
Institutional Effectiveness

**Performance
Report**

2011-2012



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

April 2013

Introduction

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

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

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

A yearly update of the institutional effectiveness program is presented to the South Plains College Board of Regents. The document used to convey these annual results is the *Institutional Effectiveness Performance Report*. The *2011-2012 Performance Report* presents the most recent available assessment results recorded for Year 3 of the *2009-2013 Institutional Plan*.

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

Critical Success Factors and Indicators of Institutional Effectiveness

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

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

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

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

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

Definition of Critical Success Factors

CSF A: DYNAMIC EDUCATIONAL PROGRAMS AND QUALITY INSTRUCTION

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

CSF B: EDUCATIONAL PROGRAM OUTCOMES

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

CSF C: QUALITY STUDENT AND SUPPORT SERVICES

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

CSF D: ECONOMIC DEVELOPMENT & COMMUNITY ENGAGEMENT

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

CSF E: EFFECTIVE LEADERSHIP & MANAGEMENT

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

CSF F: COLLABORATIVE ORGANIZATIONAL CLIMATE

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

Comparative Standards

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

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

SYSTEM OF OUTCOME ASSESSMENT							
INDICATORS 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 & Instruction	
CSF-B EDUCATIONAL PROGRAM OUTCOMES	Course Completion	Graduation Rates	Academic Transfer & Performance	Technical Program Placement	Licensure Passage	Success in Developmental Education	Personal Growth and Goal Attainment
CSF-C QUALITY STUDENT & SUPPORT SERVICES	Access, Participation & Equity	Assessment of Programs & Services	Retention & Persistence				
CSF-D ECONOMIC DEVELOPMENT & COMMUNITY ENGAGEMENT	Education in Support of Economic Development	Interaction with the Community	Partnerships & Alliances				
CSF-E EFFECTIVE LEADERSHIP & MANAGEMENT	Cooperative Planning & Goal Attainment	Management of Resources	Acquisition of Public/Private Resources	Facility Development			
CSF-F COLLABORATIVE ORGANIZATIONAL CLIMATE	Ongoing Professional Development	Employee Diversity	Employee Satisfaction				

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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

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Curriculum Changes	182	172	69	55	212	119
Upper Control Limit	206	206	206	206	206	206

SOURCE: Office of Academic Affairs

Data Analysis: South Plains College provides an up-to-date curriculum to meet the needs of students, transfer institutions and service area constituents. The curriculum is reviewed annually by faculty and revisions are made accordingly. For 2010-11 and 2011-12, some technical programs were revised to align with revisions made to the Workforce Education Course Manual. For the most recent period, the annual number of changes is still below the upper control limit which is calculated as two standard deviations above the mean for a 12-year population trend. The lower control limit was updated for most recent year.

The standard is met.

Measurement A-2: Accreditation

BENCHMARK AND RESULTS

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

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

- The Emergency Medical Services-Paramedic program received continuing accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Date of last review: September 2011
- The Surgical Technology program received continuing accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Date of last Review: May 2011. Follow-up Report submitted: October 2011.
- Associate Degree Nursing Program received continuing accreditation with commendations from the Texas Board of Nursing. Date of last review: May 2011. The ADN program also received continuing accreditation from the National League of Nursing Accrediting Commission. Last date of review: November 2011.
- Law Enforcement Police Academy. Approved and licensed by the Texas Commission on Law Enforcement Officer Standards and Education. Date of last review: April 2012.
- Fire Academy. Approved and licensed by the Texas Commission on Fire Protection. Date of last review: February 2012.

Measurement A-3: Articulation Agreements

BENCHMARK AND RESULTS

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

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

The standard is met.

BENCHMARK AND RESULTS

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

NUMBER OF ARTICULATION AGREEMENTS WITH SERVICE AREA ISDS

Data Elements	2009-10	2010-11	2011-12
Total Service Area ISDs	49	49	49
CTE Agreements	49	49	49
Dual Credit Agreements	65	65	67
Percent Involvement	100%	100%	100%

SOURCE: Office of Academic Affairs

Data Analysis: The College maintains some form of articulation agreement with 100% of the public school districts in the College’s service area. In some districts, multiple agreements are maintained. An active partnership with the Region 17 Education Service Center ITV network has allowed the College to expand dual credit articulation efforts and deliver additional courses beyond its service area. A total of 51 school districts are served by the College through this network. Additionally, the College has established dual credit partnerships with four private high schools and two charter schools operating within the service area, expanding the number of dual credit agreements to 67 for 2011-12. Options to offer home-schooled students dual credit through the College’s early admissions policy have also been implemented. Federal funding that supported the South Plains Tech Prep Partnership was discontinued by Congress for 2011-12. The Partnership provided a number of services to support career and technical education articulation in participating school districts. The administration of these articulation agreements and activities has been transferred to the Office of the Dean of Technical Education. The Technical Dean and College will work with its Tech Prep partners to develop a plan for sustaining successful Tech Prep activities and services for participating high schools.

The standard is met.

Measurement A-4: Student Satisfaction with Instruction

BENCHMARK AND RESULTS

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

STUDENT EVALUATION OF INSTRUCTION ANNUAL REPORT TO THE BOARD

Data Elements	2007-08	2008-09	2009-10	2010-11	2011-12
Rating of Face to Face Instruction	4.70	4.64	4.67	4.68	4.66
Rating of ITV Instruction	NA	NA	4.03	4.24	4.60
Rating of Online Instruction	NA	NA	4.14	4.16	4.20
Rating of Dual Credit Instruction	NA	NA	4.19	4.47	NA

SOURCE: Office of Academic Affairs

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

The standard is met.

BENCHMARK AND RESULTS

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

DEGREE OF SATISFACTION WITH CAREER PREPARATION

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

SOURCE: Technical Graduate Follow-up Survey

Data Analysis: A Graduate Follow-up Survey was developed and piloted with a 2007 graduate cohort (December 2006 grads and May 2007 grads). The survey was also administered to the 2008 graduate cohort (December 2007 and May 2008 grads). In both surveys, respondents expressed above average satisfaction with preparation for job and/or additional study beyond their degree or certificate. Full implementation of the graduate follow-up system has been delayed due to budgetary constraints. The College has established the Office of Institutional Effectiveness and Assessment which will be assigned the task of implementing the follow-up system. The Director of Institutional Effectiveness and Assessment will consult with the Institutional Effectiveness Committee and the Instructional Council to develop guidelines and procedures for implementing the graduate follow-up system during the 2013-14 academic year.

The standard is met for the cohorts reported.

BENCHMARK AND RESULTS

A-4.3 Arts and Sciences graduates will rate their level of satisfaction with instruction above average (3.5 or greater on 5.0 scale) in all survey categories.

Action Plan: Data for this measure has not been collected. Development of an Arts and Sciences Graduate Follow-up Survey to provide data for this performance measure has been delayed due to budgetary constraints. Full implementation of the graduate follow-up system has been delayed due to budgetary and time constraints. The College has established the Office of Institutional Effectiveness and Assessment which will be assigned the task of implementing this graduate follow-up system. The Director of Institutional Effectiveness and Assessment will consult with the Institutional Effectiveness Committee and the Instructional Council to develop and pilot an Arts and Sciences Graduate Follow-up Survey instrument in the 2013-14 academic year and will operationalize the follow-up system in 2014-15.

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 (3.5 or greater on 5.0 scale) in all survey categories.

EMPLOYER SATISFACTION WITH TECHNICAL GRADUATES

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

SOURCE: Technical Graduate Employer Survey, SPC

Data Analysis: An Employer Survey was developed and piloted in 2008-09 with 86 regional employers responding to the survey. Respondents rated their level of satisfaction with survey statements on a scale of 1 (Not at all satisfied) to 5 (Very satisfied). For all "overall satisfaction" statements, responding employers expressed above-average satisfaction with the education and training SPC technical graduates received. Surveying of employers for subsequent graduate cohorts has not been initiated because of budgetary and time constraints. The College has established the Office of Institutional Effectiveness and Assessment which will be assigned the task of implementing this graduate follow-up system. The Director of Institutional Effectiveness and Assessment will consult with the Institutional Effectiveness Committee and the Instructional Council to develop a plan to implement the Employer Survey during the 2013-14 academic year.

The standard is met for the cohort reported.

Measurement A-6: Faculty Qualifications and Instruction

BENCHMARK AND RESULTS

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

PERCENTAGE OF FACULTY MEETING SACS QUALIFICATIONS CRITERIA

Data Elements	2009-10	2010-11	2011-12
Total Academic Faculty	163	169	159
No. Meeting SACS Criteria	162	169	159
% Compliance	99.4%	100%	100%
Total Technical Faculty	117	118	120
No. Meeting SACS Criteria	115	117	120
% Compliance	98.3%	99.2%	100%

SOURCE: Office of Academic Affairs

Data Analysis: South Plains College seeks to employ full-time faculty members who meet the educational and professional credentials expected by the College in compliance with SACS/COC requirements. Faculty who do not meet the criteria are required to demonstrate progress toward meeting the requirements as a condition of employment. For 2011-12, 100% of full-time academic faculty members and 100% of technical faculty members met the credential requirements or had sufficient justifications on file to meet the SACS/COC criteria. The one technical faculty member who did not meet credential requirements was seeking additional education to meet the standards. Instructional Division Deans will monitor the educational credentials of faculty members and progress made on faculty educational plans to meet the SACS/COC criteria.

The standard is met.

BENCHMARK AND RESULTS

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

PERCENTAGE OF CONTACT HOURS TAUGHT BY FULL-TIME FACULTY

Data Elements	Fall 2009	Fall 2010	Fall 2011
SPC Full-Time Faculty	82.1%	86.3%	86.5%
Peer Institutions Full-Time Faculty	70.9%	69.2%	71.5%
State Average Full-Time Faculty	62.4%	61.4%	62.2%

SOURCE: CC Accountability System (M35), THECB

Data Analysis: The percentage of course sections taught by full-time faculty members is a performance measure used by the Legislative Budget Board and the Texas Higher Education Coordinating Board. The THECB measures the total number of contact hours taught by full-time faculty and reports

institutional, peer group and statewide data for this measure. The percentage of courses taught by full-time faculty at SPC greatly exceeds the peer group and statewide percentages reported by THECB for all periods reported in the data table.

The standard is met.

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

PERCENTAGE OF FULL-TIME FACULTY EMPLOYED BY SPC

Data Elements	Fall 2009	Fall 2010	Fall 2011
SPC Full-Time Faculty Employed	63.7%	65.2%	65.4%
Peer Group Full-Time Faculty	45.9%	44.7%	46.6%
State Average Full-Time Faculty	36.6%	35.9%	37.3%

SOURCE: CC Accountability System (M33), THECB

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

The standard is met.

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

FTE STUDENT TO FTE FACULTY RATIO

Data Elements	Fall 2009	Fall 2010	Fall 2011
SPC Student/Faculty Ratio	23:1	23:1	23:1
Peer Group Student/Faculty Ratio	22:1	24:1	22:1
State Student/Faculty Ratio	21:1	22:1	20:1

SOURCE: CC Accountability System (M34), THECB

Data Analysis: South Plains College's full-time-equivalent student to full-time equivalent faculty ratio is higher than the peer college group and state community college averages for Fall 2011. While the College's ratio is not undesirable, it could be the result of several factors. The College has experienced difficulty in hiring qualified individuals to fill approved faculty positions in certain disciplines, such as nursing. The area's pool of qualified part-time faculty is not sufficient in some disciplines to handle overload class demands. Class seating limits have been increased in some disciplines in order to accommodate student demand for certain courses without having to hire additional part-time faculty. Course overload policies for full-time faculty have been adjusted to allow some faculty to teach a greater course overload, especially in online courses. The ratio is within an acceptable range of variance. Instructional Division Deans will continue to monitor course limits, course overloads and faculty assignments to keep the College's student/faculty ratio as low as possible.

The standard is met.

CSF B: Educational Program Outcomes

Measurement B-1: Course Completion

BENCHMARK AND RESULTS

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

PERCENTAGE OF COURSE COMPLETERS

Data Elements	Fall 2008	Fall 2009	Fall 2010	Fall 2011
SPC Course Completers	88.3%	90.4%	86.3%	91.4%
Peer Group Course Completers	87.1%	88.1%	86.5%	87.8%
State CC Average	87.7%	88.8%	87.6%	88.0%

SOURCE: LBB Performance Measures, CC Accountability System (M25), THECB

Data Analysis: The state performance measures for two-year institutions includes the percentage of state funded contact hours that are completed during the fall semester. Contact hours for students receiving grades of A, B, C, D and F are counted as course completion. South Plains College's course completion rate has been on par with the Large College Peer Group and the state averages. For Fall 2011, the College's course completion rate improved 5.1 percentage points, during a semester of record enrollment. For this term, the College's rate exceeded the peer group and statewide rates.

The standard is met.

Measurement B-2: Graduation and Persistence Rates

BENCHMARK AND RESULTS

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

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

Data Elements	FY 2008 Fall 2002 Cohort	FY 2009 Fall 2003 Cohort	FY 2010 Fall 2004 Cohort	FY 2011 Fall 2005 Cohort
SPC Graduation/Persistence Rate	39.9%	39.1%	42.3%	43.6%
Peer College Group Rate	45.1%	47.6%	44.7%	44.2%
Statewide CC Rate	41.5%	42.9%	42.4%	42.5%

SOURCE: CC Accountability System (M10), THECB

Data Analysis: The percent of first-time, full-time credential seeking students who have graduated or who are still enrolled in a Texas public or private institution of higher education is tracked as a performance measure by the THECB. Students who transferred to out-of-state institutions are not tracked. SPC's graduation / persistence rate has improved 4.5 percentage points for the past three reporting periods. For the 2004 and 2005 Cohorts, the graduation / persistence rate for SPC has been within a range of acceptable variance for both the peer group and state rates.

The standard is met.

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

BENCHMARK AND RESULTS

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

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

	Student Cohorts	SPC Rates	Peer Rates	State Rates
FY 2010	3-Year Graduation Rate (Fall 2007)	15.4%	11.5%	12.8%
	4-Year Graduation Rate (Fall 2006)	17.1%	16.8%	18.4%
	6-Year Graduation Rate (Fall 2004)	30.3%	31.4%	29.2%
FY 2009	3-Year Graduation Rate (Fall 2006)	11.9%	10.2%	12.0%
	4-Year Graduation Rate (Fall 2005)	19.6%	17.2%	16.9%
	6-Year Graduation Rate (Fall 2003)	29.0%	35.6%	30.4%

SOURCE: CC Accountability System (M11), THECB

Data Analysis: First-time, full-time credential seeking student cohorts are tracked to degree/certificate completion at 3, 4 and 6-year intervals. For FY 2010, SPC's graduation rates at these points are within the accepted range of variance when compared to the Large College Peer Group and statewide averages for all public community colleges for all three student cohorts. For FY 2009, the SPC rate is more than 5 percentage points below the Large College Peer Group for the 6-year period. The standard is met for the most recent reported period.

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

BENCHMARK AND RESULTS

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

NUMBER OF DEGREES AND CERTIFICATES AWARDED

Data Elements	2008-09	2009-10	2010-11	2011-12
AA, AS, AAT Degrees	331	380	381	420
AAS, AAA Degrees	213	208	233	244
Technical Certificates	466	461	499	633
Total Degrees and Certificates	1,010	1,049	1,113	1,297
SPC Regional Ranking -- Degrees	3rd	3rd	3rd	3rd
SPC Regional Ranking -- Enrollment	3rd	3rd	3rd	3rd
Ranking Difference	0	0	0	0

SOURCE: LBB Performance Measures, CC Accountability System (M12), THECB, CBM009

Data Analysis: The THECB performance measures include the total number of degrees and certificates earned at an institution annually. SPC awarded a record 1,297 degrees and certificates in 2011-12, a 16.5% increase from the previous year. The College consistently ranks third among peer institutions in the West Texas region in awarding degrees and certificates. All institutions which awarded more degrees than SPC had larger enrollments. For the years reported, the number of degrees and certificates has risen annually. For 2009-10, SPC awarded 1,049 degrees and certificates, a 3.9% increase from the previous year. For 2010-11, 1,113 awards were made for a 6.1% increase. The College awarded a record number of certificates in 2011-12 with 633. This increase can be attributed to continued implementation of the Technical Division's "earn as you learn" policy. Additionally, some technical programs have "laddered" their curriculum where by a student can be awarded a basic skills certificate in a career area in one-year of study and an advanced skills certificate in a second year of study. The College's regional ranking in awarding degrees has matched its ranking for enrollment in all years reported here. Improving graduation rates and student goal attainment are priority objectives in the College's Institutional Plan. Strategies have been identified to address student goal attainment through expanded advisement. The Admissions and Records Office will work with Texas Tech University Pathway Program to continue the "transfer back" service for SPC transfer students. Instructional Division Deans will continue to monitor this measure.

The standard is met.

BENCHMARK AND RESULTS

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

PERCENTAGE OF GRADUATES BY ETHNICITY

Annual Data Elements	FY 2009	FY 2010	FY 2011	FY 2012
Percent Anglo Graduates	62.9%	57.6%	56.3%	54.9%
Percent Anglo Enrollment (Credit)	63.0%	60.4%	57.7%	53.6%
Variance	-0.1	-3.1	-1.4	+1.3
Percent African-American Graduates	5.2%	5.1%	4.1%	4.8%
Percent African-American Enroll (Credit)	5.7%	6.1%	5.6%	6.1%
Variance	-0.5	-1.0	-1.5	-1.3
Percent Hispanic Graduates	30.0%	33.0%	35.1%	36.2%
Percent Hispanic Enrollment (Credit)	29.4%	31.5%	33.7%	35.4%
Variance	+0.6	+1.5	+1.4	+0.8
Percent Other Ethnic Graduates	1.8%	4.2%	4.5%	4.1%
Percent Other Ethnic Enroll (Credit)	1.9%	1.9%	3.1%	4.9%
Variance	-0.1	+1.7	+1.4	-0.8

SOURCE: CC Accountability System (M12, M4), THECB

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

The standard is met.

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

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

TRANSFER RATE FOR FTIC STUDENTS

Data Elements	FY 2009 Fall 2003 Cohort	FY 2010 Fall 2004 Cohort	FY 2011 Fall 2005 Cohort	FY 2012 Fall 2006 Cohort
SPC Transfer Rate	39.5%	43.1%	43.7%	47.5%
Peer Group Transfer Rate	36.4%	33.6%	34.7%	40.4%
Statewide Transfer Rate	29.0%	27.6%	27.8%	28.0%

SOURCE: CC Accountability System (M13), THECB

Data Analysis: The THECB tracks students entering college for the first time at a two-year institution, who are not concurrently enrolled at a four-year institution, until they transfer to a four-year institution for the first time, or until they complete an award at the two-year college. Cohorts of first-time students who started are followed for six years. For the data presented in the above table, South Plains College's transfer rate is above both the peer group and statewide averages. Appropriate

personnel will continue to monitor transfer rates and will work to strengthen transfer pathways to the region’s universities.

The standard is met.

BENCHMARK AND RESULTS

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

NUMBER OF FTIC STUDENTS WHO TRANSFER

Data Elements	FY 2010 Fall 2004 Cohort	FY 2011 Fall 2005 Cohort	FY 2012 Fall 2006 Cohort
Number of SPC Students who Transferred	1,139	1,057	1,168
SPC Regional Ranking -- Number of Transfers	1st	1st	2nd
SPC Regional Ranking -- Enrollment	3rd	3rd	3rd
Ranking Difference	+2	+2	+1

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

Data Analysis: The THECB tracks students entering college for the first time at a two-year institution, who are not concurrently enrolled at a four-year institution, until they transfer to a four-year institution for the first time, or until they complete an award at the two-year college. Cohorts of first-time students are followed for six years. For the data presented in the above table, South Plains College ranked first among the West Texas Region’s community colleges in the number of students transferring to university, while ranking third in total enrollment for FY 2010 and FY 2011. For FY 2012, the College ranked second in the number of FTIC students transferring to universities.

The standard is met.

BENCHMARK AND RESULTS

B-3.3 The percentage of SPC transfer students who have grade point averages greater than 2.0 during the first year at transfer universities will not be more than 5 percentage points below the statewide percentage for community college students who transfer to public universities.

**ACADEMIC PERFORMANCE OF SPC TRANSFER STUDENTS AT PUBLIC UNIVERSITIES:
PERCENTAGE OF TRANSFER STUDENTS WITH GPA > 2.0**

SPC Student Cohorts	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Dev. Education Prior to Transfer	78.5%	72.0%	76.7%	70.6%	73.6%
No Dev. Edu. Prior to Transfer	82.0%	81.3%	78.2%	83.8%	80.0%
Total SPC Transfers	80.7%	77.6%	77.9%	79.0%	77.8%
Statewide Student Cohorts	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Dev. Education Prior to Transfer	76.5%	77.4%	77.9%	78.0%	77.3%
No Dev. Edu. Prior to Transfer	82.5%	82.8%	82.2%	83.0%	81.9%
Total Statewide Transfers	79.3%	79.9%	79.9%	80.3%	79.4%

SOURCE: Academic Performance of 2-Year College Transfer Students at Texas Public Universities, THECB

Data Analysis: The Texas Higher Education Coordinating Board reports grade point averages for cohorts of transfer students after their first year at the transfer university. GPAs are reported for transfer students who were enrolled in developmental education prior to transfer and for students who were not required to enroll in developmental education courses. The data table presents the percentage of students in the cohort to earned a GPA of 2.0 or greater in the first year of transfer. SPC transfers compare favorably to the statewide cohorts within the 5 percentage point range of variation. For SPC transfers who participated in developmental education, the percentage of GPA success was greater than 5 percentage points for the Fall 2008 (5.4) and Fall 2010 (7.4) cohorts. For the most recent cohort, the percentages are within the normal range of variation.

The standard is met for the most recent cohorts.

BENCHMARK AND RESULTS

B-3.4 The percentage of SPC transfer students who continue enrollment in the following fall term at transfer universities will not be more than 5 percentage points below the statewide percentage for community college students who transfer to public universities.

PERSISTENCE OF SPC TRANSFER STUDENTS AT PUBLIC UNIVERSITIES: PERCENTAGE OF TRANSFER STUDENTS WHO ENROLL IN THE FOLLOWING FALL TERM

SPC Student Cohorts	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Dev. Education Prior to Transfer	71.7%	80.7%	79.4%	75.3%	77.1%
No Dev. Edu. Prior to Transfer	83.9%	83.4%	78.0%	74.3%	79.2%
Total SPC Transfers	73.0%	82.3%	78.5%	74.7%	78.5%
Statewide Student Cohorts	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Dev. Education Prior to Transfer	73.5%	73.4%	75.7%	74.5%	73.6%
No Dev. Edu. Prior to Transfer	74.8%	74.7%	76.0%	75.3%	75.1%
Total SPC Transfers	74.1%	74.0%	75.8%	74.9%	74.3%

SOURCE: Academic Performance of 2-Year College Transfer Students at Texas Public Universities, THECB

Data Analysis: South Plains College transfer students persist in their studies at transfer universities at comparable rates with other community college transfer students. The Texas Higher Education Coordinating Board reports the number of transfer students in cohorts that enroll in the following fall term after their first year at the transfer university. Persistence data is reported for students who participated in developmental education prior to transfer and for students who did not participate in developmental education. For the cohorts reported in the data table, SPC transfer student persistence exceeds that of statewide percentages in three of the five reported cohorts, including the most recent cohort. The SPC percentages are within the acceptable range of variation with peers and statewide totals.

The standard is met.

BENCHMARK AND RESULTS

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

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

SPC Academic Graduates	FY 2008	FY 2009	FY 2010
Employed Only after Graduation	32.4%	29.2%	32.9%
Employed and Enrolled (in Senior Institutions)	44.0%	41.3%	35.4%
Enrolled Only (in Senior Institutions)	18.9%	25.5%	24.7%
Enrolled Only (in Community Colleges)	3.9%	2.2%	5.6%
Graduates Not Found	0.8%	1.9%	1.4%
Total SPC Employed and/or Enrolled	99.2%	98.1%	98.6%
Total Peer Group Employed/Enrolled	89.0%	90.4%	87.2%
Total State Employed/Enrolled	91.3%	90.8%	89.3%

SOURCE: CC Accountability System (M20), THECB

Data Analysis: THECB tracks community college academic graduates to determine if they are employed and/or enrolled in a Texas public/private institution of higher education six months after graduation. The data reveals that a high percentage of reported SPC academic graduates either find employment or continue their education following graduation, 98.6% for the most recent cohort. The SPC percentage of placed academic graduates exceeds both the Large College Peer Group and the statewide averages.

The standard is met.

Measurement B-4: Technical Program Placement Rates

BENCHMARK AND RESULTS

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

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

SPC Technical Graduates	FY 2009	FY 2010	FY 2011
Employed Only after Graduation	83.8%	85.9%	78.2%
Employed and Enrolled (in Senior Institutions)	5.2%	4.2%	5.2%
Enrolled Only (in Senior Institutions)	0.9%	1.4%	0.7%
Enrolled Only (in Community Colleges)	5.4%	5.7%	9.5%
Graduates Not Found	4.7%	2.8%	6.4%
Total SPC Graduates Placed in Workforce	89.0%	90.1%	83.4%
Total SPC Employed and/or Enrolled	95.3%	97.2%	93.6%
Total Peer Group Employed/Enrolled	90.9%	88.9%	90.0%
Total State Employed/Enrolled	92.3%	90.8%	90.1%

SOURCE: CC Accountability System (M20), THECB

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

The standard is met.

BENCHMARK AND RESULTS

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

PERCENT OF TECHNICAL PROGRAMS WITH 25 GRADUATES IN 5 YEARS

Data Elements	2008-09	2009-10*	2010-11*	2011-12*
Total Active Programs	31	30	30	31
No. Programs 2 Years in Operation	31	30	30	30
No. with 25 Graduates in 5 Years	30	30	30	29
% of Programs in Compliance	96.8%	100%	100%	96.7%

SOURCE: Perkins Desk Review Data

*Perkins Performance Measure changed to 25 graduates in 5 years.

Data Analysis: In 2009-10, this Perkins Measure was changed from 15 graduates in three years to 25 graduates in five years. Programs must be in operation for two years before the standard is applied to graduation rates. The Physical Therapist Assistant program has not been in operation for two years as of this reporting. For the most recent period, 29 of 30 active programs that have been in operation for two years have met the 25 graduates standard. The Real Estate program did not meet this standard.

The standard is not met.

Action Plan: The Real Estate program, as required by the Perkins program, has prepared an improvement plan that will be implemented during the 2012-13 academic year. Departmental chairpersons, working with the Instructional Division Deans, will continue to monitor graduation rates.

BENCHMARK AND RESULTS

B-4.3 All active technical programs will have at least an 85% average placement rate for completers over a three years.

PERCENT OF TECHNICAL PROGRAMS WITH 85% SUCCESSFUL OUTCOMES

Data Elements	2006-07	2007-08	2008-09	2009-10
Total Active Programs	32	32	31	31
No. with 85% Success Rate	31	32	29	30
No. Less than 85% Success Rate	1	0	2	1
% of Programs in Compliance	96.9%	100%	93.5%	96.8%

SOURCE: Perkins Desk Review Data

Data Analysis: Of the 31 active programs in 2009-10, 30 technical programs met the 85% benchmark for successful outcomes for 93.5%.

The standard is not met.

Action Plan: The Instructional Deans and Program Faculty have created a plan for improving the placement rate for the one non-compliant program. Implementation of this plan will take place during the 2012-13 academic year.

Measurement B-5: Licensure Passage and Skills Attainment

BENCHMARK AND RESULTS

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

PERCENTAGE OF TECHNICAL GRADUATES PASSING LICENSURE AND CERTIFICATION IN ALL PROGRAMS

Data Elements	FY 2008	FY 2009	FY 2010	FY 2011
SPC Licensure Passage Rate	87.9%	87.9%	NA	86.3%
Peer Group Licensure Passage Rate	89.4%	90.5%	NA	87.1%
State Licensure Passage Rate	88.2%	89.1%	NA	88.6%

SOURCE: CC Accountability System (M27), THECB

Data Analysis: The percentage of SPC graduates passing state licensure exams is within the range of acceptable variation for both the Large College Peer Group and the statewide community college rate for the most recently reported period. Licensure test performance for individual programs is continually evaluated. Programs with licensure pass rates below state averages evaluate courses and course sequencing to determine if modifications are necessary to improve student success on licensure exams.

The standard is met.

BENCHMARK AND RESULTS

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

PERCENT OF TECHNICAL PROGRAMS WITH 90% LICENSURE RATE

Data Elements	2009-10	2010-11	2011-12
Total Programs Leading to Licensure	9	9	9
Number of Programs Reporting Passage Rates	7	9	9
Number of Reported Programs with 90% Rate	6	7	7
% of Programs in Compliance	66.7%	77.7%	77.7%

SOURCE: Perkins Desk Review Data

Data Analysis: SPC offers nine technical programs that lead to recognized licensure in a profession. Perkins performance measures have set a minimum 90% pass rate on licensure exams for these programs. For 2011-12, seven programs met the 90% standard. Graduates generally have more than one opportunity to take licensure exams.

The standard is not met for the most recent period.

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

BENCHMARK AND RESULTS

B-5.3 The percent of technical students achieving technical skills proficiency aligned with industry-recognized standards through assessments will not be below the 90% State Performance Target.

PERCENT OF STUDENTS ACHIEVING TECHNICAL SKILLS PROFICIENCY

Data Elements	2007-08	2008-09	2009-10	2010-11
SPC Percentage Rate	86.0%	90.6%	87.1%	86.0%
State Perkins Target	82.6%	82.7%	84.5%	92.5%
State Perkins 90% Target	74.4%	75.2%	76.1%	83.3%

SOURCE: Perkins Data Resources, THECB

Data Analysis: For the most recent reporting period, the College's percentage of students achieving technical skills proficiency aligned with industry-recognized standards exceeds the State's Perkins 90% Target by 2.7 percentage points, however it failed to meet the 100% target by 6.5 points. College technical faculty, working with advisory committees, will continue to identify technical skill sets

that can be assessed through industry-recognized methods and incorporate these skills competencies and assessments into the curriculum.

The standard is met.

Measurement B-6: Success in Developmental Education

BENCHMARK AND RESULTS

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

PERCENTAGE OF UNDERPREPARED FTIC STUDENTS COMPLETING TSI REQUIREMENTS WITHIN TWO YEARS

Fall 2007 Cohort	Math	Reading	Writing	Total
SPC Percentage Rate	39.6%	58.7%	45.0%	46.9%
Peer Group Percentage Rate	36.6%	55.1%	49.5%	45.6%
State Percentage Rate	38.4%	56.0%	52.5%	47.2%

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

Data Analysis: THECB reports the percentage of underprepared FTIC students who satisfy TSI obligation within two years if they tested above deviation or three years if they tested under deviation by subject areas. For the most recent cohort reported, the percentage of SPC completers is greater than the Large College Peer Group and statewide summary percentages for math and reading. It is within the acceptable range for writing with the peer group, but not with the statewide rate.

The standard is not met.

BENCHMARK AND RESULTS

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

PERCENTAGE OF UNDERPREPARED STUDENTS RETURNING THE FOLLOWING FALL SEMESTER

Fall Student Cohorts	Fall 2004	Fall 2005	Fall 2006	Fall 2007
SPC Retention Rate	59.7%	58.1%	56.2%	52.4%
Peer Group Retention Rate	59.2%	58.0%	59.8%	57.4%
State Retention Rate	57.0%	56.5%	56.4%	51.8%

SOURCE: CC Accountability System (M25), THECB

Data Analysis: South Plains College’s fall-to-fall retention rate for students requiring remediation was 52.4%, the most recent data provided by the THECB. The SPC retention rate, while it dropped 3.8 points, was within the range of normal variation (5 points) with the peer group and exceeded the state rate. The Retention Team and appropriate college personnel will continue to monitor the retention of FTIC students requiring remediation and develop strategies for improving success of developmental students.

The standard is met.

Measurement B-7: Personal Growth and Goal Attainment

BENCHMARK AND RESULTS

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

STUDENT SATISFACTION WITH PERSONAL GROWTH AND GOAL ATTAINMENT

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

SOURCE: ACT Faces of the Future Survey

Data Analysis: A representative sample of students are asked to rate the College's contribution to their personal growth and goal attainment on a scale of major contribution (5) to moderate contribution (3) to no contribution (1). The ACT Faces of the Future Survey was administered to SPC students most recently in Fall 2006. For all survey results reported, the respondents rated the College's contribution as a moderate contribution (3) or higher on the scale. The data results indicate students feel their current college experience is contributing to their personal growth and goal attainment. ACT changed procedures for administering the Faces of the Future Survey in 2008 when the American Association of Community Colleges discontinued this assessment project. The survey, which is still available from ACT, provides relevant marketing and student profile data that is not collected by other means. The Institutional Advancement Office will administer the ACT Survey in Fall 2013.

The standard is met for the years reported.

CSF C: Quality Student and Support Services

Measurement C-1: Access, Participation and Equity

BENCHMARK AND RESULTS

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

SOUTH PLAINS COLLEGE ANNUAL CREDIT ENROLLMENTS

Data Elements	2007-08	2008-09	2009-10	2010-11	2011-12
Annual Credit Enrollments	12,560	12,917	13,943	14,094	13,624
Percent of Annual Variance	0.9%	2.8%	7.9%	1.1%	-3.3%
Lower Control Limit (-5%)	11,875	11,875	11,875	11,875	11,875

SOURCE: Office of Institutional Research and Reports

Data Analysis: Annual enrollment in 2011-12 declined 3.3% to 13,624 students. Since FY 2008, annual enrollment has grown 1,064 students or 8.5 percent. For all years reported, annual enrollment has remained above the 12,000 student benchmark.

The standard is met.

BENCHMARK AND RESULTS

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

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

Data Elements	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Total Service Area H.S. Grads*	4,059	4,211	3,927	4,219	4,024
H.S. Grads Enrolled in Higher Ed.	1,910	2,061	1,996	2,146	1,985
% of Grads Enrolled in Higher Ed.	47.1%	48.9%	50.8%	50.9%	49.3%
H.S. Grads Enrolled at SPC	900	929	911	1,047	954
% of Grads Enrolled at SPC	47.1%	45.1%	45.6%	48.8%	48.1%

SOURCE: High School to College Linkages, THECB

Data Analysis: As part of the statewide “Closing the Gaps in Higher Education” initiative, the THECB tracks high school graduates enrolling in Texas public/private colleges and universities the fall semester following May graduation. Only districts that graduate more than 25 students are tracked and reported in the High School to College Linkages Report. Of the 51 public school and charter school districts in the College’s service area, 28 districts (54.9%) graduated 25 or more students for 2011. Within this cohort, only 49.3% of graduates enrolled in a Texas public/private college or university in Fall 2011. SPC enrolled 954 graduates from these schools for 48.1% of the college bound service area group. While the percentage of service area high school graduates attending college has improved from 47.1% in 2007 to 50.9% in 2010 and 49.3% in 2011, the region lags behind the state average of 55.9% matriculation to college. SPC has consistently enrolled

45% or more of service area graduates for the years reported. SPC will continue to actively support the P-20 Closing the Gaps Council and its initiatives to nurture a “college going culture” in the South Plains region.

The standard is met.

BENCHMARK AND RESULTS

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

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

Data Elements	Fall 2009	Fall 2010	Fall 2011
Total Service Area Residents Enrolled in Higher Education	16,005	16,028	17,090
Total Service Area Residents Enrolled at SPC	7,900	8,138	8,370
% of Service Area Residents Enrolling at SPC	49.4%	50.8%	49.0%

SOURCE: PREP Online Query, THECB

Data Analysis: This market share analysis attempts to determine the percentage of service area residents who participate in higher education by enrolling at SPC. The College’s “share” is computed as a percentage of the total number of service area residents who enroll in public higher education as reported by the Texas Higher Education Coordinating Board. In this analysis, the 40% benchmark has been exceeded in all years reported, averaging 49.7% for the past three years. The overall number of service area residents enrolled in higher education has increased by 6.8% from Fall 2009 to Fall 2011, reaching a record 17,090.

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 2009	Fall 2010	Fall 2011
Total Service Area Residents Enrolled in Community Colleges	8,561	8,826	9,083
Total Service Area Residents Enrolled at SPC	7,900	8,138	8,370
% of Service Area Residents Enrolling at SPC	92.3%	92.2%	92.2%

SOURCE: PREP Online Query, THECB

Data Analysis: This market share analysis attempts to determine the percentage of service area residents who choose to attend a public community college and who subsequently enroll at SPC. The College’s “share” is computed as a percentage of the total number of service area residents who enroll at Texas community colleges. In this analysis, greater than 92% of service area residents who enroll at a community college choose to enroll at SPC. Enrollment of service area residents at SPC increased 5.9% from Fall 2009 to Fall 2011. The number of service area residents attending community colleges in general increased 6.1%.

The standard is met.

BENCHMARK AND RESULTS

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

PERCENTAGE OF STUDENT ENROLLMENT BY ETHNICITY

Annual Credit Enrollment	2007-08	2008-09	2009-10	2010-11
Percent of Anglo Population*	54.0%*	53.1%*	51.5%*	50.7%*
Percent of Anglo Enrollment	63.8%	63.0%	60.4%	57.7%
Gap in Participation	+9.9	+9.9	+8.9	+7.0
Percent of African-American Population*	6.6%*	6.7%*	7.1%*	7.2%*
Percent of African-American Enrollment	5.6%	5.7%	6.1%	5.6%
Gap in Enrollment	-1.0	-1.0	-1.0	-1.6
Percent of Hispanic Population*	37.3%*	38.1%*	39.1%*	39.8%*
Percent of Hispanic Enrollment	28.6%	29.4%	31.5%	33.7%
Gap in Participation	-8.7	-8.7	-7.6%	-6.2
Percent of Other Ethnic Populations*	2.1%*	2.1%*	2.3%*	2.3%*
Percent of Other Enrollment	1.9%	1.9%	1.9%	3.1%
Gap in Enrollment	-0.2	-0.2	-0.4	+0.8

SOURCE: CC Accountability System (M4), THECB

*Texas Higher Education Coordinating Board Data

Data Analysis: The SPC student body reflects the ethnicity of the adult population of the College service area. Since 2007-08, annual enrollment of Hispanic students has grown 42.2%; African-American enrollment has increased 22.9%; and other ethnic students have grown 80.0%. By comparison, annual enrollment of white students has declined 3.8%. Progress has been made in narrowing the gap between the ethnicity of the population and the ethnicity of SPC's student body. The participation gap for African-American students increased 0.6 percentage points, while the participation gap for Hispanic students has been narrowed 2.5 percentage points. For African-American students and students of other ethnic origin, the participation gap is within the normal range of variation. The standard is met for both ethnic populations.

The standard is not met for the Hispanic student population.

Action Plan: The College has initiated efforts to attract and retain students from diverse ethnic backgrounds. The College has developed a plan for ensuring equitable access and participation (General Education Provisions Act, Section 427). Through Title V Strengthening Hispanic-Serving Institutions grant funds and TRIO program grant funds (Student Support Services and Upward Bound), the College has developed and implemented a number of programs to increase minority student participation in higher education. One of the challenges that needs to be resolved is the accurate collection of race and ethnicity data from students. The THECB adopted the Federal classifications for race and ethnicity in 2010-11 which has led to some confusion among students when self-reporting. A high percentage of students (19.9% in 2010-11) did not self-report race/ethnicity and were identified at "Other" by the THECB. Methods for collecting demographic information from students will be evaluated by the Office of Institutional Research and Reports and the Office of Admissions and Records. The College will continue to identify this task as a priority initiative and will monitor progress.

BENCHMARK AND RESULTS

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

PERCENTAGE OF ENROLLMENT BY ECONOMICALLY DISADVANTAGED INDIVIDUALS

Data Elements	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Percent of Population	21.1%	21.1%	21.1%	20.1%*	20.1%*
Percent of SPC Enrollment	29.1%	28.9%	28.7%	31.8%	38.0%
Variance	+8.0	+7.8	+7.6	+11.7	+17.9

SOURCE: CC Accountability System (M6), THECB; *2010 U.S. Census Data

Data Analysis: Economically disadvantaged students are defined as those individuals who qualify for any amount of federal Pell Grants. Economically disadvantaged individuals, those whose income generally falls below 150% of poverty level, represent 20.1 percent of the population of the College service area. For the reporting periods, the College enrollment of economically disadvantaged students has exceeded the service area population. For the most recent reporting period, the percentage enrolled exceeds the benchmark by 17.9 percentage points.

The standard is met.

BENCHMARK AND RESULTS

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

PERCENTAGE OF ENROLLMENT BY ACADEMICALLY DISADVANTAGED INDIVIDUALS

Data Elements	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Percent of Population	28.0%	28.0%	28.0%*	28.0%*
Percent SPC Enrollment	25.2%	26.7%	29.7%	26.3%
Variance	-2.8	-1.3	+1.7	-1.7

SOURCE: LBB Performance Measures, THECB; *2010 U.S. Census Data

Data Analysis: Academically disadvantaged students are defined as those individuals who require remediation. Academically disadvantaged individuals represent 28.0 percent of the adult population of the College service area (individuals with less than a high school diploma). Beginning in Fall 2007, the THECB began reporting the percentage of academically disadvantaged students on a fall semester basis rather than on an annual credit enrollment basis. For the reporting periods, this population at the College has averaged 27.0% and is within the normal range of variation for this measure.

The standard is met.

BENCHMARK AND RESULTS

C-1.8 The College will make satisfactory progress toward “Closing the Gaps” participation targets.

PROGRESS MADE ON CLOSING THE GAPS PARTICIPATION TARGETS

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Closing Gaps Target - Fall 2015	10,183*	10,183*	11,202	11,202
SPC Fall Headcount Enrollments	9,962	10,153	10,505	9,678
Closing the Gaps Target Completion	97.8%	99.7%	93.8%	86.4%

SOURCE: LBB Performance Measures, THECB *2010 Enrollment Target

Data Analysis: The State’s Closing the Gaps in Higher Education initiative seeks to increase the number of Texans participating in higher education by 630,000 by 2015. Texas colleges and universities have set enrollment targets for 2010 and 2015 in order to reach this goal. SPC conducted an analysis of historical enrollment trends to establish its Fall 2010 target of 10,183 students and a Fall 2015 target of 11,202. In Fall 2010, SPC was within 30 students of its 2010 target. For Fall 2011, enrollment at SPC had achieved 93.8% of its 2015 target. However, a 7.8% drop in enrollment for Fall 2012 lowered to 86.4% the achieved 2015 target. This drop in enrollment was attributed to improvement in the service area job market and economy, driven by an increase in high-paying energy industry jobs.

The standard is met.

Action Plan: Historically, the College’s enrollment has fluctuated with economic trends in its service area. A number of factors potentially contributed to the decline in enrollment for Fall 2012. These included a smaller high school graduating class in the region, approved increase in fees, higher commuter costs, and changes in dual credit enrollments. In order to meet its Closing the Gaps target, the College will develop a comprehensive marketing and enrollment management plan. This effort will be spearheaded by the Associate Dean of College Relations, working with the Marketing and Recruitment Committee.

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

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

TECHNICAL GRADUATE SATISFACTION WITH STUDENT SUPPORT SERVICES

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

SOURCE: SPC Technical Graduate Follow-Up Survey

Data Analysis: A follow-up survey for graduates of technical and health occupations programs was developed and piloted in 2006-07. Three questions were developed to gauge technical program graduates’ satisfaction with student support services, advisement and placement. While satisfaction with placement services fell below the 3.5 benchmark for the 2006-07 cohort, satisfaction improved

for the 2007-08 cohort. For the most recent graduate cohort, satisfaction exceeded the 3.5 benchmark for student support services and advisement. The Technical Education Dean will work with program faculty and student services personnel to develop strategies for maintaining a high level of satisfaction with student support services. Full implementation of the graduate follow-up system has been delayed due to budgetary constraints. As a result, data for subsequent graduate cohorts was not available. The College has established the Office of Institutional Effectiveness and Assessment which will be assigned the task of implementing the follow-up system. The Director of Institutional Effectiveness and Assessment will consult with the Institutional Effectiveness Committee and the Instructional Council to develop guidelines and procedures for implementing the graduate follow-up system during the 2013-14 academic year. Survey statements will be developed to survey satisfaction with student support services for this cohort.

The standard is met for the most recent cohort of graduates

BENCHMARK AND RESULTS

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

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

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

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

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

The standard is met.

BENCHMARK AND RESULTS

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

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

Student Service Areas	2007-08	2008-09	2009-10	2011-12
Dean of Students Office	94%	97%	95%	93%
Counseling Center	91%	90%	91%	95%
Instructional Support Services	92%	93%	95%	86%
Student Health Services	91%	93%	93%	91%
Student Activities	87%	90%	94%	96%
Campus Police / Parking	76%	86%	86%	91%
Food Service	81%	89%	90%	88%
Admissions and Records	88%	94%	91%	95%
Financial Aid	81%	83%	87%	84%
Library	96%	96%	97%	99%
Business Office	92%	93%	96%	97%
Veterans Services	87%	97%	93%	95%
Advising	88%	92%	92%	95%
Degree Audit	83%	78%	88%	NA
CampusConnect	92%	97%	94%	96%
MySPC	NA	NA	NA	97%

SOURCE: Office of Student Affairs, SPC

Data Analysis: Students participating in the online student services assessment are asked to rate their level of agreement with customer service statements for each student service office. Respondents indicate their level of agreement with survey statements on a scale of 1 (strongly disagree) to 5 (strongly agree). The benchmark has been set at 70% agreement (agree or strongly agree) with the statements for each area. The survey was not administered for 2010-11 due to reorganization of the Student Affairs Division and the scheduled administration of the Noel-Levitz Student Satisfaction Inventory (Fall 2011). Student satisfaction data was collected in the spring of 2012 and is presented in the data table. The percentage of student agreement with service satisfaction statements exceeds the 70% benchmark for all service areas. Survey statements for Degree Audit were not included in the latest survey administration.

The standard is met for the years reported.

Measurement C-3: Retention and Persistence

BENCHMARK AND RESULTS

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

RETENTION/PERSISTENCE OF UNDERGRADUATE STUDENTS AFTER ONE YEAR

Entering Student Cohorts	Fall 2007	Fall 2008	Fall 2009	Fall 2010
SPC Total Retained or Persisting	58.2%	61.6%	59.7%	58.8%
Peer Group Total Retained or Persisting	64.8%	66.0%	64.4%	61.7%
State Total Retained or Persisting	65.1%	67.1%	65.7%	64.0%

SOURCE: CC Accountability System, THECB (M15)

Data Analysis: Cohorts of first-time, full-time students are tracked from fall to fall and reported as being retained at the same institution or persisting to another institution of higher education. Those who receive a certificate or degree within the first year are excluded from the cohort. The data presents the percentage of students who “stop out” of higher education after the first year. The retention/persistence rate of South Plains College students is within the normal range of variance in relation to the Large College Peer Group, but is outside the normal range for the state average for all two-year institutions for the most recent and prior year cohorts tracked. For the most recent reporting period, the SPC retention/persistence total is 2.9 percentage points below the Large College Peer Group rate and 5.2 percentage points below the state rate.

The standard is not met.

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

BENCHMARK AND RESULTS

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

RETENTION/PERSISTENCE OF UNDERGRADUATE STUDENTS AFTER TWO YEARS

Entering Student Cohorts	Fall 2006	Fall 2007	Fall 2008	Fall 2009
SPC Total Retained or Persisting	43.8%	47.9%	48.9%	46.7%
Peer Group Total Retained or Persisting	52.9%	54.4%	54.3%	52.8%
State Total Retained or Persisting	51.4%	53.6%	54.3%	51.6%

SOURCE: CC Accountability System, THECB (M16)

Data Analysis: Cohorts of first-time, full-time students are tracked for two years and reported as being retained at the same institution or persisting to another institution of higher education. Those who receive a certificate or degree within the two years are excluded from the cohort. The data presents the percentage of students who “stop out” of higher education within two years of participation. After improving to 48.9% for Fall 2008, the retention/persistence rate of South Plains College students declined for the 2009 cohort. The SPC rate remains outside the normal range of

variance in relation to the peer group and state average for all two-year institutions for the most recent cohort tracked. For the most recent reporting period, the SPC retention/persistence total is 6.1 percentage points below the peer group rate and 4.9 percentage points below the state rate.

The standard is not met.

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

BENCHMARK AND RESULTS

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

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

Entering Student Cohorts	Fall 2007	Fall 2008	Fall 2009	Fall 2010
SPC Total Retained	49.6%	53.3%	51.5%	50.1%
Peer Group Total Retained	53.2%	54.9%	53.6%	52.4%
State Total Retained	54.2%	57.0%	56.0%	54.6%

SOURCE: CC Accountability System, THECB

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

The standard is met.

BENCHMARK AND RESULTS

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

FALL TO SPRING RETENTION OF FTIC STUDENTS

Data Elements	2008-09	2009-10	2010-11	2011-12
SPC First-Time Students	74.2%	77.6%	76.5%	72.3%
Lower Control Limit	68.0%	68.0%	68.0%	68.0%

SOURCE: Office of Institutional Research and Reports

Data Analysis: The percentage of first-time-in-college students retained from the fall semester to the spring semester is a measure of retention. The retention rate for all students at SPC has averaged 72.6% for the past 10 years and the lower control limit (one standard deviation below the mean) has been calculated at 68.0%. For 2011-12, the rate was 72.3%. This rate, while above the lower control limit, reflects the 844 student drop in enrollment from Fall 2011 to Spring 2012. Student retention continues to be a priority initiative for the College. The Retention Team will continue to monitor retention of FTIC students and promote intrusive advisement and early alert strategies that have been developed through the Title V grant project.

The standard is met.

CSF D: Economic Development and Community Engagement

Measurement D-1: Education in Support of Economic Development

BENCHMARK AND RESULTS

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

SATISFACTION WITH COMMUNITY SERVICE SHORT COURSE TRAINING DIVISION OF CONTINUING EDUCATION

Data Element	2009-10	2010-11	2011-12
Student Satisfaction Rating	4.65	4.73	4.70

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

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

The standard is met.

BENCHMARK AND RESULTS

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

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

Data Element	2009-10	2010-11	2011-12
Student Satisfaction Rating	4.74	4.70	4.76

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

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

The standard is met.

BENCHMARK AND RESULTS

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

CONTRACT CLASSES FOR CUSTOMIZED TRAINING

Data Elements	2009-10	2010-11	2011-12
Number of Contract Classes	393	411	433
Total Student Enrollment	6,211	5,726	5,469
% Enrollment Variance	+16.9%	-7.8	-4.5%

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

Data Analysis: The number of workforce training classes for business and industry increased from FY 2011 to FY 2012 by 5.3%. However, enrollment in these courses decreased by 4.5%. Course offerings are contingent upon employer demand for specialized training as well as regional economic conditions which have lagged in the past two years.

The standard is not met for the most recent period.

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

Measurement D-2: Interaction with Community

BENCHMARK AND RESULTS

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

COLLEGE FUNCTION RANKED BY IMPORTANCE FROM EXTERNAL CONSTITUENT SURVEY

Critical Core Process	2007-08	2011-12
Preparation for university transfer	4.89	4.76
Preparation for employment (technical education)	4.82	4.75
Programs to improve or upgrade job skills	4.58	4.42
Workforce development that supports economic development	4.55	4.47
Developmental programs for college preparation	4.32	4.21
Programs and services for student success	4.53	4.54
Comprehensive curriculum linking general and technical education	4.62	4.49
Incorporate technology in the curriculum	4.68	4.64
Provide programs which meet professional development needs	4.30	4.19
Provide general education linked to learning outcomes	4.57	4.24
Deliver instructional programs off-campus via distance education	4.41	4.36
Accessible educational programs	4.57	4.43
Build partnerships to meet community needs	4.45	4.32
Seek financial support from private sources	4.45	4.27

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The External Constituent Survey was developed and administered for the first time in 1999-2000. Respondents to the survey are asked to indicate how important it is for the College to perform the critical core processes related to mission, role and scope. The survey statements are aligned with the College's institutional outcomes contained in the Mission Statement. In preparation for updating the College's Institutional Plan for 2013-17, the survey was administered in the spring of 2011. As in previous surveys, respondents rated all critical core processes as being important for the College to perform (M>4.0). The data suggests that external constituents see South Plains College as fulfilling an important role in providing higher education opportunities for the residents of the College's service area. The Institutional Effectiveness Committee will establish an ad hoc committee to evaluate the Mission Statement against survey data from constituents, faculty, staff and students.

The standard is met.

BENCHMARK AND RESULTS

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

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

Critical Core Process	2007-08	2011-12
Preparation for university transfer	4.52	4.36
Preparation for employment (technical education)	4.47	4.45
Programs to improve or upgrade job skills	4.18	3.97
Workforce development that supports economic development	4.14	3.95
Developmental programs for college preparation	4.25	4.20
Programs and services for student success	4.09	3.96
Comprehensive curriculum linking general and technical education	4.20	4.03
Incorporate technology in the curriculum	4.24	4.14
Provide programs which meet professional development needs	3.99	3.68
Provide general education linked to learning outcomes	4.03	3.88
Deliver instructional programs off-campus via distance education	4.08	3.95
Accessible educational programs	4.18	4.17
Build partnerships to meet community needs	4.08	3.96
Seek financial support from private sources	3.87	3.75

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The External Constituent Survey was developed and administered for the first time in 1999-2000. Respondents to the survey are asked to rate how well the College performs the critical core processes related to mission, role and scope. In preparation for updating the College's Institutional Plan for 2013-17, the survey was administered in the spring of 2011. As in previous surveys, respondents rated the College's performance of all critical core processes above the 3.50 mean benchmark ($M > 3.75$). The data suggests that external constituents believe SPC is doing a good job and they see visible evidence that the College is working to address community needs and improve its programs. The Institutional Effectiveness Committee will establish an ad hoc committee to evaluate the Mission Statement against survey data from constituents, faculty, staff and students.

The standard is met.

BENCHMARK AND RESULTS

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

COMPARISON OF POPULATION SERVED

Year	Standard	Service Area Civilian Workforce*	Annual Enrollment	Percent of Population
2008-09	7%	209,795	18,231	8.7%
2009-10	7%	210,614	20,154	9.6%
2010-11	7%	208,291	19,820	9.5%
2011-12	7%	211,187	19,093	9.0%

SOURCE: Office of Institutional Advancement

*Texas Workforce Commission Employment Data

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

The standard is met in all years examined.

BENCHMARK AND RESULTS

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

INTERACTION WITH TECHNICAL PROGRAM ADVISORY COMMITTEES

Data Elements	2008-09	2009-10	2010-11	2011-12
Number of Active Technical Programs	31	30	30	31
Number of Programs in Compliance	31	30	30	31
Percent of Programs in Compliance	100%	100%	100%	100%

SOURCE: Dean of Technical Education Office, SPC

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

The standard is met in all years examined.

Measurement D-3: Partnerships and Alliances

BENCHMARK AND RESULTS

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

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

Articulated dual credit partnerships are being maintained with 61 area high schools, four private schools and two charter schools.

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

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

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

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

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

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

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

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

SPC, in cooperation with Texas Tech University, implemented the Tech Transfer Acceleration Program (TTAP) in which SPC provides courses and instruction to students on the TTU campus. This program is a hybrid of the Gateway program and the TTU Provisional Admittance program. 157 students participated in TTAP in 2011-12.

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

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

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

CSF E: Effective Leadership and Management

Measurement E-1: Cooperative Planning and Goal Attainment

BENCHMARK AND RESULTS

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

EMPLOYEE SATISFACTION WITH PLANNING PROCESS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Elements	2006	2008	2010	2012
Informed about Planning Effort	3.8	3.9	3.9	3.9
Opportunity for Input into Planning	3.5	3.5	3.5	3.7
Involvement in Planning Effort	3.4	3.3	3.4	3.5
Knowledge of Planning Documents	3.7	3.6	3.8	3.6
Composite Rating for Planning Process	3.6	3.6	3.6	3.7

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The composite rating for the planning process meets or exceeds the benchmark standard for all four reported periods. Respondents to the Employee Survey expressed above average satisfaction with planning efforts in all categories. Executive leadership will continue to educate those involved in strategic and operational planning as to the importance and use of planning data and documents which result from planning efforts. A new online planning and assessment system adopted in 2010-11 has provided for consistent and uniform documentation of planning and assessment activities. The mean scores for three categories and composite rating improved slightly for the most recent reporting period. The Office of Institutional Advancement will oversee the administration of the Employee Survey during the 2014 spring semester.

The standard is met.

Measurement E-2: Management of Resources

BENCHMARK AND RESULTS

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

EMPLOYEE SATISFACTION WITH BUDGETARY PROCESS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Elements	2006	2008	2010	2012
Involvement in Budget Process	3.7	3.6	3.6	3.5
Satisfaction with Budget Process	3.5	3.6	3.6	3.6
Budget Reflects Institutional Objectives	3.6	3.7	3.8	3.7
Sufficient Resources to Do Job	4.1	4.1	4.1	4.1
Composite Rating for Budgetary Process	3.7	3.8	3.8	3.7

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: Employee satisfaction with the budgetary process remains above average. Executive leadership will continue to provide more information about the budgetary process and to encourage employee input into planning and budgeting. The Office of Institutional Advancement will oversee the administration of the Employee Survey during the 2014 spring semester.

The standard is met.

BENCHMARK AND RESULTS

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

EMPLOYEE SATISFACTION WITH ADMINISTRATIVE SUPPORT SERVICES FROM SUPPORT SERVICES SURVEY

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

SOURCE: Office of Institutional Advancement, SPC

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

The standard is met.

BENCHMARK AND RESULTS

E-2.3 The annual audit of financial statements and accounting procedures by independent, state and federal auditors will produce no qualified opinions or material internal control weaknesses.

RESULTS OF ANNUAL AUDIT OPINIONS

Data Elements	FY 2009-10	FY 2010-11	FY 2011-12
Independent Audit Exceptions/Mgt. Letters	None	None	None
State Audit Exceptions/Mgt. Letters	None	None	None
Federal Audit Exceptions/Mgt. Letters	None	None	None

SOURCE: Annual Audit Reports

Data Analysis: Financial audits for the years examined produced no qualified opinions or identified material internal control weaknesses.

The standard is met.

BENCHMARK AND RESULTS

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

DISTRIBUTION OF COLLEGE RESOURCES BY MAJOR COLLEGE FUNCTION

College Function	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Instruction	51.7%	53.1%	53.4%	53.8%	53.8%
Academic Support	4.7%	5.1%	4.8%	5.1%	5.2%
Student Services	14.2%	13.8%	13.5%	12.8%	12.9%
Institutional Support	9.5%	9.3%	9.4%	9.7%	9.8%
Operation and Plant Maintenance	12.0%	11.4%	11.4%	11.2%	11.2%
Auxiliary Enterprises	5.1%	5.0%	5.0%	5.0%	5.0%
Public Service	2.3%	2.1%	2.3%	2.3%	2.3%
Debt Service	0.5%	0.4%	0.2%	0.1%	0.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

SOURCE: Annual Audit Reports, SPC

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

The standard is met.

BENCHMARK AND RESULTS

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

PERCENTAGE OF ADMINISTRATIVE COSTS

Data Elements	FY 2009	FY 2010	FY 2011	FY 2012
SPC Administrative Cost Percentage	8.1%	7.6%	8.4%	8.8%
Peer Group Administrative Costs	12.5%	NA	13.5%	14.5%
State CC Administrative Costs	NA	NA	NA	NA

SOURCE: CC Accountability System, THECB

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

The standard is met for the years reported.

BENCHMARK AND RESULTS

E-2.6 The College's Composite Financial Index as computed by the Texas Higher Education Coordinating Board will not fall below the ratio threshold for potential financial stress.

COMPOSITE FINANCIAL INDEX RATIOS

Core Financial Indicator	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012*
Primary Reserve Ratio Measures financial strength and flexibility; compares expendable net assets to total expenses. Threshold for potential financial stress: <.13	0.16	0.15	0.18	0.20	0.20
Viability Ratio Measures financial health and ability to cover long-term debt with existing resources. Threshold for potential financial stress: <.41	1.65	3.99	6.23	3.75	1.81
Return on Net Assets Ratio Measures total economic return. Is institution better off than a year ago? Threshold for potential financial stress: < 0%	9.9%	13.4%	10.3%	8.52%	2.99%
Operating Margin Ratio Indicates an operating surplus or deficit. Are operating expenses balanced with available revenue? Threshold for potential financial stress: < 0%	6.3%	8.8%	6.9%	6.2%	2.6%
Composite Financial Index Measures overall financial health of an institution by combining the four Core Financial Ratios. Threshold for potential financial stress: < 2.0	3.69	6.32	7.72	5.42	2.72

SOURCE: Texas Higher Education Coordinating Board, *Financial Condition Analysis of Texas Public Community College District, 2012*
*Ratios computed by Controller's Office using THECB formulas.

Data Analysis: The Texas Higher Education Coordinating Board is required by the Texas Legislature to prepare an annual analysis of the financial condition of Texas community colleges. The THECB calculates four core financial ratios that are combined into a Composite Financial Index (CFI). The College monitors these four financial ratios which include the following: Primary Reserve Ratio,

Viability Ratio, Return on Net Assets Ratio, and Net Operating Revenues Ratio. Thresholds have been established for the four CFI ratios to indicate potential financial stress on the institution. These thresholds are indicated in the above data table. For the years reported, the College exceeded the minimum thresholds for all four financial ratios and the overall CFI target. These financial ratios are indicators of the financial well-being of the College and provide evidence that the College has benefitted from sustained financial stability.

The standard is met.

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 FROM ANNUAL AUDIT REPORTS

Income Sources	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Student Sources	35.8%	34.5%	37.6%	39.3%	43.7%
State Sources	38.5%	35.9%	35.6%	34.4%	30.5%
Local Sources	13.7%	16.9%	16.5%	18.3%	18.9%
Govt. Grants and Contracts	7.0%	7.8%	6.1%	3.8%	3.0%
Private Gifts and Grants	0.5%	0.7%	0.3%	0.3%	0.2%
Auxiliary Sources	3.4%	3.3%	3.3%	3.3%	3.3%
Other Sources	1.1%	0.9%	0.6%	0.6%	0.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

SOURCE: Annual Audit Reports, SPC

Data Analysis: The income from various sources demonstrates stability, even though the burden of funding college operations has shifted to student tuition and fees since FY 2003. During FY 2012, student tuition and fees funded 43.7% of the College's operations. State appropriations have continued to fund a smaller percentage of the overall operations of South Plains College, dropping from 38.5% in FY 2008 to 30.5% in FY 2012. Local sources of revenue have increased, reflecting rising mineral values within the College's Tax District. The return of federal tax dollars in the form of grants and student federal financial aid (\$32,701,441 in FY 2012) from Washington and the return of state grants and appropriations (\$17,172,559) from Austin are major contributors to the local economy. The sum of those two sources (\$49.9 million) turns over 3.5 times (a very conservative number) in the local economy and has an economic impact of approximately \$149 million annually. The \$149 million would represent a return of \$14.04 for each local tax dollar (\$10,657,420) invested in the College enterprise.

The standard is met.

BENCHMARK AND RESULTS

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

ACQUISITION OF FEDERAL, STATE AND LOCAL GRANTS

Funding Category	FY 2009	FY 2010	FY 2011	FY 2012
Federal Grant Funds	\$3,313,754	\$3,371,297	\$2,241,824	\$1,586,082
State Grant Funds	\$517,200	\$631,097	\$549,581	\$228,814
Local Grant Funds	\$1,262,869	\$625,539	\$645,614	\$867,366
Total External Funds	\$5,093,823	\$4,430,453	\$3,424,213	\$2,682,262
Annual Variance	-7.7%	-13.0%	-20.5%	-21.7%

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: South Plains College has made a concerted effort to acquire external funding in the form of federal, state and local grants to support the educational program of the College. Total external funds from these sources had remained steady until FY 2009 when Federal Perkins allocations were reduced 43% by the State of Texas. Local grant funds in FY 2009 included special grants from private sources for renovation of the Fine Arts Building. Local grant funds declined in FY 2010 when the Fine Arts Building project was completed and the Lubbock Economic Development Alliance discontinued funding a special project of the Workforce Development Office. For FY 2011, federal grant funds have declined as a result of completion of a Title V Cooperative Arrangement Grant project and completion of a Department of Labor CBJT grant project in FY 2010. Federal grant funds have continued to decline due to the defunding of the Federal Tech Prep Program. Additionally, the state did not fund the JET grants or other programs for FY 2012. Overall, external funding has declined 47.3% in the past four years due to these factors.

The standard is not met.

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

BENCHMARK AND RESULTS

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

ANNUAL CONTRIBUTIONS TO THE SPC FOUNDATION IN DOLLARS

Year	Annual Contributions	Percent Change	Total Year-End Assets	Net Change in Assets	Percent Change
2008-09	\$1,045,707	7.9%	\$7,378,447	(\$279,758)	-3.7%
2009-10	\$956,251	-8.5%	\$8,386,387	\$1,004,353	13.6%
2010-11	\$1,363,687	42.6%	\$10,065,705*	\$1,515,144	18.1%
2011-12	\$1,215,920	-10.8%	\$11,220,685	\$1,154,980	11.5%

SOURCE: Office of Institutional Advancement, SPC

*Prior year adjustment made to account for planned gift cash values.

Data Analysis: The annual contributions to the South Plains College Foundation serve as a measure of constituent support for the College. The amounts reported here reflect actual contributions made directly to the Foundation by donors. For the years examined, contributions to the annual fund of the Foundation have exhibited steady growth. Record giving was recorded for 2010-11, due primarily to a large bequest received by the Foundation. Net assets to the Foundation increased 18.01% for FY 2011 and 11.5% for FY 2012 due to economic recovery of Foundation investments as well as increased giving. Since FY 2009, annual contributions to the Foundation have increased an average of 7.8% per year, revenues before expenses have increased 117.1% and net assets have increased 52.0%.

The standard is met.

BENCHMARK AND RESULTS

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

ANNUAL NUMBER OF DONORS TO THE SPC FOUNDATION

Year	Individual Donors	% Change	Total No. of Gifts	% Change
2008-09	673	-6.1%	3,034	7.6%
2009-10	654	-2.8%	2,714	-10.4%
2010-11	611	-6.6%	2,745	1.1%
2011-12	680	11.3%	2,649	-3.5%

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The number of donors to the annual fund measures the base of support for charitable giving to the Foundation. For the most recent fiscal year, the number of donors increased and number of gifts declined. Since FY 2009, the number of donors providing gifts has declined but improved in FY 2012. The economic recession and recovery experienced during FY 2009 to FY 2011 has impacted charitable giving on many levels. For FY 2012 the number of donors increased 11.3%.

The standard is met.

Measurement E-4: Facility Development

BENCHMARK AND RESULTS

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

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

Data Elements	2006	2008	2010	2012
Adequacy of Physical Facilities	3.9	4.0	4.0	4.0
Facilities are Conducive to Learning	4.1	4.2	4.2	4.1
Safe and Secure Environment	4.5	4.3	4.5	4.5
Composite Rating for Physical Facilities	4.2	4.2	4.2	4.2

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The Employee Survey was administered in Spring 2012. The mean scores for each category and composite rating exceed the benchmark for all reported periods.

The standard is met.

BENCHMARK AND RESULTS

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

STUDENT SATISFACTION WITH PHYSICAL FACILITIES REPORT FROM STUDENT SATISFACTION INVENTORY

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

SOURCE: Office of Enrollment Management, SPC

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

The standard is met.

CSF F: Collaborative Organizational Climate

Measurement F-1: Ongoing Professional Development

BENCHMARK AND RESULTS

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

EMPLOYEE SATISFACTION WITH PROFESSIONAL DEVELOPMENT OPPORTUNITIES REPORT FROM EMPLOYEE SURVEY

Data Element	2006	2008	2010	2012
Satisfaction with Opportunities for Professional Development	3.9	4.0	4.2	4.1

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The Employee Survey was administered in Spring 2012. Employee satisfaction with opportunities for professional development exceeded the 3.5 mean benchmark for all employee groups that were surveyed.

The standard is met.

Measurement F-2: Employee Diversity

BENCHMARK AND RESULTS

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

ETHNICITY OF FACULTY AND PROFESSIONAL STAFF

	FALL 2009		FALL 2010		FALL 2011	
	N	%	N	%	N	%
Anglo	350	88.4%	364	88.6%	379	88.1%
African-American	8	2.0%	8	1.9%	9	2.1%
Hispanic	32	8.0%	33	8.0%	36	8.4%
Asian	6	1.5%	6	1.5%	6	1.4%
Total	396	100%	411	100%	430	100%
Percent of Student Population (Annual Enrollment)						
Anglo	64.2%		62.2%		62.4%	
African-American	5.2%		5.3%		4.8%	
Hispanic	28.1%		29.7%		29.3%	
Other Ethnic Origin	2.5%		2.8%		3.5%	

SOURCE: Office of Human Resources, SPC

Data Analysis: The data which reflects the diversity of faculty and professional staff are reported by the Human Resources Office. Employee data for this table is reported as of Oct. 1 of each year. In the professional area, the College has increased the number of Hispanic professionals by four individuals and African-American professionals by one over the past three reporting periods. The number of Asian professionals have remained unchanged over this time. However, significant gaps exist primarily among Hispanic professionals when compared to the diversity of the SPC student body (-20.9 percentage points for Hispanic students). While the gap for African-American professionals is -1.7 percentage points and within the range of variation, the College recognizes that this gap needs to improve toward parity over time, as well.

The standard is not met for the Hispanic employee group.

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

BENCHMARK AND RESULTS

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

ETHNICITY OF CLASSIFIED SUPPORT STAFF

	FALL 2009		Fall 2010			
	N	%	N	%	N	%
Anglo	100	56.5%	99	53.8%	84	47.5%
African-American	3	1.7%	3	1.6%	2	1.1%
Hispanic	74	41.8%	82	44.6%	91	51.4%
Other Ethnic Origin	0	0%	0	0%	0	0%
Total	177	100%	184	100%	177	100%
Percent of Student Population (Annual Enrollment)						
Anglo	64.2%		62.6%		62.4%	
African-American	5.2%		5.3%		4.8%	
Hispanic	28.1%		29.7%		29.3%	
Other Ethnic Origin	2.5%		2.8%		3.5%	

SOURCE: Office of Human Resources, SPC

Data Analysis: The data which reflects the diversity of classified support staff is reported by the Human Resources Office. Employee data for this table is reported as of Oct. 1 of each year. For this group, the percentage of Hispanic employees currently exceeds the percentage of Hispanic students who enroll at SPC by +22.1 percentage points. The percentage of African-American employees was 1.1% for Fall 2010, -3.7 percentage points less than the SPC student body. While this gap is within the range of variation, the College recognizes that this gap needs to improve toward parity over time. The Human Resources Office will continue to actively seek to increase the diversity of its pool of qualified applicants for classified positions at the College.

The standard is met.

Measurement F-3: Employee Satisfaction

BENCHMARK AND RESULTS

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

EMPLOYEE SURVEY RESULTS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Survey Subscales	2006	2008	2010	2012
Student Focus	4.4	4.4	4.4	4.3
Learning Focus	4.3	4.3	4.3	4.3
Access and Diversity	4.2	4.3	4.3	4.3
Employee Focus	4.0	3.9	4.1	4.0
Employee Empowerment	4.0	4.0	4.1	4.1
Supervisory Management	4.2	4.1	4.2	4.1
Cooperation and Teamwork	3.9	3.9	4.0	3.9
Rewards and Recognition	3.6	3.6	3.7	3.6
Quality Work Environment	4.0	4.0	4.1	4.0
Organizational Communications	3.7	3.6	3.7	3.7
Internal Customer Focus	4.1	4.1	4.2	4.1
Physical Environment	4.2	4.1	4.2	4.2
Community Focus	4.0	4.0	4.1	4.0
Leadership Focus	3.8	3.8	3.9	3.8
Planning and Effectiveness	3.6	3.7	3.6	3.7
Leadership	3.9	4.0	4.0	4.0
Budgeting and Resources	3.7	3.8	3.8	3.7

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The biennial Employee Survey measures employee satisfaction and the organizational climate of the College. Survey statements are correlated with the College's seven areas of commitment which form the organizational values of the institution. For the data presented here, employees continue to rate student focus, learning focus and access and diversity as important strengths for the College. These subscales and those for employee focus, quality work environment, and community focus scored a 4.0 composite mean. All subscale categories meet or exceed the 3.5 benchmark for most recent survey results. The Employee Survey will be administered in Spring 2014.

The standard is met.