28.0**
% SPC Enrollment	43.3	36.0	28.1	23.0	30.7
Variance	+15.3	+8.0	+0.1	-5.0	+2.7

SOURCE: LBB Performance Measures, THECB

\*1990 U.S. Census Data; \*\*2000 U.S. Census Data

**Interpretation:** Academically disadvantaged students are defined as those individuals who require remediation. Academically disadvantaged individuals represent 28.0 percent of the adult population of the college service area. For the reporting periods, this population at the college has ranged from 23% to 43.3% and is within the normal range of variation for this measure. The standard is met. The growing number of Texas Tech University students who concurrently enroll at SPC and the increase in dual credit students could impact this measure in the future.



## Measurement C-2: Assessment of Programs and Services

### **BENCHMARK AND RESULTS**

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

#### **GRADUATE SATISFACTION WITH STUDENT AND SUPPORT SERVICES REPORT FROM SPC GRADUATE SURVEY**

Student Service Areas	1997	1998	1999*	2000	2001
Financial Aid	4.45	4.06	NA	4.37	NA
Counseling Center	4.10	3.80	NA	4.03	NA
Job Placement	3.36	3.15	NA	3.35	NA
Course Advisement	4.05	3.56	NA	4.15	NA
Tutoring Services	4.23	3.18	NA	3.80	NA
Veterans Services	4.23	2.86	NA	3.76	NA
Student Activities	4.00	3.57	NA	4.13	NA
Overall Satisfaction	4.06	3.67	NA	3.94	NA

SOURCE: Office of Institutional Research and Reports

\*Incomplete survey data reported

**Interpretation:** In the last administration of the SPC Graduate Survey (2000), former students favorably rated their satisfaction with the student services offered by the college. In all categories of services, graduates rated services above average for the most recent graduate cohort. The instrument used to survey graduates was evaluated during 2001-02 and is in the process of being redesigned in order to collect more meaningful data. The standard is met for those cohorts that are reported.

**Action Plan:** The Instructional Council will develop a new graduate survey instrument during 2003-04 and administer the survey to the 2003 graduate cohort.

**BENCHMARK AND RESULTS**

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

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

Student Service Areas	1999-00	2000-01	2001-02
Deans' Office	3.98	NA	4.11
Counseling Center	4.11	NA	4.12
Instructional Support Services	4.04	NA	4.41
Student Health Services	3.76	NA	4.63
Student Activities	3.75	NA	4.09
Campus Security/Police	3.98	NA	3.88
Food Service	3.58	NA	4.30
Admissions and Records	4.16	NA	4.00
Financial Aid	4.04	NA	4.28
Veterans Services	3.84	NA	4.75
Overall Satisfaction	3.92	NA	4.25

SOURCE: Office of Student Affairs

**Interpretation:** Current students favorably rate their satisfaction with the student services offered by the college. In all categories of services, students rated services above average. Mean scores improved in all but two categories for the 2001-02 survey. The Student Support Services Survey is scheduled to be administered during the 2004 spring semester. The standard is met for the years reported.

**Action Plan:** The Student Affairs Office will administer the Student and Support Services Survey during the 2004 spring semester.

## Measurement C-3: Retention

### **BENCHMARK AND RESULTS**

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

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

Data Elements	1997-98	1998-99	1999-00	2000-01	2001-02
Not Remediated	62.0	56.0	65.0	73.0	69.0
Had Remediation	73.0	85.0	73.0	52.0	72.0
All SPC Students	63.0	72.0	67.0	71.0	70.0
Lower Control Limit	60.0	60.0	60.0	60.0	60.0
State Rate for All Students	67.0	69.0	69.0	69.0	70.0

SOURCE: Annual Data Profile, THECB

**Interpretation:** The percentage of first-time-in-college students retained from the fall semester to the spring semester is a measure of retention. The retention rate for all students at SPC has ranged from 63% to 72% during the years reported. The retention rate for students who are not subject to remediation approximates the same range of rates (56% to 73%). For the most recent reported year, all reported retention rates are above the lower control limit. The SPC retention rates for FTIC students is within normal variation of the reported state rate. The standard is met. Increasing numbers of part-time students and concurrently enrolled Texas Tech University students will influence the college's fall to spring retention rate in the future.

### **BENCHMARK AND RESULTS**

**C-3.2** Retention of full-time FTIC students (12+hours, not requiring remediation) from fall to spring will be within 5% of the state average for all peer institutions.

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

Data Element	1997-98	1998-99	1999-00	2000-01	2001-02
SPC Percentage Rate	70.0	57.0	79.0	85.0	78.0
State Percentage Rate	77.0	63.0	79.0	79.0	78.0
State Perkins Benchmark	70.0	70.0	74.0	74.0	73.0

SOURCE: Annual Data Profile, THECB

**Interpretation:** South Plains College's retention rate for full-time students is within the normal range of variance in relation to the state average for all two-year institutions in four of the years reported. For the most recent reporting period, the retention rate equals the state rate. The measure also exceeds the Perkins benchmark which is not more than 5% below the state average for all peer institutions. The standard is met. The college will continue to monitor the retention of these full-time students and study the effect of the concurrent enrollment of Texas Tech University students and dual credit students on the standard.

**BENCHMARK AND RESULTS**

**C-3.3 Retention of part-time students (6-11 hours, not requiring remediation) from fall to spring will be within 5% of the state average for all peer institutions.**

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

Data Elements	997-98	1998-99	1999-00	2000-01	2001-02
SPC Percentage Rate	43.0	57.0	65.0	73.0	76.0
State Percentage Rate	60.0	53.0	66.0	66.0	65.0
Perkins Benchmark	50.0	50.0	61.0	61.0	60.0

SOURCE: Annual Data Profile, THECB

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

**BENCHMARK AND RESULTS**

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

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

Data Elements	1997-98	1998-99	1999-00	2000-01	2001-02
SPC Percentage Rate	58.0	53.0	50.0	54.0	55.0
State Percentage Rate	54.0	49.0	49.0	51.0	57.0
State Perkins Benchmark	35.0	35.0	44.0	44.0	52.0

SOURCE: Annual Data Profile, THECB

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

## Measurement C-4: Course Advisement

### **BENCHMARK AND RESULTS**

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

#### LEVEL OF SATISFACTION WITH COURSE ADVISEMENT SPC GRADUATE SURVEY

Data Elements	1997	1998	1999	2000	2001
SPC Graduates	4.05	3.56	NA	4.15	NA

SOURCE: Office of Institutional Research and Reports

**Interpretation:** For the most recent administration of the SPC Graduate Survey, former rate their satisfaction with course advisement high. The mean scores for this group exceed the benchmark for the years reported. The instrument used to survey graduates was evaluated during 2001-02 and is in the process of being redesigned in order to collect more meaningful data. The standard is met for those cohorts that are reported.

**Action Plan:** The Instructional Council will develop a new graduate survey instrument during 2003-04 and administer the survey to the 2003 graduate cohort.

### **BENCHMARK AND RESULTS**

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

#### LEVEL OF SATISFACTION WITH COURSE ADVISEMENT SPC STUDENT SURVEY

Data Elements	1999-00	2000-01	2001-02
Current SPC Students	4.15	NA	4.02

SOURCE: Office of Student Affairs

**Interpretation:** Data for this measure was collected for the first time during 1999-00. For both years reported, students rated their level of satisfaction with course advisement as being very good. The mean score for this group exceeded the benchmark. The standard is met. The Student and Support Services Survey is scheduled to be administered during the 2004 spring semester.

**Action Plan:** The Student Affairs Office will administer the Student and Support Services Survey during the 2004 spring semester.

## **CSF D: Economic Development and Community Involvement**

### **Measurement D-1: Education in Support of Economic Development**

#### **BENCHMARK AND RESULTS**

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

#### **SATISFACTION WITH COMMUNITY SERVICE SHORT COURSE TRAINING DIVISION OF CONTINUING EDUCATION**

Data Element	2000-01	2001-02	2002-03
Student Satisfaction Rating	4.29	4.54	4.65

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

**Interpretation:** For the three years examined, individuals who enrolled in community service short courses rated their level of satisfaction with the courses above average and very near to excellent on the scale. The standard is met.

#### **BENCHMARK AND RESULTS**

**D-1.2** Individuals who enroll in workforce education and training short courses will rate their level of satisfaction with the course above average (greater than 3.0 on 5.0 scale).

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

Data Element	2000-01	2001-02	2002-03
Student Satisfaction Rating	4.37	4.40	4.80

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

**Interpretation:** Individuals who enrolled in workforce education and training short courses rated their level of satisfaction with the courses above average. The standard is met.

#### **BENCHMARK AND RESULTS**

**D-1.4** The number of workforce training classes for business and industry will increase each year.

#### **CONTRACT CLASSES FOR CUSTOMIZED TRAINING**

Data Elements	2000-01	2001-02	2002-03
Number of Contract Classes	224	277	300
% Variance	+44%	+23%	+8.3%

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

**Interpretation:** For the three years examined, the number of workforce training classes for business and industry has increased. The standard for the years examined is met.

## Measurement D-2: Interaction with Community

### **BENCHMARK AND RESULTS**

**D-2.1** Respondents to the External Constituent Survey will rate the functions of the college related to its role and scope as being important for the college to perform (3.0 or greater on 5.0 scale).

#### **COLLEGE FUNCTION RANKED BY IMPORTANCE FROM EXTERNAL CONSTITUENT SURVEY**

College Function	1999-00
Preparation for university transfer	4.7
Preparation for employment	4.6
Technology in the curriculum	4.5
Programs to upgrade job skills	4.4
Programs that provide workforce development	4.3
Programs and services for student success	4.3
Provide a comprehensive curriculum	4.3
Accessible educational programs	4.3
Build partnerships to meet community needs	4.3
Provide developmental programs for college preparation	4.1
Deliver instructional programs off-campus via distance education	4.1
Provide programs which meet professional development needs	4.0
Develop private fundraising activities	4.0
Provide continuing education programs for personal enrichment	3.9

SOURCE: Office of Institutional Advancement

**Interpretation:** The External Constituent Survey was administered for the first time in 1999-2000. Respondents were asked to indicate how important it is for the college to perform the critical functions related to mission, role and scope. All functions were rated as being important or very important for the college to perform, thus validating the college's purpose and mission. The standard is met. The survey will be administered again during the 2004 spring semester.

**Action Plan:** The Institutional Advancement Office will administer the External Constituent Survey during the 2004 spring semester.

**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 (3.0 or greater on 5.0 scale).**

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

College Function	1999-00
Preparation for employment	4.2
Preparation for university transfer	4.1
Provide a comprehensive curriculum	4.0
Incorporate technology in the curriculum	4.0
Accessible educational programs	4.0
Programs to upgrade job skills	3.9
Provide developmental programs for college preparation	3.9
Programs and services for student success	3.9
Programs that provide workforce development	3.8
Build partnerships to meet community needs	3.8
Provide continuing education programs for personal enrichment	3.6
Provide programs which meet professional development needs	3.5
Deliver instructional programs off-campus via distance education	3.5
Develop private fundraising activities	3.5

SOURCE: Office of Institutional Advancement

**Interpretation:** The External Constituent Survey was administered for the first time in 1999-2000. Respondents were asked to rate how well the college performed the critical functions related to its mission, role and scope. All functions were rated as being better than average. The standard is met. The survey will be administered again during the 2004 spring semester.

**Action Plan:** The Institutional Advancement Office will administer the External Constituent Survey during the 2004 spring semester.



**BENCHMARK AND RESULTS**

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

**COMPARISON OF POPULATION SERVED**

Year	Standard	SPC Service Area Population	Enrollment	Percent of Population
1999-00	7%	193,255*	15,804	8.2%
2000-01	7%	228,578**	16,645	7.3%
2001-02	7%	228,578**	17,756	7.8%
2002-03	7%	228,578**	19,512	8.5%

SOURCE: Office of Institutional Advancement

\*1990 U.S. Census data; \*\*2000 U.S. Census data

**Interpretation:** The standard was met in all years examined. The enrollment figures include unduplicated headcounts in college-credit and developmental courses, enrollments in non-credit vocational short courses and enrollments in community service short courses. The census data is the estimated number of adults who comprise the civilian workforce (age 18 to 62) and who are most likely to benefit from the programs and services the college provides. For 2000-01 new Census data was computed. Some duplication of individuals may be present in the numbers of students who enroll in non-credit courses and later enroll in credit courses in a given year.

**BENCHMARK AND RESULTS**

**D-2.4** The college will make its facilities and services available to the community such that public usage and involvement will exceed 90,000 individuals annually.

**ANNUAL PUBLIC USAGE OF FACILITIES AND VISITORS**

Year	Standard	No. Annual Visitors and Participation	Standard Met
1999-00	90,000	104,601	Yes
2000-01	90,000	97,329	Yes
2001-02	90,000	98,787	Yes
2002-03	90,000	111,631	Yes

SOURCE: Office of Continuing and Distance Education

**Interpretation:** The college makes its facilities and services available for public use. Additionally, college activities and events generate visitors to the campus. The historical data collected for this measure has been used to determine the standard. The standard was met in all years examined. While the data will contain duplication of individuals who participate in more than one event, it does indicate significant usage of college facilities and services.

## Measurement D-3: Partnerships and Alliances

### **BENCHMARK AND RESULTS**

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

**Report:**

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

Partnerships are being maintained with 44 area high schools for dual credit purposes.

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 the educational and instructional opportunities at the Byron Martin Advanced Technology Center.

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

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

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

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

SPC works with the Texas Workforce Center to provide counseling and instruction to clients.

The college works closely with Market Lubbock, Inc., to plan workforce training and assessment to assist small business employers with training needs.

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

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

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

The 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.

## 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 strategic planning processes will be above average (greater than 3.0 on 5.0 scale) as measured by the Employee Survey.

#### **EMPLOYEE SATISFACTION WITH PLANNING PROCESS REPORT FROM BIENNIAL EMPLOYEE SURVEY**

Data Elements	1998	2000	2002
Informed about Planning Effort	3.7	3.7	3.7
Use of Outcome Assessment Tools	3.6	3.8	3.8
Involvement in Planning Effort	3.4	3.6	3.5
Review Planning Documents/Reports	3.0	3.6	3.6
Composite Rating for Planning Process	3.4	3.7	3.7

SOURCE: Office of Institutional Research and Reports

**Interpretation:** The standard is met for all three study years. Respondents to the Employee Survey expressed above average satisfaction with institutional planning efforts in all categories for the most recent survey. The college will continue to educate those involved in strategic and operational planning as to the importance and use of planning data and documents which result from planning efforts. The next Employee Survey is scheduled to be administered in the 2004 spring semester.

### Measurement E-2: Management of Resources

#### **BENCHMARK AND RESULTS**

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

#### **EMPLOYEE SATISFACTION WITH BUDGETARY PROCESS REPORT FROM BIENNIAL EMPLOYEE SURVEY**

Data Elements	1998	2000	2002
Involvement in Budget Process	3.6	4.1	3.5
Satisfaction with Budget Process	3.2	3.9	3.5
Budget Reflects Institutional Objectives	3.4	3.9	3.6
Composite Rating for Budgetary Process	3.4	4.0	3.5

SOURCE: Office of Institutional Research and Reports

**Interpretation:** Statements related to employee involvement and satisfaction with the budgetary process were added to the Employee Survey administered in April 1998. The mean scores for each category and composite rating exceed the benchmark for the most recent reporting period. The level of satisfaction in all categories declined slightly from 2000 to 2002. The standard is met. The next Employee Survey is scheduled to be administered in the 2004 spring semester.

**BENCHMARK AND RESULTS**

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

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

Data Element	1998	2000	2002
Satisfaction with Budgetary Controls/Reports	3.5	4.0	3.5

SOURCE: Office of Institutional Research and Reports

**Interpretation:** Employees rate their level of satisfaction with budgetary controls and reports as above average. The standard is met. A new Administrative Support Services Survey is being developed by the Institutional Effectiveness Committee for use in 2004-05.

**BENCHMARK AND RESULTS**

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

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

Data Element	1998	2000	2002
Satisfaction with Purchasing System	3.6	3.9	3.4

SOURCE: Office of Institutional Research and Reports

**Interpretation:** Employees rate their level of satisfaction with the purchasing system as above average. The standard is met. A new Administrative Support Services Survey is being developed by the Institutional Effectiveness Committee for use in 2004-05.

**BENCHMARK AND RESULTS**

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

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

Data Element	1998	2000	2002
Satisfaction with Inventory System	3.5	3.9	3.6

SOURCE: Office of Institutional Research and Reports

**Interpretation:** Employees rate their level of satisfaction with the inventory system as above average. The standard is met. A new Administrative Support Services Survey is being developed by the Institutional Effectiveness Committee for use in 2004-05.

**BENCHMARK AND RESULTS**

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

**RESULTS OF ANNUAL AUDITS**

Data Elements	FY 2000-01	FY 2001-02	FY 2002-03
Independent Audit Exceptions/Mgt. Letters	0	0	0
State Audit Exceptions/Mgt. Letters	0	0	0
Federal Audit Exceptions/Mgt. Letters	0	0	0

SOURCE: Annual Audit Reports

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

**BENCHMARK AND RESULTS**

E-2.6 The distribution of college resources by major college function will demonstrate stability over time.

**DISTRIBUTION OF COLLEGE RESOURCES BY MAJOR COLLEGE FUNCTION**

College Function	2000-01	2001-02	2002-03
Instruction	47.7%	44.2%	44.6%
Academic Support	5.0%	4.6%	4.2%
Student Services	5.8%	10.6%	11.3%
Scholarships and Fellowships	16.8%	11.5%	13.2%
Institutional Support	8.4%	8.5%	7.8%
Operation and Plant Maintenance	9.6%	11.6%	9.8%
Auxiliary Enterprises	4.0%	3.9%	4.2%
Public Service	2.7%	1.8%	1.5%
Other Expenses	Not Reported	0.9%	0.8%
Depreciation	Not Reported	2.4%	2.6%
Total	100%	100%	100%

SOURCE: Annual Audit Reports

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

## Measurement E-3: Acquisition of Public/Private Resources

### **BENCHMARK AND RESULTS**

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

#### REVENUE BY SOURCE

Income Sources	2000-01	2001-02	2002-03
Student Sources	23.8%	17.6%	19.8%
State Sources	38.9%	44.5%	40.8%
Local Sources	12.1%	12.2%	11.8%
Govt. Grants and Contracts	19.5%	20.8%	23.6%
Private Gifts and Grants	0.2%	0.5%	0.5%
Auxiliary Sources	3.7%	2.5%	2.8%
Other Sources	1.8%	1.9%	0.7%
Total	100.0%	100.0%	100.0%

SOURCE: Annual Audit Reports

**Interpretation:** The income from various sources demonstrates stability. The state provides most of the revenue for operations, followed by federal grants in the form of student financial aid, student tuition and fees, and local taxes. Accounting and reporting requirements were changed in 2001-2002 in order to comply with new Government Accounting Standards Board requirements. These new requirements explain the shift of revenue from student sources to governmental sources. The return of federal tax dollars (\$10,098,350) from Washington and the return of state tax dollars (\$16,517,271) from Austin are major contributors to the local economy. The sum of those two sources (\$26.6 million) turns over 3.5 times (a very conservative number) in the local economy and has an economic impact of approximately \$93.1 million annually. The \$93.1 million would represent a return of \$18.37 for each local tax dollar invested in the college enterprise.

### **BENCHMARK AND RESULTS**

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

#### ANNUAL CONTRIBUTIONS TO THE SPC FOUNDATION IN DOLLARS

Year	Annual Contributions	% Change	Net Change in Assets	% Change
2001-02	\$470,541	NA	\$281,118	NA
2002-03	\$493,478	4.9%	\$415,063	47.6%

SOURCE: South Plains College Foundation

**Interpretation:** Beginning in 2001-02, the SPC Foundation instituted an automated accounting system that has allowed for more accurate reporting. The amounts reported here reflect actual contributions made directly to the Foundation by donors. Previous reports included the receipt of third-party scholarships received and administered on behalf of enrolling students. For the years examined, contributions to the annual fund of the foundation have exhibited steady growth for the years examined. The standard is met.

### **BENCHMARK AND RESULTS**

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

#### **ANNUAL NUMBER OF GIFTS TO THE SPC FOUNDATION**

Year	Total No. of Gifts	% Change
2001-02	2,989	NA
2002-03	3,019	+10.0%

SOURCE: South Plains College Foundation

**Interpretation:** The number of gifts to the annual fund measures the base of support for charitable giving to the foundation. Beginning in 2001-02, the SPC Foundation changed its definition of charitable gifts to the foundation to exclude third-party scholarships received and administered on behalf of enrolling students. Previous reports included receipt of third party scholarships. For 2002-03 the number of gifts received increased 10%. The standard is met.

## **Measurement E-4: Facility Development**

### **BENCHMARK AND RESULTS**

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

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

Data Elements	1998	2000	2002
Adequacy of Physical Facilities	3.2	3.6	3.7
Facilities are Conducive to Learning	3.5	4.1	3.7
Safe and Secure Environment	4.0	4.2	4.1
Composite Rating for Physical Facilities	3.6	4.0	3.8

SOURCE: Office of Institutional Research and Reports

**Interpretation:** Statements related to employee satisfaction with physical facilities, safety and security were added to the Employee Survey administered in April 1998. The mean scores for each category and composite rating exceed the benchmark for all reporting periods. The standard is met. The next administration of the Employee Survey is scheduled for the 2004 spring semester.

**BENCHMARK AND RESULTS**

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

**Report:** The college’s Facilities Master Plan was updated during the spring of 2003 in response to a recommendation from the SACS Peer Review Team. The plan was adopted by the Executive Council in March 2003 and a process for evaluating the Facilities Master Plan on an annual basis was approved. The standard is met.

**Measurement E-5: Ongoing Professional Development**

**BENCHMARK AND RESULTS**

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

**INVOLVEMENT IN PROFESSIONAL DEVELOPMENT ACTIVITIES, 2002-03**

Categories	Total Number	Number Involved	Percent
Full-Time Faculty	249	209	83.4%
Professional Non-Faculty	109	86	78.9%
No. of Classified Staff Involved	160	69	43.1%
All Full-Time Employees	518	364	70.3%

SOURCE: Professional Development Survey

**Interpretation:** For 2002-03, a survey of all supervisory personnel indicated that only 70.3% of all SPC employees were involved in professional development experiences at college expense during the year. The standard is met. A 7% reduction in state appropriations during 2002-03 resulted in a departmental budget reductions that affected professional development travel and activities.

**Measurement E-6: Employee Diversity**

**BENCHMARK AND RESULTS**

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

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

	1999		2001		2003	
	N	%	N	%	N	%
Anglo	264	93.0%	302	93.5%	329	91.9%
Hispanic	14	4.9%	16	5.0%	22	6.1%
African-American	4	1.4%	3	0.9%	4	1.1%
Other	2	0.7%	2	0.6%	2	0.6%
Total	284	100%	323	100%	358	100%

SOURCE: Office of Institutional Research and Reports



**Interpretation:** The data which reflects the diversity of the professional staff is derived from IPEDS reports. Staff data are reported every two years. In the professional area, the college has increased the number of Hispanic professionals by 12 from 1999 to 2003. The number of African-American professionals and other professionals of ethnic origin has remained constant over the same time period.

**Action Plan:** The college will continue to actively seek to increase the diversity of its pool of qualified applicants for professional positions at the college. The organization of an independent Office of Human Resources is expected contribute to this effort.

**BENCHMARK AND RESULTS**

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

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

	1999		2001		2003	
	N	%	N	%	N	%
Anglo	98	68%	100	63.7%	85	53.1%
Hispanic	42	29.2%	53	33.8%	71	44.4%
African-American	4	2.8%	4	2.5%	4	2.5%
Other	0	0	0	0	0	0
Total	144	100%	157	100%	160	100%
Percent of Population						
Hispanic	21.0%*		26.0%**		26.0%**	
African-American	7.0%*		4.4%**		4.4%**	

SOURCE: Office of Institutional Research and Reports

\* 1990 U.S. Census Data; \*\* 2000 U.S. Census Data.

**Interpretation:** The data which reflects the diversity of other employees is derived from IPEDS reports. Staff data are reported only every two years. For this group, the percentage of Hispanic employees increased over the years reported and currently exceeds the percentage of Hispanics in the service area population (26%). The percentage of African-American employees was 2.5% for 2001. This measure is within 5% of the percentage of African-Americans in the general population (4.4%). The standard is met for this employee group.

## Measurement E-7: Employee Satisfaction

### **BENCHMARK AND RESULTS**

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

#### EMPLOYEE SURVEY RESULTS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Sub-scales	1998	2000	2002
Constancy of Purpose	4.3	4.3	4.4
Student Focus	4.3	4.3	4.3
Employee Empowerment	4.1	4.1	4.2
Trust	4.1	4.1	4.2
Cooperation and Teamwork	4.1	4.1	4.4
Internal Customer Focus	3.9	3.9	4.0
Rewards and Recognition	3.6	3.8	3.6
Communication	3.6	3.6	3.7

SOURCE: Office of Institutional Research and Reports

**Interpretation:** Employees have consistently rated constancy of purpose and student focus as the major strengths of the institution. In the most recent administration of the Employee Survey (Spring 2002), slight improvement was seen in the Employee Empowerment, Trust and Cooperation and Teamwork, Communication and Internal Customer Focus sub-scales. Although this improvement is not statistically significant, it does indicate strong employee satisfaction with these areas. For all sub-scale categories, the standard is met. The next administration of the Employee Survey is scheduled for the 2004 spring semester. The Institutional Effectiveness Committee has evaluated the current survey instrument and has recommended changes in order to address revisions to the college's institutional effectiveness program. These changes will be made for the 2004 survey administration.