
Institutional Effectiveness

**Performance
Report**

2015-2016



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

JULY 2017

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 five-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 outcomes. These goals, objectives and outcomes 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 *2015-2016 Performance Report* presents the most recent available assessment results recorded for Year 1 of the *2015-2020 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 25 key performance indicators. 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 (2014-15) 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 50 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 are 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, Dumas and Hereford, 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
Navarro College, Corsicana, Texas
North Central Texas College, Gainesville, Texas
South Plains College, Levelland, Lubbock and Plainview, 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	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				

Index of Effectiveness Indicators

CSF A: Dynamic Educational Programs and Quality Instruction	
A-1: Curriculum Review and Planning	8
A-2: Accreditation	8
A-3: Articulation Agreements.....	9
A-4: Student Satisfaction with Instruction.....	10
A-5: Faculty Qualifications and Instruction	11
CSF B: Educational Program Outcomes	
B-1: Course Completion	13
B-2: Graduation and Persistence Rates	14
B-3: Academic Transfer and Performance.....	18
B-4: Technical Program Placement Rates	21
B-5: Licensure Passage and Skills Attainment	23
B-6: Success in Developmental Education.....	24
B-7: Personal Growth and Goal Attainment.....	25
CSF C: Quality Student and Support Services	
C-1: Access, Participation and Equity	26
C-2: Assessment of Programs and Services.....	31
C-3: Retention and Persistence	33
CSF D: Economic Development and Community Engagement	
D-1: Education in Support of Economic Development	35
D-2: Interaction with the Community	36
D-3: Partnerships and Alliances	39
CSF E: Effective Leadership and Management	
E-1: Cooperative Planning and Goal Attainment.....	40
E-2: Management of Resources	40
E-3: Acquisition of Public/Private Resources	44
E-4: Facility Development.....	46
CSF F: Collaborative Organizational Climate	
F-1: Ongoing Professional Development.....	47
F-2: Employee Diversity	48
F-3: Employee Satisfaction.....	50

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

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Curriculum Changes	212	119	153	222	283	256
Control Limit	297	297	297	297	297	297

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 2015-16, curriculum revisions included 143 course revisions to align courses with the Academic Course Guide Manual and the Workforce Education Course Manual that is prescribed by the Texas Higher Education Coordinating Board. Additionally, revisions included 50 course additions and 63 course deletions. For the most recent period, the annual number of changes is below the upper control limit which is calculated as two standard deviations above the mean for a 23-year population trend.

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: All programs requiring accreditation and certification maintained good standing with external review bodies during the 2015-16 academic year. The following programs underwent a review during this period.

- Associate Degree Nursing Program received continuing program approval from the Texas Board of Nursing. Last date of review: April 2016.
- The Vocational Nursing Programs on Levelland Campus, Reese Center and Plainview Center each received continuing program approval by the Texas Board of Nursing. Date of last review: April 2016.
- The Fire Technology Program received continuing program approval from the Texas Commission on Fire Protection for the Fire Academy and online course delivery: Date of last review: February 2016.

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 maintain articulation agreements with all public Independent School Districts, private schools and charter schools in the college's service area.

NUMBER OF ARTICULATION AGREEMENTS WITH SERVICE AREA ISDS

Data Elements	2013-14	2014-15	2015-16
Total Service Area ISDs	49	49	49
CTE Agreements	49	49	49
Dual Credit Agreements	74	74	69
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. A continuing 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 outside its service area. Options to offer home-schooled students dual credit through the College's early admissions policy have also been implemented. The College continues to expand online dual credit course offerings to serve eligible students in rural school districts. The Office of the Dean of Technical Education has initiated an effort to expand Career and Technical Education (CTE) dual credit agreements with service area school districts. For 2015-16, the number of dual credit agreements were reduced to 69 with the deletion of non-active agreements with Borden County ISD, Sands ISD, Hale Center ISD and the Shallowater Early College High School which ceased to operate as a separate entity.

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	2011-12	2012-13	2013-14	2014-15	2015-16
Rating of Face to Face Instruction	4.66	4.58	4.69	4.70	4.71
Rating of ITV Instruction	4.60	4.34	4.38	4.35	4.28
Rate of Online Instruction	4.20	4.44	4.15	4.28	4.17
Rating of Dual Credit Instruction	4.36	4.42	4.61	4.70	4.90

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. Evaluation results are 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 Respondents to the Student Satisfaction Inventory (Noel-Levitz) will rate their satisfaction with Instructional Effectiveness above average (5.0 or greater on a 7.0 scale) in all survey categories.

STUDENT SATISFACTION WITH INSTRUCTIONAL EFFECTIVENESS

Survey Elements	Fall 2011	Fall 2013	Fall 2015
Quality of instruction in classes	6.04	6.17	5.79
Faculty are fair and unbiased	5.88	6.20	5.66
Faculty provide timely feedback on academic progress	5.69	5.90	5.43
Technology and media use in classroom	5.94	6.24	5.71
Faculty are available to students outside of class	6.04	6.46	6.00
Classes deal with practical experiences and applications	5.94	6.21	5.63
Sufficient courses within program of study	5.91	6.13	5.83
Composite Score	5.92	6.19	5.72

SOURCE: Office of Institutional Effectiveness and Assessment

Data Analysis: Student satisfaction with instructional effectiveness is measured by the Noel-Levitz Student Satisfaction Inventory which is administered to a sample of students in odd-numbered fall semesters. Respondents to the survey rate the level of perceived importance of the survey item as well as their level of satisfaction. Comparison of these two means provides a gap analysis that is used to identify strengths and challenges. For the instructional effectiveness sector, one item was identified as a strength for the Fall 2015 survey: Faculty are available to students outside of class. One item was identified as a challenge: Faculty provide timely feedback about my academic progress. All mean ratings exceed the 5.0 benchmark.

The standard is met.

Measurement A-6: Faculty Qualifications and Instruction

BENCHMARK AND RESULTS

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

PERCENTAGE OF FACULTY MEETING SACS QUALIFICATIONS CRITERIA

Data Elements	2014-15	2015-16	2016-17
Total Arts and Sciences Faculty	290	276	277
No. Meeting SACS Criteria	290	276	277
Percent Compliance	100%	100%	100%
Total Health Occupations Faculty	80	80	82
No. Meeting SACS Criteria	80	80	82
Percent Compliance	100%	100%	100%
Total Technical Education Faculty	93	94	93
No. Meeting SACS Criteria	88	89	89
Percent Compliance	94.6%	94.7%	95.7%

SOURCE: Office of Academic Affairs

Data Analysis: South Plains College seeks to employ full-time and part-time faculty members who meet the educational and professional credentials expected by the College in compliance with SACSCOC requirements. Faculty who do not meet the criteria are required to demonstrate progress toward meeting the requirements as a condition of employment. Faculty credentials are reviewed by Instructional Deans and the Vice President for Academic Affairs on an annual basis. For the years reported, 100% of faculty members in the Arts and Sciences Division and the Health Occupations Division met the credential requirements or had sufficient justifications on file to meet the SACSCOC criteria. The four technical faculty members who did not meet credential requirements are seeking additional education to meet the standards. Instructional Division Deans will continue to monitor the educational credentials of faculty members and progress made on faculty educational plans to meet the SACSCOC 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

Contact Hours Taught	Fall 2012	Fall 2013	Fall 2014	Fall 2015
SPC Full-Time Faculty	86.1%	89.4%	87.1%	NA
Peer Institutions Full-Time Faculty	70.4%	73.6%	74.5%	NA
State Average Full-Time Faculty	62.5%	62.9%	61.3%	NA

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. Data for Fall 2015 was not reported by the THECB at the time of this report was compiled. 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

Data Elements	Fall 2013	Fall 2013	Fall 2014	Fall 2015
SPC Full-Time Faculty Employed	68.9%	68.9%	69.6%	NA
Peer Group Full-Time Faculty	47.2%	47.2%	47.5%	NA
State Average Full-Time Faculty	37.3%	37.3%	36.3%	NA

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. Data for Fall 2015 was not reported by the THECB at the time of this report was compiled.

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 2012	Fall 2013	Fall 2014	Fall 2015
SPC Student/Faculty Ratio	21:1	20:1	21:1	20:1
Peer Group Student/Faculty Ratio	21:1	21:1	21:1	20:1
State Student/Faculty Ratio	20:1	20:1	20:1	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 equal to the peer college group and state community college averages for Fall 2015.

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 2012	Fall 2013	Fall 2014	Fall 2015
SPC Course Completers	92.3%	91.7%	92.1%	91.6%
Peer Group Course Completers	88.9%	88.1%	88.3%	90.2%
State Average Course Completers	88.8%	88.9%	89.0%	90.6%

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 2015, the College's course completion rate declined slightly by 0.5 percentage points. 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 2013 Fall 2007 Cohort	FY 2014 Fall 2008 Cohort	FY 2015 Fall 2009 Cohort	FY 2016 Fall 2010 Cohort
SPC Graduation/Persistence Rate	42.3%	44.4%	44.0%	40.7%
Peer Group Rate	43.3%	43.8%	42.5%	40.8%
Statewide CC Rate	43.1%	43.6%	42.2%	41.1%

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 declined by 3.7 percentage points for the past two reporting periods. For all Cohorts reported, the graduation/persistence rate for SPC has been within a range of acceptable variance or has exceeded 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 and its Quality Enhancement Plan. Improvements to the advisement system and development of individual educational plans for students are being made 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. Degree Audit is targeted for improvement to support an automatic graduation policy.

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 Rate
FY 2016	3-Year Graduation Rate (Fall 2013)	17.7%	16.0%	18.1%
	4-Year Graduation Rate (Fall 2012)	24.4%	24.1%	24.3%
	6-Year Graduation Rate (Fall 2010)	32.9%	32.4%	32.3%
FY 2015	3-Year Graduation Rate (Fall 2012)	17.8%	14.8%	16.2%
	4-Year Graduation Rate (Fall 2011)	25.1%	21.2%	22.1%
	6-Year Graduation Rate (Fall 2009)	33.7%	33.4%	32.6%
FY 2014	3-Year Graduation Rate (Fall 2011)	18.9%	14.0%	15.0%
	4-Year Graduation Rate (Fall 2010)	23.8%	21.0%	20.7%
	6-Year Graduation Rate (Fall 2008)	35.9%	34.2%	32.9%
FY 2013	3-Year Graduation Rate (Fall 2010)	18.3%	14.0%	14.2%
	4-Year Graduation Rate (Fall 2011)	22.6%	20.7%	20.7%
	6-Year Graduation Rate (Fall 2007)	32.9%	32.8%	32.0%

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 all period reported, SPC's graduation rates at these points exceed the Large College Peer Group and statewide averages for all public community colleges for all three student cohorts.

The standard is met for the reported periods.

Action Plan: Improving graduation rates and student goal attainment are priority objectives in the College's Institutional Plan and its Quality Enhancement Plan. Improvements to the advisement system and development of individual educational plans for students are being made 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. Degree Audit is targeted for improvement to support an automatic graduation policy.

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	2011-12	2012-13	2013-14	2014-15	2015-16
AA, AS, AAT Degrees	420	463	432	437	411
AAS, AAA Degrees	244	244	256	318	338
Technical Certificates	633	639	627	711	740
Total Degrees and Certificates	1,297	1,346	1,315	1,466	1489
SPC Regional Ranking -- Degrees	3rd	3rd	3rd	3rd	3rd
SPC Regional Ranking -- Enrollment	3rd	3rd	3rd	3rd	3rd
Ranking Difference	0	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 1,489 degrees and certificates in 2015-16, a 1.6% 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. The College awarded a record number of certificates in 2015-16 with 740. 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 whereby 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 2012	FY 2013	FY 2014	FY 2015	FY 2016
Percent White Graduates	54.9%	51.8%	48.9%	47.6%	45.1%
Percent White Enrollment (Credit)	53.6%	51.6%	49.5%	48.3%	48.2%
Variance	+1.3	+0.2	-0.7	-0.7	-3.1
Percent African-American Graduates	4.8%	4.2%	4.9%	5.4%	5.4%
Percent African-American Enrollment (Credit)	6.1%	6.8%	7.0%	7.4%	6.7%
Variance	-1.3	-2.6	-2.1	-2.0	-1.3
Percent Hispanic Graduates	36.2%	39.5%	40.6%	43.7%	44.9%
Percent Hispanic Enrollment (Credit)	35.4%	37.9%	39.7%	39.7%	40.3%
Variance	+0.8	+1.6%	+0.9	+4.0%	+4.6
Percent Other Ethnic Graduates	4.1%	4.5%	5.5%	3.3%	4.6%
Percent Other Ethnic Enrollment (Credit)	4.9%	3.8%	3.7%	3.3%	4.9%
Variance	-0.8	+0.7	+1.8	0.0	-0.3

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

Data Analysis: With the exception of white graduates in FY 2016, 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 not met for white graduates.

Action Plan: Improving graduation rates and student goal attainment are priority objectives in the College's Institutional Plan and its Quality Enhancement Plan. Improvements to the advisement system and development of individual educational plans for students are being made to address performance in this area. A significant number of students eligible for graduation transfer from SPC without applying for graduation. This group of students tends to be characterized by a higher proportion of white students. 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. Degree Audit is targeted for improvement to support an automatic graduation policy.

Measurement B-3: Academic Transfer and Performance

BENCHMARK AND RESULTS

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

UNIVERSITY TRANSFER RATE FOR FTIC STUDENTS

Data Elements	FY 2013 Fall 2007 Cohort	FY 2014 Fall 2008 Cohort	FY 2015 Fall 2009 Cohort	FY 2016 Fall 2010 Cohort
SPC Transfer Rate	28.7%	26.4%	24.7%	24.9%
Peer Group Transfer Rate	28.8%	26.5%	23.9%	22.4%
Statewide Transfer Rate	26.0%	25.0%	22.5%	22.5%

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 within a range of acceptable variance with the peer group and the statewide average. For FY2016, the SPC transfer rate exceeds the two comparative groups. 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 2013 Fall 2007 Cohort	FY 2014 Fall 2008 Cohort	FY 2015 Fall 2009 Cohort	FY 2016 Fall 2010 Cohort
Number of SPC Students who Transfer	549	476	463	500
SPC Regional Ranking - Transfers	2nd	2nd	2nd	2nd
SPC Regional Ranking - Enrollment	3rd	3rd	3rd	3rd
Ranking Difference	+1	+1	+1	+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 Cohorts reported in the table above, South Plains College ranks second among the West Texas Region's community colleges in the number of students transferring to university, while ranking third in total enrollment. Only El Paso Community College transfers a higher number of students than SPC for the years reported above.

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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Dev. Education Prior to Transfer	73.6%	75.7%	76.6%	76.7%	76.9%
No Dev. Education Prior to Transfer	80.0%	82.3%	86.6%	81.2%	84.4%
Total SPC Transfers	77.8%	80.0%	82.9%	79.7%	81.8%
Statewide Student Cohorts	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Dev. Education Prior to Transfer	77.3%	76.9%	78.7%	78.5%	79.3%
No Dev. Education Prior to Transfer	81.9%	82.9%	84.2%	83.1%	83.7%
Total Statewide Transfers	79.4%	79.6%	81.3%	80.7%	81.7%

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 transfer students compare favorably to the statewide cohorts within the 5 percentage point 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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Dev. Education Prior to Transfer	77.1%	71.3%	76.0%	72.4%	76.2%
No Dev. Education Prior to Transfer	79.2%	77.6%	75.0%	80.3%	79.7%
Total SPC Transfers	78.5%	75.8%	75.4%	77.6%	78.5%
Statewide Student Cohorts	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Dev. Education Prior to Transfer	73.6%	73.8%	74.3%	72.0%	74.3%
No Dev. Education Prior to Transfer	75.1%	75.2%	74.7%	72.4%	75.7%
Total Statewide Transfers	74.3%	74.5%	74.5%	72.3%	75.1%

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 2012	FY 2013	FY 2014	FY 2015*
Employed Only after Graduation	31.4%	43.7%	37.7%	25.2%
Employed and Enrolled	33.4%	29.3%	29.9%	36.3%
Enrolled Only (in Senior Inst. or Com. Colleges)	27.1%	18.2%	19.9%	25.9%
Graduates Not Found	8.0%	8.9%	12.5%	12.6%
Total SPC Employed/Enrolled	92.0%	91.1%	87.5%	86.7%
Total Peer Group Employed/Enrolled	83.7%	82.2%	84.0%	NA
Total Statewide Employed/Enrolled	88.8%	86.5%	88.8%	88.8%

SOURCE: CC Accountability System (M20), THECB *Data obtained from Automated Student and Adult Learner Follow-up System

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, 86.7% for the most recent cohort. Additionally, the data indicate a declining percentage of academic graduates are choosing to work only after graduating from SPC. The SPC percentage of placed academic graduates either exceeds the Large College Peer Group and the statewide averages or is within the acceptable level of variance.

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 2012	FY 2013	FY 2014	FY 2015*
Employed Only after Graduation	75.7%	78.4%	80.7%	57.2%
Employed and Enrolled	5.7%	0.9%	3.5%	19.2%
Enrolled Only (in Senior Inst. or Com. Colleges)	13.9%	10.2%	10.3%	10.6%
Graduates Not Found	4.7%	10.4%	5.5%	13.0%
Total SPC Employed/Enrolled	95.3%	89.6%	94.5%	87.0%
Total Peer Group Employed/Enrolled	91.5%	89.3%	90.5%	NA
Total Statewide Employed/Enrolled	89.5%	87.3%	89.7%	86.0%

SOURCE: CC Accountability System (M20), THECB *Data obtained from Automated Student and Adult Learner Follow-up System

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 SPC technical graduates find employment or continue their education, exceeding the 85% placement benchmark for technical graduates for all four reported periods. The SPC percentage of technical graduates employed and/or enrolled exceeds both the Large College Peer Group and the statewide averages. Performance results for FY 2015 were calculated from data reported in the Automated Student and Adult Learner Follow-up System which summarizes data differently than what is reported in the Community College Accountability System. FY2014 was the last year this data was reported in the Accountability System. The THECB has revised the Accountability System to align with the goals and initiatives of the new 30x60TX Higher Education Strategic Plan. Graduate employment/enrollment data will no longer be disaggregated by academic and technical completers.

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

Reporting Years	2012-13	2013-14	2014-15	2015-16
Total Active Programs	30	30	30	30
No. Programs 2 Years in Operation	29	30	29	30
No. with 25 Graduates in 5 Years	29	30	29	30
% of Programs in Compliance	100%	100%	96.7%	100%

SOURCE: Perkins Performance Data

Data Analysis: This is a Perkins performance measure that is required in order to receive Perkins funding. For the most recent period, all active technical programs that have been in operation for two years have met the 25 graduates standard.

The standard is met.

BENCHMARK AND RESULTS

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

PERCENT OF TECHNICAL PROGRAMS WITH 85% SUCCESSFUL PLACEMENT OUTCOMES

Reporting Years	2012-13	2013-14	2014-15	2015-16
Total Program Areas Reporting	29	29	29	30
No. Programs 85% Success Rate	27	27	27	27
No. Less than 85% Success Rate	2	2	2	3
% of Programs in Compliance	93.1%	93.1%	93.1%	90.0%

SOURCE: Perkins Desk Review Data

Data Analysis: Of the 30 active programs reporting student placement in 2015-16, 27 technical programs met the 85% benchmark for successful outcomes for 90.0%.

The standard is not met.

Action Plan: The Instructional Deans and Program Faculty have created a plan for improving the placement rate for the three non-compliant programs. Implementation of this plan will take place during the 2016-17 academic year.

BENCHMARK AND RESULTS

B-4.4 The percentage of technical graduates placed into employment, military service or apprenticeship programs shall not be below the 90% State Perkins Performance Target.

TECHNICAL STUDENT PLACEMENT RATE: INSTITUTIONAL PERCENTAGE

Reporting Years	2012-13	2013-14	2014-15	2015-16
SPC Performance Placement Rate	80.9%	79.2%	80.4%	79.8%
State Performance Placement Rate	73.2%	73.7%	75.6%	75.2%
State Perkins Target	79.0%	79.0%	76.0%	76.0%
State Perkins 90% Target	71.1%	71.1%	68.4%	68.5%

SOURCE: Perkins Desk Review Data

Data Analysis: Student placement is a core performance indicator for Perkins funding. Actual institutional placement performance is compared to state targets by program year. For the years reported, the college’s overall technical student placement rate exceeds the state performance rate or is within a normal range of variation with the State Perkins Target rate. The College’s overall technical graduate placement rate exceeds the 90% Perkins target for all years reported.

The standard is met.

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	2012-13	2013-14	2014-15	2015-16
SPC Licensure Passage Rate	92.4%	90.7%	96.1%	93.9%
Peer Group Licensure Passage Rate	89.0%	87.7%	88.4%	87.4%
Statewide Licensure Passage Rate	90.2%	89.2%	89.4%	88.6%

SOURCE: CC Accountability System (M27), THECB

Data Analysis: The percentage of SPC graduates passing state licensure exams exceeds the rate reported for the Large College Peer Group and the statewide community college rate for all four reported periods. Licensure test performance for individual programs is continually evaluated. Faculty in 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

Report Year	2013	2014	2015	2016
Number of Programs Reporting Passage Rates	10	10	10	10
Number of Programs with 90% Pass Rate	8	9	7	7
% of Programs in Compliance	80.0%	90.0%	70.0%	70.0%

SOURCE: Annual Licensure Report, THECB

Data Analysis: SPC offers 10 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 2016, seven programs met the 90% standard. Graduates generally have more than one opportunity to take licensure exams.

The standard is not met for the reported periods.

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 Perkins Performance Target.

PERCENT OF STUDENTS ACHIEVING TECHNICAL SKILLS PROFICIENCY

Reporting Years	2012-13	2013-14	2014-15	2015-16
SPC Skills Proficiency Rate	94.5%	91.5%	96.1%	93.7%
State Performance Rate	92.0%	90.7%	89.9%	90.9%
State Perkins Target	93.0%	93.0%	93.0%	91.0%
State Perkins 90% Target	83.7%	83.7%	83.7%	81.9%

SOURCE: Perkins Data Resources, THECB

Data Analysis: For the most recent reporting period, the College's percentage of students achieving technical skills proficiency aligned with industry-recognized standards exceeds the State's Perkins 90% Target by 11.8 percentage points, the 100% State Perkins Target by 2.7 points and the state average by 2.8 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

Student Cohorts		SPC Rates	Peer Rates	State Rate
Fall 2013 Cohort	Math	31.2%	29.6%	31.6%
	Reading	59.8%	53.4%	55.8%
	Writing	49.5%	47.7%	50.5%
Fall 2012 Cohort	Math	32.9%	27.6%	32.1%
	Reading	52.2%	50.0%	54.8%
	Writing	40.7%	43.8%	47.4%
Fall 2011 Cohort	Math	31.9%	25.6%	29.7%
	Reading	50.0%	47.2%	53.2%
	Writing	35.8%	40.9%	45.5%

SOURCE: 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 or is within acceptable level of variance with statewide summary percentages for math, reading and writing. Developmental English faculty have modified instruction that has resulted in raising the percentage of underprepared students meeting TSI obligations in writing from 35.8% to 49.5%.

The standard is met.

BENCHMARK AND RESULTS

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

PERCENTAGE OF UNDERPREPARED STUDENTS RETURNING THE FOLLOWING FALL SEMESTER

Fall Student Cohorts	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
SPC Retention Rate	48.2%	42.3%	49.2%	48.2%	42.3%
Peer Group Retention Rate	50.6%	47.0%	48.4%	51.2%	47.0%
Statewide Retention Rate	52.2%	48.9%	49.5%	51.4%	48.9%

SOURCE: CC Accountability System (M24), THECB

Data Analysis: South Plains College's fall-to-fall retention rate for students requiring remediation was 42.3%, the most recent data provided by the THECB. The SPC retention rate declined 5.9 percentage points from Fall 2010 to Fall 2011 Cohorts. While the latest performance result is within the normal range of variation (5 points) with the peer group, it is 6.6 points below the statewide rate.

The standard is not met.

Action Plan: Retention of students is a strategic priority in the College's current Institutional Plan. Appropriate college personnel will continue to monitor the retention of FTIC students requiring remediation and develop strategies for improving success of developmental students.

Measurement B-7: Personal Growth and Goal Attainment

BENCHMARK AND RESULTS

B-7.1 Respondents to the Student Satisfaction Inventory will rate the College's contribution to personal growth and goal attainment above average (greater than 5.0 on 7.0 scale).

STUDENT SATISFACTION WITH PERSONAL GROWTH AND GOAL ATTAINMENT

Survey Statement	Fall 2015
Academic advisor helped define my academic goals.	5.22
I perceive my academic confidence has increased.	5.72
I am learning skills needed for my career.	5.84
I am able to identify training/skills that fit my interests/abilities.	5.93
I am developing self-confidence.	5.99
I am learning effective leadership skills	5.78
Composite Score	5.74

SOURCE: Office of Institutional Effectiveness and Assessment

Data Analysis: Survey statements related to student personal growth and goal attainment have been added to the Noel-Levitz Student Satisfaction Inventory (SSI) which is administered in odd-numbered years. Respondents are asked to rate the importance of the survey statement and also rate their level of satisfaction with the survey statement. A gap analysis of the difference in the means for importance and satisfaction allows strengths and challenges to be identified. While the mean scores for each of the survey statements exceed the benchmark of 5.0 for this measure, the gap analysis between importance and satisfaction identified challenges in this area related to academic confidence. However, developing self-confidence and learning skills needed for a career emerged as a strength.

The standard is met.

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 ENROLLMENT

Data Elements	2011-12	2012-13	2013-14	2014-15	2015-16
Annual Credit Enrollments	13,624	13,236	12,968	12,648	12,435
Percent Change	-3.3%	-2.8%	-2.0%	-2.6%	-1.7%
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 2015-16 declined 1.7% to 12,425 students. Since FY 2012, annual enrollment has declined by 1,189 students or 8.7 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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Service H.S. Graduates	4,178	3,871	4,243	4,166	4,493
H.S. Grads Enrolled in Higher Ed.	2,063	1,978	2,051	2,095	2,110
% of Grads Enrolled in Higher Ed.	49.4%	51.1%	48.3%	50.3%	47.0%
H.S. Grads Enrolled at SPC	992	915	937	930	1,037
% of College-Bound Enrolled at SPC	48.1%	46.3%	45.7%	44.4%	49.2%

SOURCE: High School to College Linkages, THECB

Data Analysis: As part of the statewide “Closing the Gaps in Higher Education” initiative, the THECB tracks high school graduates enrolling in Texas public/private colleges and universities the fall semester following May graduation. Only districts that graduate more than 25 students are tracked and reported in the High School to College Linkages Report. Of the 51 public school and charter school districts in the College’s service area, 31 districts (60.8%) graduated 25 or more students for FY 2015. Within this cohort, only 47.0% of graduates enrolled in a Texas public/private college or university in Fall 2015. SPC enrolled 1,037 graduates from these schools for 49.2% of the college bound service area group. While the percentage of service area high school graduates attending college has fluctuated from 51.1% to the recent 47.0%, the region lags behind the state average of 55.9% matriculation to college. SPC has consistently enrolled 44% 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 2011	Fall 2012	Fall 2013	Fall 2014
Total Service Area Residents Enrolled in Higher Ed.	17,090	15,987	15,941	16,684
Total Service Area Residents Enrolled at SPC	8,370	7,668	7,655	7,670
% of Service Area Residents Enrolling at SPC	49.0%	48.0%	48.1%	46.0%

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 47.7% for the past four years. The overall number of service area residents enrolled in higher education has declined by 2.3% from Fall 2011 to Fall 2014.

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 2013	Fall 2014	Fall 2015	Fall 2016
Total Service Area Residents Enrolled in Community Colleges	8,334	8,385	8,062	8,229
Total Service Area Residents Enrolled at SPC	7,655	7,670	7,334	7,501
% of Service Area Residents Enrolling at SPC	91.9%	91.5%	91.0%	91.2%

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 91% of service area residents who enroll at a community college choose to enroll at SPC. However, enrollment of service area residents at SPC has decreased 2.1% from Fall 2013 to Fall 2016, largely due to the decline in dual credit enrollment over the same time period. The number of service area residents attending community colleges in general declined 1.2%.

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	2012-13	2013-14	2014-15	2015-16
Percent of White Population*	51.0%*	50.4%*	49.8%*	49.2%*
Percent of White Enrollment	51.6%	49.6%	48.3%	48.2%
Gap in Participation	+0.6	-0.8	-0.5	-1.0
Percent of African-American Population*	6.3%*	6.3%*	6.3%*	6.3%*
Percent of African-American Enrollment	6.8%	7.0%	7.4%	6.7%
Gap in Enrollment	+0.5	+0.7	+1.1	+0.4
Percent of Hispanic Population*	39.3%*	39.8%*	40.4%*	40.2%*
Percent of Hispanic Enrollment	37.9%	39.7%	41.0%	40.3%
Gap in Participation	-1.4	-0.1	+0.6	+0.1
Percent of Other Ethnic Populations*	3.4%*	3.5%*	3.6%*	3.7%*
Percent of Other Ethnic Enrollment	3.8%	3.7%	3.3%	4.9%
Gap in Participation	+0.3	+0.2	-0.3	+1.2

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 2012-13, annual enrollment of Hispanic students has grown 3.4%; African-American enrollment has remained stable. By comparison, annual enrollment of white students has declined 14.9%. 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 and for Hispanic students reached parity with the 2013-14 academic year.

The standard is met.

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 (14.2% in 2012-13) did not self-report race/ethnic-

ity 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 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 ENROLLMENT OF ECONOMICALLY DISADVANTAGED INDIVIDUALS

Data Elements	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Percent of Population	20.1%*	20.1%*	20.1%*	20.1%*	20.1%*
Percent of SPC Enrollment	39.7%	39.0%	39.7%	39.7%	38.4%
Variance	+19.6	+18.9	+19.6	+19.6	+18.3

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 18.3 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 ENROLLMENT OF ACADEMICALLY DISADVANTAGED INDIVIDUALS

Data Elements	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Percent of Population*	28.0%	28.0%	28.0%	28.0%	28.0%
Percent of SPC Enrollment	25.8%	25.3%	27.6%	26.5%	29.6%
Variance	-2.2	-2.7	-0.4	-1.5	+1.6

SOURCE: LBB Performance Measure, 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). The THECB reports the percentage of academically disadvantaged students on a fall semester basis. For the reporting periods, this population at the College has averaged 26.9% 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**

Data Elements	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Closing the Gaps Target -- Fall 2015	11,202	11,202	11,202	11,202	11,202
SPC Fall Headcount Enrollments	10,505	9,678	9,563	9,661	9,365
Closing the Gaps Target Completion	93.8%	86.4%	85.4%	86.2%	83.6%

SOURCE: LBB Performance Measures, THECB

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 2015 target of 11,202. In Fall 2010, SPC was within 30 students of its 2010 target of 10,183. 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. For the 2015 fall semester, the College achieved only 83.6% of its Closing the Gaps enrollment goal. The THECB has adopted a new Strategic Plan for Higher Education for 2015-2030 that will focus on successful student outcomes rather than participation in higher education.

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 Marketing and Recruitment, working with the Marketing and Recruitment Committee.

Measurement C-2: Assessment of Programs and Services

BENCHMARK AND RESULTS

C-2.1 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 2009	Fall 2011	Fall 2013	Fall 2015
Registration Effectiveness	5.95	5.92	6.25	5.75
Campus Climate	5.94	5.94	6.30	5.78
Student Centeredness	5.80	5.82	6.19	5.68
Instructional Effectiveness	5.83	5.92	6.19	5.72
Academic Advisement Effectiveness	5.64	5.74	5.98	5.57
Campus Services	5.87	5.95	6.29	5.79
Safety and Security	5.44	5.56	5.99	5.31
Admission and Financial Aid Effectiveness	5.59	5.49	6.08	5.38

SOURCE: Noel-Levitz Student Satisfaction Inventory, Office of Institutional Effectiveness and Assessment

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 four survey years reported here. Mean scores from 2013 to 2015 dropped in all survey categories. It is suspected that differences in survey sample sizes may have contributed to the unusually high scores recorded in the Fall 2013 survey. Only 109 students participated in the 2013 survey compared to 551 for the 2015 survey. The Student Services Council reviews and monitors results of the SSI. The Institutional Effectiveness and Assessment Office will administer the Student Satisfaction Inventory during the Fall 2017 semester.

The standard is met.

BENCHMARK AND RESULTS

C-2.2 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	2011-12	2012-13	2013-14	2015-16
Dean of Students Office	93%	95%	87%	95%
Counseling Center	95%	93%	89%	90%
Instructional Support Services	86%	90%	81%	86%
Student Health Services	91%	86%	87%	85%
Student Activities	96%	94%	84%	91%
Campus Police / Parking	91%	100%	90%	94%
Food Service	88%	91%	84%	84%
Admissions and Records	95%	94%	93%	92%
Financial Aid	84%	90%	88%	86%
Library	99%	97%	97%	98%
Business Office	97%	96%	94%	96%
Veterans Services	95%	95%	90%	92%
Advising	95%	92%	88%	88%
CampusConnect	96%	94%	96%	97%
MySPC	97%	94%	98%	98%

SOURCE: Office of Student Affairs, SPC

Data Analysis: Students participating in the online student services assessment are asked to rate their level of satisfaction with customer service statements for each student service office. Respondents indicate their level of agreement with survey statements on a scale of 1 (very satisfied) to 4 (very dissatisfied). The benchmark has been set at 70% agreement (very satisfied or satisfied) with the statements for each area. The survey was not administered for 2014-15 and was revised to include additional survey statements. Student satisfaction data was collected in the spring of 2016 and is presented in the data table. The percentage of student agreement with service satisfaction statements exceeds the 70% benchmark for all service areas.

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 Fall Student Cohorts	Fall 2012	Fall 2013	Fall 2014	Fall 2015
SPC Total Retained or Persisting	59.7%	60.8%	59.4%	59.5%
Peer Group Total Retained or Persisting	64.3%	65.8%	67.0%	66.4%
Statewide Total Retained or Persisting	64.2%	65.5%	66.9%	68.4%

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. While this retention/persistence measure has averaged 59.9% for the four years reported in the above table, it moved outside the normal range of variation (5 points) for the peer average and state average for all two-year institutions for the past two periods. For the most recent reporting period, the SPC retention/persistence total is 6.9 percentage points below the Large College Peer Group rate and 9.0 percentage points below the state rate.

The standard is not met.

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

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 Fall Student Cohorts	Fall 2011	Fall 2012	Fall 2013	Fall 2014
SPC Total Retained or Persisting	46.0%	45.3%	47.8%	47.9%
Peer Group Total Retained or Persisting	48.2%	51.7%	53.5%	55.4%
Statewide Total Retained or Persisting	48.6%	50.5%	53.0%	54.5%

SOURCE: CC Accountability System, THECB (M16)

Data Analysis: Cohorts of first-time, full-time students are tracked for two years and reported as being retained at the same institution or persisting to another institution of higher education. Those who receive a certificate or degree within the two years are excluded from the cohort. The data presents the percentage of students who “stop out” of higher education within two years of participation. The SPC rate remains outside the normal range of variance in relation to the peer group and state average for all two-year institutions for three of the four cohorts tracked. While incremental improvements have been made, the SPC rate continues to lag behind peer and statewide rates. For the most recent reporting period, the SPC retention/persistence total is 7.5 percentage points below the peer group rate and 6.6 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 success plan strategies.

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 Fall Student Cohorts	Fall 2012	Fall 2013	Fall 2014	Fall 2015
SPC Total Retained	49.3%	51.9%	48.1%	49.8%
Peer Group Total Retained	50.3%	51.9%	52.1%	53.0%
Statewide Total Retained	53.9%	55.3%	56.5%	58.5%

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 but is below the statewide retention rates for all community colleges, for the two most recent reporting period.

The standard is not met.

Action Plan: Fall to fall retention of students continues to be a priority opportunity for improvement. 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 success plan strategies.

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

Entering Fall Student Cohort	2012-13	2013-14	2014-15	2015-16
SPC First-Time Students	73.8%	72.0%	73.9%	73.2%
Lower Control Limit	72.0%	72.0%	72.0%	72.0%

SOURCE: Office of Institutional Research

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 72.0%. For 2015-15, the rate was 73.2%, which is above the lower control limit. Student retention continues to be a priority initiative for the College. The Advising and Testing Center will continue to monitor retention of FTIC students and promote intrusive advisement and early alert strategies.

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	2012-13	2013-14	2014-15	2015-16
Student Satisfaction Rating	4.74	4.76	4.88	4.9

SOURCE: Office of Continuing and Distance Education

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	2012-13	2013-14	2014-15	2015-16
Student Satisfaction Rating	4.74	4.76	4.83	4.85

SOURCE: Office of Continuing and Distance Education

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 Element	2012-13	2013-14	2014-15	2015-16
Number of Contract Classes	437	293	129	73
Total Student Enrollment	4,012	3,339	1,925	912
% Enrollment Variance	-26.6%	-16.8%	-42.3%	-52.6%

SOURCE: Office of Continuing and Distance Education

Data Analysis: The number of workforce training classes for business and industry decreased from FY 2013 (437 classes) to FY 2016 (73 classes) by 83.3%. Enrollment in workforce training courses, likewise has declined 77.3% during this time period. 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 position of Associate Dean of Workforce Development has also remained unfilled for the past two years which has contributed to the decline in training courses. Additionally, training space has been limited in the Byron Martin Advanced Technology Center, creating challenges for expanding workforce development programs.

The standard is not met for the most recent period.

Action Plan: The College has sought to expand its workforce development and CTE training presence in the City of Lubbock with the establishment of a new SPC Lubbock Center. CTE and workforce development programs will be moved from the Byron Martin ATC to the new center in August 2017. The hiring of an Executive Director of Workforce Development and the reorganization of the Workforce Development division will create opportunities for expanding programming and continuing education contact hour production.

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: Respondents to the External Constituent Survey are asked to indicate how important it is for the College to perform the critical core processes related to its 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 2015-2020, 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 survey data was used by the Institutional Effectiveness Committee to evaluate the Mission Statement and based on this analysis and other data assisted in revising the Mission Statement for the 2015-2020 Institutional Plan.

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: Respondents to the External Constituent Survey are asked to rate how well the College performs the critical core processes related to its mission, role and scope. In preparation for updating the College's Institutional Plan for 2015-2020, 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 survey data was used by the Insti-

tutional Effectiveness Committee to evaluate the Mission Statement and based on this analysis and other data assisted in revising the Mission Statement for the 2015-2020 Institutional Plan.

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 WORKFORCE POPULATION SERVED

Year	Standard	Service Area Civilian Workforce*	Annual Enrollment	Percent of Population
2012-13	7%	210,095	15,639	7.4%
2013-14	7%	209,251	15,121	7.2%
2014-15	7%	205,390	15,205	7.4%
2015-16	7%	208,542	14,753	7.1%

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	2012-13	2013-14	2014-15	2015-16
Number of Active Technical Programs	30	30	30	30
Number of Programs in Compliance	30	30	30	30
Percent of Programs in Compliance	100%	100%	100%	100%

SOURCE: Vice President for Academic Affairs 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 63 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.

SPC partnered with the Region 17 Education Service Center to deliver dual credit instructions over its distance education network. SPC delivered 67 dual credit courses via the ITV network to 197 students at 17 high school remote sites.

The College works closely with the Lubbock Economic Development Alliance to plan workforce training and assessment to assist small business employers with training needs. Through this effort, a new customer service representative certificate program was developed and approved for delivery.

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. College representatives participated in GenTX College Signing Day in May 2016 among other projects.

SPC, in cooperation with Texas Tech University, implemented the Tech Transfer Acceleration Program program (TTAP) in which SPC provides courses and instruction to students on the TTU campus. This program is a hybrid of the Gateway program and the TTU Provisional Admittance program. 209 students participated in TTAP in 2015-16.

SPC secured \$9.9 million in financial support from the Helen Jones Foundation, The CH Foundation, and the Lubbock Economic Development Alliance for the purpose of transforming a 73,000 square foot facility located at 3907 Ave. Q into a new South Plains College Lubbock Center. The new facility will allow SPC to expand its educational program within the City of Lubbock in support of workforce development.

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	2010	2012	2014	2016
Informed about Planning Effort	3.9	3.9	4.0	3.9
Opportunity for Input into Planning	3.5	3.7	3.6	3.4
Involved in Planning Effort	3.4	3.5	3.5	3.7
Knowledge of Planning Documents	3.8	3.6	3.8	3.7
Composite Rating for Planning Process	3.6	3.7	3.7	3.6

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The composite rating for the planning process meets or exceeds the benchmark standard for all 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. TaskStream, the College's assessment management system, has provided for consistent and uniform documentation of planning and assessment activities. The Office of Institutional Advancement will oversee the administration of the Employee Survey during the 2018 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	2010	2012	2014	2016
Involvement in Budget Process	3.6	3.5	3.5	3.5
Satisfaction with Budget Process	3.6	3.6	3.6	3.6
Budget Reflects Institutional Objectives	3.8	3.7	3.7	3.6
Sufficient Resources to Do Job	4.1	4.1	4.1	4.0
Composite Rating for Budgetary Process	3.8	3.7	3.7	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 2018 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

Administrative Processes	2009	2012	2015
Purchasing Office and Operations (DPS)	3.79	3.90	3.87
Campus Copy Center and Copy Services	4.46	4.43	4.27
Telephone Communication System and Services	4.26	4.11	3.91
Campus Post Office and Mail Services	4.28	4.18	4.22
Marketing and Recruitment Office and Services	3.82	3.61	3.48
Physical Plant, Maintenance and Custodial Services	4.10	4.03	4.02
Human Resources Office and Services	4.26	4.30	4.33
Wellness and Fitness Program	3.59	3.57	3.68
Business Office and Services	4.16	4.15	4.08
Development and Alumni Relations Office and Services	3.92	4.02	3.87
Information Technology Office and Services	4.11	3.85	3.91
Campus Food Service	4.02	4.06	4.01
Campus Bookstore Services	3.86	3.78	3.23
Institutional Research Office Services	NA	NA	3.66
Institutional Effectiveness Office and Services	NA	NA	3.71

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The Administrative Support Services Survey was developed by the Institutional Effectiveness Committee and first 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 2012 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 13 of 15 service area satisfaction means exceeded the 3.5 benchmark. The Administrative Support Services Survey will be administered in 2018.

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 2013-14	FY 2014-15	FY 2015-16
Independent Audit Exceptions or Management Letters	None	None	None
State Audit Exceptions or Management Letters	None	None	None
Federal Audit Exceptions or Management 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 2012	FY 2013	FY 2014	FY 2015	FY 2016
Instruction	54.8%	52.1%	51.4%	49.7%	51.3%
Academic Support	5.2%	5.0%	4.9%	5.8%	5.6%
Student Services	12.9%	12.6%	12.6%	11.7%	11.5%
Institutional Support	9.8%	9.8%	9.9%	12.1%	12.4%
Operation and Plant Maintenance	11.2%	12.1%	12.0%	11.6%	11.2%
Auxiliary Enterprises	5.0%	5.4%	6.1%	5.9%	5.5%
Public Service	2.3%	2.4%	2.3%	2.2%	1.6%
Debt Service	0.6%	0.6%	0.9%	1.1%	1.0%
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 decreased 3.5 percentage points in the past five years, while the percentage of resources for student services has declined by 1.4 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 2012	FY 2013	FY 2014	FY 2015
SPC Administrative Cost Percentage	8.8%	8.9%	9.0%	11.7%
Peer Group Administrative Cost Percentage	14.5%	15.2%	16.6%	17.0%
Variance	-5.7	-6.3	-7.6	-5.3

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 2012	FY 2013	FY 2014	FY 2015	FY 2016
Primary Reserve Ratio Measures financial strength and flexibility; compares expendable net assets to total expenses. Threshold for potential financial stress: <.13	0.20	0.21	0.21	0.10	0.19
Viability Ratio Measures financial health and ability to cover long-term debt with existing resources. Threshold for potential financial stress: <.41	1.81	1.43	0.84	0.30	0.52
Return on Net Assets Ratio Measures total economic return. Is institution better off than a year ago? Threshold for potential financial stress: < 0%	2.99%	3.16%	3.0%	-7.0%	9.98%
Operating Margin Ratio Indicates an operating surplus or deficit. Are oper- ating expenses balanced with available revenue? Threshold for potential financial stress: < 0%	3.1%	3.8%	3.0%	5.0%	8.33%
Composite Financial Index Measures overall financial health of an institution by combining the four Core Financial Ratios. Threshold for potential financial stress: < 2.0	2.79	2.62	2.00	0.54	2.93

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. With the exception of FY2015, 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.

DISTRIBUTION OF INCOME BY MAJOR SOURCE OF REVENUE

Income Sources	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Student Tuition and Fees	43.7%	42.0%	41.4%	44.4%	43.1%
State Appropriations	30.5%	29.1%	29.6%	29.0%	29.6%
Ad Valorem Tax Collections	18.9%	21.0%	20.5%	19.4%	18.6%
Govt. Grants and Contracts	3.0%	3.1%	3.7%	2.1%	2.6%
Private Gifts and Grants	0.2%	0.3%	0.2%	0.1%	0.1%
Auxiliary Sources	3.3%	3.6%	3.6%	4.3%	4.0%
Other Sources	0.6%	0.7%	1.0%	0.7%	2.0%
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 2016, student tuition and fees funded 43.1% of the College's operations. State appropriations have continued to fund a smaller percentage of the overall operations of South Plains College, dropping from 30.5% in FY 2012 to 29.6% in FY 2016. Local sources of revenue have decreased, reflecting fluctuating mineral values within the College's Tax District. The return of federal tax dollars in the form of grants and student federal financial aid (\$31,144,170 in FY 2016) from Washington and the return of state grants and appropriations (\$16,234,668) from Austin are major contributors to the local economy. The sum of those two sources (\$47.4 million) turns over 3.5 times (a very conservative number) in the local economy and has an economic impact of approximately \$166 million annually. The \$166 million would represent a return of \$13.16 for each local tax dollar (\$12,595,785) 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 2013	FY 2014	FY 2015	FY 2016
Federal Grant Funds	\$1,585,939	\$2,035,284	\$1,155,749	\$1,554,757
State Grant Funds	\$426,159	\$231,424	\$353,260	\$787,626
Local Grant Funds	\$764,707	\$740,607	\$769,613	\$870,387
Total External Funds	\$2,776,805	\$3,007,315	\$2,278,622	\$3,212,770
Annual Variance	3.5%	8.3%	-24.2%	41.0%

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. After declining -24.2% in FY 2015 external funds increased 41% in FY 2016. Acquisition of a new Title V Strengthening Hispanic-Serving Institutions program grant, increases in Federal Perkins funding for CTE programs, the awarding of a state Nursing Shortage Reduction Grant and an increase in scholarships provided by the SPC Foundation contributed to this increase.

The standard is 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

Fiscal Year	Annual Contributions	Percent Change	Total Year-End Assets	Net Change in Assets	Percent Change
2012-13	\$3,391,425	178.9%	\$15,052,760	\$3,832,075	34.2%
2013-14	\$1,085,396	-68.0%	\$17,917,683	\$2,864,923	19.0%
2014-15	\$878,320	-19.1%	\$17,695,120	\$-222,563	-1.2%
2015-16	\$858,578	-2.2%	\$18,681,931	\$986,811	5.6%

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The annual contributions to the South Plains College Foundation serve as a measure of constituent support for the College. The amounts reported here reflect actual contributions made directly to the Foundation by donors. For the years examined, contributions to the annual fund of the Foundation have reflected local economic trends. Record giving was recorded for 2012-13, due primarily to the receipt of a \$2 million gift from the J.T. and Margaret Talkington Charitable Foundation to establish a scholarship endowment. Net assets to the Foundation increased 34.2% for FY 2013 and 19.0% for FY 2014 due to sound investment strategies for endowment assets as well as increased giving. In FY 2015, the value of the Foundation's net assets declined in response to volatile investment markets. As markets recovered in 2015-16, the Foundation's

asset value also improved by 5.6%. Since FY 2013, the Foundations assets have increased 24.1% overall.

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

Fiscal Year	Individual Donors	% Change	Total Number of Gifts	% Change
2012-13	650	-4.4%	2,478	-6.4%
2013-14	601	-7.5%	2,428	-2.0%
2014-15	576	-4.1%	2,060	-15.2%
2015-16	645	12.0%	2,058	-0.1%

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 and number of gifts increased 12.0%. Since FY 2013, the number of donors providing gifts has averaged about 618 individuals each year.

The standard is met.

Action Plan: The Vice President for Institutional Advancement and Director of Development and Alumni Relations, working with the Foundation Board of Directors, will develop strategies for building greater alumni and donor engagement and support.

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 BIENNIAL EMPLOYEE SURVEY**

Data Elements	2010	2012	2014	2016
Adequacy of Physical Facilities	4.0	4.0	4.0	4.0
Facilities are Conducive to Learning	4.2	4.1	4.2	4.1
Safe and Secure Environment	4.5	4.5	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 2016. The mean scores for each category and composite rating exceed the benchmark for all reported periods. The Office of Institutional Advancement will oversee the administration of the Employee Survey during the 2018 spring semester.

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**

Survey Statements	Fall 2009	Fall 2011	Fall 2013	Fall 2015
Campus is safe and secure for all students	6.0	6.1	6.4	5.9
Campus is well-maintained	6.2	6.2	6.5	6.0
Amount of student parking is adequate	4.8	4.9	5.6	4.7
Parking lots are well-lighted and secure	5.4	5.8	5.9	5.4
Security staff responds quickly to calls for assistance	5.5	5.6	6.0	5.3
Composite Rating for Physical Facilities	5.6	5.7	6.1	5.5

SOURCE: Office of Institutional Effectiveness and Assessment, 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 2015 semester. The survey includes five statements related to facilities, safety and security. The data indicate that students are generally satisfied with the College's campus environment. The composite score for this area was 5.5 for the most recent survey administration. It is suspected that differences in survey sample sizes may have contributed to the unusually high scores recorded in the Fall 2013 survey. Only 109 students participated in the 2013 survey compared to 551 for the 2015 survey.

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 BIENNIAL EMPLOYEE SURVEY**

Survey Statement	2010	2012	2014	2016
Satisfaction with Opportunities for Professional Development	4.2	4.1	3.9	3.7

SOURCE: Office of Institutional Advancement, SPC

Data Analysis: The Employee Survey was administered in Spring 2014. Employee satisfaction with opportunities for professional development exceeded the 3.5 mean benchmark for all employee groups that were surveyed. The Office of Institutional Advancement will oversee the administration of the Employee Survey during the 2018 spring semester.

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

Race/Ethnicity	Fall 2014		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
Anglo	362	89.8%	365	89.2%	355	87.0%
African-American	8	2.0%	8	2.0%	9	2.2%
Hispanic	27	6.7%	31	7.6%	36	8.8%
Asian	6	1.5%	5	1.2%	8	2.0%
Total	403	100%	409	100%	408	100%
Percent of Student Population (Fall Enrollment)						
Anglo	49.4%		46.8%		45.6%	
African-American	6.4%		6.4%		6.5%	
Hispanic	40.2%		42.7%		43.8%	
Asian	1.5%		1.5%		1.4%	
Other Ethnic Origin	2.5%		2.6%		2.8%	

SOURCE: Office of Human Resources, SPC

Data Analysis: The data which reflects the diversity of faculty and professional staff are reported by the Human Resources Office. Employee data for this table is reported as of Oct. 1 of each year. In the professional area, the College has increased the number of Hispanic professionals by nine individuals over the past three reporting periods. The number of African-American professional staff has increased by one individual. The number of Asian professionals have increased by two individuals. However, significant gaps exist primarily among Hispanic professionals when compared to the diversity of the SPC student body (-35.0 percentage points for Hispanic students). While the gap for African-American professionals is -4.3 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

Race/Ethnicity	Fall 2014		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent
Anglo	74	42.8%	72	43.1%	71	43.8%
African-American	6	3.5%	3	1.8%	4	2.5%
Hispanic	93	53.7%	92	55.1%	87	53.7%
Asian	0	0.0%	0	0.0%	0	0.0%
Total	173	100%	167	100%	162	100%
Percent of Student Population (Fall Enrollment)						
Anglo	49.4%		46.8%		45.6%	
African-American	6.4%		6.4%		6.5%	
Hispanic	40.2%		42.7%		43.8%	
Asian	1.5%		1.5%		1.4%	
Other Ethnic Origin	2.5%		2.6%		2.8%	

SOURCE: Office of Human Resources, SPC

Data Analysis: The data which reflects the diversity of classified support staff is reported by the Human Resources Office. Employee data for this table is reported as of Oct. 1 of each year. For this group, the percentage of Hispanic employees currently exceeds the percentage of Hispanic students who enroll at SPC by +9.9 percentage points. The percentage of African-American employees was 2.5% for Fall 2016, -4.0 percentage points less than the SPC student body. This gap is reaching the outer limits of 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	2010	2012	2014	2016
Student Focus	4.4	4.3	4.4	4.3
Learning Focus	4.3	4.3	4.3	4.3
Access and Diversity	4.3	4.3	4.3	4.2
Employee Focus	4.1	4.0	4.0	3.9
Employee Empowerment	4.1	4.1	4.0	3.9
Supervisory Management	4.2	4.1	4.1	4.0
Cooperation and Teamwork	4.0	3.9	3.8	3.8
Rewards and Recognition	3.7	3.6	3.6	3.5
Quality Work Environment	4.1	4.0	4.0	3.9
Organizational Communications	3.7	3.7	3.6	3.6
Internal Customer Focus	4.2	4.1	4.1	4.1
Physical Environment	4.2	4.2	4.3	4.2
Community Focus	4.1	4.0	4.1	3.9
Leadership Focus	3.9	3.8	3.8	3.8
Planning and Effectiveness	3.6	3.7	3.7	3.6
Leadership	4.0	4.0	4.0	3.9
Budgeting and Resources	3.8	3.7	3.7	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 the most recent survey results. The Office of Institutional Advancement will oversee the administration of the Employee Survey during the 2018 spring semester.

The standard is met.