
Institutional Effectiveness

Annual Report

of Progress and Achievement

2000-2001



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

February 2002

Introduction

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

To ensure effectiveness, South Plains College has embraced a process of continuous organizational improvement designed to improve the way the work of the institution is done and to accomplish the goals and objectives of the institution. The college has established a four-year strategic planning cycle that sets institutional goals based on a review of the college's vision, mission, role and scope, and value statements. Each goal is reached through a set of priority initiatives and resulting annual objectives.

A companion assessment process measures the extent to which institutional goals and objectives are accomplished. The college has identified these measures as critical success factors and indicators of effectiveness which map the progress made toward goal accomplishment. The college uses this process to monitor its plan and make necessary adjustments in programs and services.

A yearly update on the institutional effectiveness program is presented to the South Plains College Board of Regents. The document used to convey these annual results is the *Annual Report of Progress and Achievement*.

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Institutional Effectiveness
Annual Report

Goals and
Priority Initiatives

2000-2001



Goals and Priority Initiatives, 2000-2001

This section of the *Annual Report* details the college's accomplishments during 2000-2001 in addressing the seven institutional goals and 18 priority initiatives established in the college's Institutional Plan for 1997-2001. The year's operational plan outlined action strategies that were worked on by individuals and divisions throughout the college.

COLLEGE GOAL 1:

Provide dynamic curricula, quality instruction and quality student services which meet the needs of individual students and the service area.

PRIORITY INITIATIVE:

Provide time and resources for curriculum review, planning and development.

PROGRESS ACHIEVED:

A new certificate program in business management was developed and approved for offering by the Business Administration Department.

The Creative Arts Department completed the conversion of its commercial music program, and performing arts technology program to WECM guidelines. The department's associate of applied arts degree and certificate of proficiency in commercial music were approved by the Texas Higher Education Coordinating Board.

The associate degree nursing program revised seven of its courses in order to meet clinical hour requirements and WECM guidelines.

The computer information systems program developed four new courses in Internet communications, computer networking and computer hardware. The program also revised its associate degree and certificate options to better address changes in the industry.

The electronics service technology program developed four new CISCO training courses that reflect Level I training requirements for CISCO certification. The program also developed a new certificate program in computer and network technician.

The drafting technology program changed the name of its program to computer-aided drafting and design to better reflect the CADD content and emphasis of its curriculum. The program also developed a new certificate program for implementation in fall 2001.

The petroleum technology program was revised to reflect new emphasis in environmental technology. The program name was changed to petroleum and environmental technology. The new AAS degree and certificate of proficiency are designed to provide basic instruction and skills in various aspects of the oil field and related service areas.

The vocational nursing program revised its courses in order to meet clinical hour requirements and WECM guidelines.

The commercial art program developed a new associate of applied science degree in internet specialization in order to meet the need for web design specialists and technicians.

The computer information systems program combined its two AAS degree options into one associate degree program with flexible advising to provide students with options for career specialization.

The accounting associate program developed an accounting capstone course for its program.

A new practicum course was added to the sound technology program.

The mathematics department revised its sequence of developmental math courses and adjusted placement requirements in order to better place students into courses. A pre-algebra course was developed and added to the sequence.

Curriculum and course revisions were made for the following programs: office technology, child development, cosmetology, electronics technology, emergency medical services, heating, air conditioning and refrigeration.

eration, human sciences, mathematics, physical education, reading, respiratory care, criminal justice, law enforcement, automotive collision repair, automotive technology, and fire technology.

Courses in Latin were added to the course inventory in order to expand dual credit course offerings.

New internet courses were developed and offered in Cultural Anthropology, Introduction to Sociology, Marriage and Family, British Literature, Developmental English and Introduction to Computer Science.

PRIORITY INITIATIVE:

Utilize advisory committees, academic alliances, educational partnerships, community employers and constituents to update and develop curricula to meet community and society needs.

PROGRESS ACHIEVED:

SPC and Texas Tech officials drafted and adopted a memorandum of understanding that has further defined the partnership between the two institutions. Beginning with the spring 2001 semester, SPC began to provide developmental education instruction for TTU students. The program will be phased in with SPC providing increasing numbers of developmental math, reading and English sections for TTU students.

SPC and Texas Tech officials laid the groundwork for the establishment of the Gateway Program, a unique admissions and transfer option of Texas Tech provisional admissions students. Students selected for the Gateway program will enroll as full-time students at SPC, but be allowed to live in Texas Tech housing. The program accepted 172 students for the fall 2001 semester.

Beginning Spanish course offerings were expanded to accommodate the college's partnership with Texas Tech University.

The English Department maintained dual credit partnerships with 11 area high schools and delivered English courses via ITV to five other high schools.

Dual credit partnerships were expanded to include 44 service area high schools. The partnerships allowed South Plains College to enroll more than 2,100 students in college level courses in 13 different subject areas and receive both college and high school credit.

The electrical and power transmission program initiated discussions with Texas Electrical Cooperatives to bring new training opportunities to SPC and consolidate all TEC statewide lineman training for TEC member cooperatives.

The computer-aided drafting and design technology program was designated a premiere Autodesk Training Center. A schedule of courses offerings was developed and delivered. Autodesk training courses were incorporated into the credit curriculum of the program.

The law enforcement program developed a new rifle-marksanship program that will complement 4-H marksanship programs and allow students the opportunity to continue to develop specific skills developed in 4-H and high school programs.

The associate degree nursing program received a grant from Covenant Health System for faculty and instructional support of its program. Funds were used to pay faculty, staff the program's learning and computer testing lab, and to acquire hardware and software support for instruction and testing.

Through the Division of Continuing Education, the college was involved in the Virtual College of Texas initiative. SPC partnered with 45 other Texas community colleges to deliver and receive Internet courses and interactive television courses through the network to students at other community colleges. Both academic and technical programs were involved in this effort.

A matriculation agreement has been established with the Texas Tech Allied Health Center for a master's degree in Vocational Rehabilitation. This will enable graduates of the applied rehabilitation psychology program to move directly to the master's level program at TTUHSC.

Faculty in the applied rehabilitation psychology program initiated the process for the development of a formal articulation agreement with the Family Studies Program at Texas Tech University.

The implementation of SPCH 2389, Academic Cooperative in Communications, has allowed communications students the opportunity to intern with companies related to the communications industry including radio stations, television stations, advertising agencies, and educational and independent television producers.

The agriculture program initiated a new Meats Judging Team for intercollegiate competition and program enhancement. Team members make use of the meats sciences lab at Texas Tech University to prepare for competition.

The higher education administration program in the College of Education at Texas Tech University has requested the college serve as a site for graduate internships and assistantships. College officials worked with colleagues at Texas Tech to identify research opportunities.

South Plains College partnered with six other community colleges to successfully write a special grant from the Telecommunications Infrastructure Fund. The \$672,246 grant will enable the partner schools to provide professional development for faculty and equipment to assist faculty in incorporating streaming media into instructional activities, particularly on-line instruction. Some professional development activities were initiated in the summer of 2001 with full implementation of the program scheduled for 2001-2002. Members of the grant alliance included SPC, Austin Community College, Blinn College, Brazosport College, Laredo Community College, Navarro College, and Texas State Technical College-Waco. SPC's portion of the grant totals \$190,641.

The Department of English at SPC and the Department of English at Texas Tech University co-sponsored a statewide articulation initiative.

PRIORITY INITIATIVE:

Increase access to technology for faculty to facilitate curriculum development and enhance instruction.

PROGRESS ACHIEVED:

SPC expanded its Internet course offerings from 72 credit courses in 1999-2000 to 99 courses in 2000-2001. Additionally, the college offered 14 college courses through interactive television systems to remote sites.

Faculty development centers were established at the college's Levelland, Lubbock and Reese Center campuses to allow faculty to test and apply available instructional technology to teaching and class presentations. The centers were made possible through the Title III Strengthening Institutions Grant.

Mounted video projectors were added to Biology Department classrooms to enhance instruction. The department now has 10 classrooms equipped with presentation technology. Replacement computers were acquired for four faculty members.

A new 24-CPU computer lab was installed in the Business Administration Department. New VCR/TV systems were incorporated in four classrooms and an ELMO presenter was installed in one classroom to facilitate projecting text images.

The speech communications program obtained a portable video projector and computer for use in teaching classes at the Reese Center.

In the telecommunications program, computer editing workstations were upgraded and the latest release of Media 100 was incorporated into the non-linear editing system. Cool light florescent studio lighting was installed in the Dub Rogers Studio.

The English Department obtained large-screen TV/VCR systems for instructional presentations. A new English computer lab was installed at the Reese Center.

The fly-rigging system in the Theatre for the Performing Arts was expanded to enhance scenery capabilities for theatre productions. New lighting units were obtained and additional wireless microphone units were obtained to upgrade the theatre sound system.

Six life-fitness weight machines were added to the fitness center for use by PE classes and the community.

A reading classroom on the third floor of the Library Building became a "smart classroom" with the installation of technological enhancements including a Classroom Performance System that allows for interactive presentations between faculty and students. The CPS is a user-friendly test-giving and test-taking system.

A new 25-station computer lab for CIS was installed at the Reese Center. The program also obtained digital scanners, a digital movie camera, Link projection unit, and color laser printers to upgrade equipment to industry standards.

Classrooms in the commercial music program have been upgraded with new PA system mixing consoles, electronic keyboards, guitar amplifiers, music stands and percussion equipment.

The computer-aided drafting and design program received a new CADD teaching lab with upgraded Autodesk software.

The relocation of the radiologic technology program to the Reese Center included the construction of new lab facilities and the installation of three energized radiographic units. This equipment will provide students the opportunity to work with state-of-the-art equipment prior to the first clinical experience.

The college received a \$154,415 grant from the Telecommunications Infrastructure Fund that allowed for the upgrading and enhancement of networking equipment for the college's library system. The grant has allowed for greater connectivity between the college's main library facility on the Levelland Campus and remote library facilities at the Reese Center and the Byron Martin Advanced Technology Center.

An additional \$207,914 TIF grant allowed for the upgrading of computer hardware in mathematics, computer information systems, agriculture, drafting and English labs. The grant also provided for equipping the Sundown Room of the Student Center and the Theatre for the Performing Arts with multimedia presentation equipment.

The Information Technology Office installed a new video streaming server to enhance distance education capabilities. The server installation was made possible through a collaborative project funded through a TIF grant.

Network capacity for the Levelland campus was expanded with computer and network facilities added to foreign language, allied health, drafting, technical arts, math and engineering, automotive/diesel servicing, and welding. Networking capabilities were also expanded for the Business Office, Administration Building, Student Center and the STAR Center.

PRIORITY INITIATIVE:

Encourage and provide ways to share teaching techniques, tools and expertise through modeling and intra-departmental communications.

PROGRESS ACHIEVED:

Eight faculty members, representing various instructional departments, participated in a summer profes-

sional development workshop where they were trained in the use of technology in the classroom. The workshop was offered as part of the implementation of the Title III Strengthening Institutions Grant. These individuals now serve as resource help for other faculty.

Faculty in-service programs were developed and conducted by faculty members involved in the Title III grant program. The program allowed participants to share methods and teaching techniques using technology in the classroom.

PRIORITY INITIATIVE:

Expand Continuing Education to address identified skill needs of business and industry.

PROGRESS ACHIEVED:

The Division of Continuing Education was designated a premier Autodesk Training Center, an elite training designation for Autodesk software related to computer-aided drafting and design. Faculty in the computer-aided drafting and design technology program were fully trained to become certified instructors in Autodesk courseware. The center is working to establish training partnerships with Texas Tech University to train all employees involved in the use of Autodesk applications. SPC is the only premier center located between Dallas, Albuquerque and Denver.

The Continuing Education Division enrolled 5,371 individuals in 505 vocational, avocational and workforce development courses 2000-2001.

The Continuing Education Division offered 214 vocational courses during 2000-2001 enrolling 1,486 students.

The Continuing Education Division offered 111 avocational short courses during the year, enrolling 1,996 students.

South Plains College executed 180 contract classes for customized training, a 16 percent increase in the number of classes offered the previous year. 1,487 individuals were served by these courses.

The Continuing Education and Workforce Development Office at the Byron Martin Advanced Technology Center hosted 34 individual facility use events for

businesses and organizations during 2000-2001, serving 1,114 participants.

Through the college's Criminal Justice Center, 204 law enforcement officers underwent professional development training in order to meet continuing education requirements for licensure.

Training of course facilitators was completed for the ropes challenge course installed on the Levelland Campus. During the year, 27 groups, involving 324 individuals, were trained on the course in team building, teamwork and communications skills.

A cooperative agreement was reached between South Plains College and ACT, Inc., of Iowa City to establish a training and testing center at the SPC Reese Center. SPC received a three-year \$350,000 economic development grant from Market Lubbock, Inc., to support the opening of the ACT Center. Server-based training courses, on-line courseware and high stakes testing will now become available to area small business owners and employers at the ACT Center.

For the convenience of students enrolled in CEWD classes and at the Byron Martin Advanced Technology Center, a bookstore was opened at the BMATC and staffed by continuing education personnel. The bookstore is stocked by Texas Book Company's Reese Center operation.

Customized training contracts were written and executed for the following regional businesses: Amigos Library Services, CHR Solutions, City of Lubbock, City of Plainview, City of Shallowater, CLEAR Project, Texas Tech, COE, Convergys, Inc., Chrysler Corporation, Eagle Picher, Gary Products Group, Grinnell Manufacturing, HUB city Home Medical and Oxygen, Lubbock Avalanche Journal, Lubbock Fire Department, Lubbock Radio Paging Services, MET, Inc., Plainview, Motley County Hospital District, Office of the Standing Trustee, Plainview Fire Department, Prairie House Living Center, Region 17 Education Service Center, SGS Witter, South Plains Community Action Association, Southern Cotton Oil, Southwest Textiles, Southwestern Public Service, State Farm Insurance, Techtel Communications, Texas Department of Criminal Justice, Texas Department of Health, Texas Department of Human Services, Texas Department of Aging, Texas Department of Transportation, Texas Rehabilitation Commission, Texas Tech University College of Business, Texas Tech University International Trade Center, Texas Transportation Institute, The High Ground Water District, United

States Naval Reserve Center, University Medical Center, University of North Texas, Volunteer Center of Lubbock and Wilson Supply.

The Regional Higher Education Council approved South Plains College's regional education plan to begin offering college-credit and continuing education non-credit courses and programs in Plainview. Space was negotiated with Plainview High School to offer evening college courses and continuing education short courses in computer training applications. A course schedule was developed in summer 2001 for offering in fall 2001.

A cooperative agreement was reached with the U.S. Naval Reserve to train reservists in machine shop activities on drill weekends at the Byron Martin Advanced Technology Center. SPC instructors, curriculum and facilities are being used to train reservists to bid on items to be constructed for the Pacific Naval Command Surface Fleet.

The Continuing Education and Workforce Development Office wrote four Texas Skills Development grants for four companies with pending approval. The grants were for V-Tech Environmental Services for safety training of hazardous materials; Heritage Oaks Nursing and Rehabilitation Center for certified nursing assistant and certified medication assistant training; Lubbock Child Care Consortium for child development associate credential training; and OSC for bilingual customer service training for local and long distance telephone services.

A new job readiness program was implemented at the Lubbock County Community Corrections Facility to provide students with workplace training in communication skills, problem solving, teamwork, sanitation and hygiene, proper work habits and attitudes.

More than 253 real estate and insurance agents completed professional development CEUs to maintain licensure.

The Continuing Education and Workforce Development Office in Lubbock expanded its short course offerings by 66% and increased enrollment in courses by 87%. The total reimbursable contact hours increased 21% for the year.

The Continuing Education and Workforce Development Office established a WORK KEYS Service Center for profiling skill and knowledge needs for various occupations and specific jobs.

SPC became the first college in Texas to offer a special continuing education short course designed to prepare bookkeepers for the National Certified Bookkeeper Exam given by Sylvan Learning Centers.

PRIORITY INITIATIVE:

Provide quality student services that address student needs.

PROGRESS ACHIEVED:

The student services offices and programs for the Levelland and Lubbock campuses were consolidated into the Division of Student Affairs with all deans, associate deans and directors reporting to the vice president for student affairs.

The Financial Aid Office processed 9,309 applications for student financial aid during 2000-2001, awarding more than \$9.6 million in federal financial aid. Approximately 49 percent of all SPC students received some form of financial aid.

Eight new computers were purchased for the Financial Aid Office in order to meet the Department of Education's hardware and software specifications. The additional computers allowed the office to dedicate two computers for student use to complete FASFA forms and complete their entrance and exit loan counseling sessions for student loan programs.

The Student Affairs Division worked with counterparts at Texas Tech University to coordinate student services in support of the new Gateway Program initiative. The new program involved guidance and counseling, financial aid, admissions and records, and new student orientation.

Safety and security in the women's residence hall complex was improved with the installation of computerized card access and closed circuit security cameras.

Student access to the Internet was improved with the installation of fiber optic cable to Magee Hall and the women's residence hall complex.

All student residence halls were re-roofed during 2000-2001.

The Campus Police Department established new procedures and directives to focus on campus safety

and crime prevention that reduced the number of off-campus calls from 154 in 1999-2000 to 39 in 2000-2001.

Student safety and security at the SPC Reese Center was enhanced with the addition of one full-time police officer assigned to that location.

The Student Health Services Office expanded physician office hours in order to accommodate students. Fee policies were adjusted in order to allow students enrolled in six or more hours on the Levelland Campus to have access to on-campus health services.

Orientation materials and textbooks were revised by the Guidance and Counseling Office in order to better serve students. The office also revised the Advising Handbook for faculty and provided advisor training for all faculty advisors.

An internet version of HUDV 1200 Career and Self-Evaluation was developed.

Counseling staff worked with Texas Tech University student services personnel to plan a two-day special orientation for Gateway students.

The job placement database was expanded and internet access to placement information was improved.

In collaboration with the Office of New Student Relations, the Multicultural Services Office sponsored a special program, College Success 101, in conjunction with Senior Sneak Preview. The program attracted more than 300 high school juniors and seniors.

The Multicultural Services Office sponsored 38 diversity activities for students that attracted approximately 2,000 participants. Six diversity activities for faculty and staff were offered with 168 participants.

The Guidance and Counseling Office on the Levelland Campus provided counseling and testing services to more than 11,589 current and prospective students; provided job placement services for 1,454 students; conducted workshops and seminars which served more than 2,551 students; and provided services and testing for 225 special needs students. Approximately 13,648 phone calls were received in the Guidance and Counseling Center. The center also directed orientation activities for 1,544 students. The Access Program served 689 students. The office accommodated 2,411 more appointments than the previous year for a 13% increase.

The Counseling Center on the Lubbock Campus provided counseling services for 2,576 students, and academic advising to approximately 2,000 students. The center also directed orientation activities for 529 students and participated in 14 recruitment events that reached 1,145 prospective students.

The Lubbock Campus Placement Office served a total of 937 students and graduates with job referrals, resume writing and career testing and other resources. The Special Services Office on the Lubbock Campus served 63 students with disabilities, provided learning support services to 102 students, provided financial assistance to 128 students and offered community outreach programs that assisted 654 individuals. Faculty training and professional development activities were also offered with 56 participants.

The Student Academic Center/Basic Skills Lab administered QTASP, MAPS and the Skills Survey to 2,605 prospective students during registration. Additionally, the staff provided tutorial services for 5,556 student visits.

Student services staff at the Lubbock Main Street facility planned the relocation of office space, services and programs to the SPC Reese Center. Relocation of all services was completed in the summer of 2001.

The Admissions and Records Office processed more than 8,600 new student applications and registered more than 18,547 credit students (duplicated headcount). The office also processed 11,392 transcript requests and distributed more than 12,000 college catalogs.

The Admissions and Records Office successfully implemented a system for sending and receiving electronic transcripts from other colleges and universities. The office was recognized by the EDI Server as an 'Honor Roll Sender and Receiver' of electronic transcripts.

The college community experienced a decline in the number of incidents of nonviolent crime committed on college property and continued the pattern of no violent crimes committed on college property.

The student housing program continued to have an occupancy of more than 500 students living in college housing.

A task force of student services personnel and information technology personnel continued to develop

plans for the implementation of web-based registration and data access.

The Student Activities Office directed 36 activities for students and the community. Approximately 7,220 individuals participated in the various activities.

The Student Activities Office worked to develop a virtual student center on the web in a special partnership with Mascot.com.

Library operations at all campus locations were administratively consolidated in the fall of 2000 with the Director of Libraries assuming administrative coordination.

All SPC Libraries were completely reautomated with the installation of the state-of-the-art Voyager system. Library records were converted to the new system and all librarians were trained in the use of the cataloging system. The libraries now feature web-based on-line public access to the library catalog.

Library staff reviewed paper and electronic subscriptions and eliminated duplications allowing for the purchasing of additional electronic resources with hundreds of full-text titles, all relevant to the college curriculum.

Library staff planned the relocation of library resources from the Lubbock Main Street facility to the SPC Reese Center. The relocation was executed in the summer of 2001.

The Teaching and Learning Center's PC Lab on the second floor of the Library served 2,469 students with 21,010 visits during fall 2000. The number of students seeking study skills counseling more than doubled from the previous fall with 466 students accessing these services.

Bookstore facilities at the SPC Reese Center were created in SPC Building 2. Full bookstore operations are now provided at the center.

Registration procedures for dual credit students were reorganized with the Admissions and Records Office taking greater responsibility for managing the registration process. Previously, registration had been coordinated by the Continuing Education Office.

A intercollegiate rodeo program was reinstated at the college. Pledges from community boosters, amounting for \$75,000 for the next five years, will fund scholar-

ships for the program. The program will be a part of the Athletic Department and become active in fall 2001.

COLLEGE GOAL 2:

Attract and retain to completion a diverse student body.

PRIORITY INITIATIVE:

Develop and implement strategies to aid in the retention of students.

PROGRESS ACHIEVED:

The Levelland Guidance and Counseling Office continued Camp SPC (Success through Participation and Commitment) as an expanded new student orientation designed to support “at risk” students in reaching their college and life goals. 12 students participated in the week-long orientation camp. The project was carried out in partnership with the Multicultural Services Office.

The Student Services Division was awarded a \$950,000 Title IV Student Support Services (Trio) Grant from the U.S. Department of Education to implement the STAR Program. The program is designed to assist up to 150 first-generation college students in persisting to completion of a college degree or certificate. A program director was named in the summer of 2001 and the program will be implemented in 2001-2002.

PRIORITY INITIATIVE:

Market college programs and services to service area constituents to recruit a stable and representative enrollment.

PROGRESS ACHIEVED:

SPC experienced a fourth consecutive fall semester enrollment record in 2000, enrolling 7,481 students, a 4.57% increase. Another enrollment record was set for the 2001 spring semester with a headcount of 7,435, a 9.87% increase. Enrollment records were set for the summer terms with 3,631 students enrolling, an 7.9% increase. The enrollment growth was attributed to these factors: expanded interest in dual credit and early admissions programs, continued expansion of

partnership with Texas Tech University, and expanded interest in courses offered at the SPC Reese Center.

The Student Affairs Division and the Office of College Relations initiated a plan to create an Office of New Student Relations that would allow for the expansion of student recruitment and outreach activities. Recruitment and outreach responsibilities, coordinated by a director of new student relations, were assigned to the Student Affairs Division. The two offices will work together to create a new enrollment management model for the college that will be fully implemented in 2001-2002.

During 2000-2001, the Office of New Student Relations directed or coordinated SPC representation in 281 recruitment outreach programs in service area and secondary market high schools and communities. These activities resulted in 6,578 prospective student contacts. The office, in cooperation with the Office of College Relations, processed 10,087 documented inquiries from prospective students, providing them with information about the college. Additionally, the office assisted 1,614 individuals with campus visits and tours during 2000-2001.

The Office of College Relations continued to conduct a direct mail campaign begun the previous year. The college’s general information brochure was mailed to 7,553 high school juniors in 22 West Texas counties and eight counties comprising Eastern New Mexico.

Staff from the Office of Multicultural Services participated in 31 student outreach and new student recruitment events.

Working with the Continuing Education Division, the Office of College Relations coordinated the direct mailing of the college’s Continuing Education Schedule of Short Courses for fall 2000, spring 2001 and summer 2001. In spring 2001, the mailing was expanded to 78,000 households in eight selected zip code areas in the Lubbock MSA. The mailing resulted in increased awareness and inquiries about continuing education courses and offerings. Response to the mailing resulted in greater enrollments in all CE offerings in Lubbock.

Radio and television ad campaigns were developed for fall 2000 registration and new radio and TV spots were produced. Campaigns were expanded and focused on reaching the college’s current student demographic market.

The electronic delivery (via e-mail) of press releases and other information items to media organizations was expanded to include 26 print publications in the region.

The Lubbock Campus Counseling Center hosted a "Go for It" seminar designed for single parents, non-traditional students who are wanting to attend college. The seminar provided information about financial aid and childcare options for working adults.

Tech Prep databases were used to provide a mail list of high school juniors and seniors who had completed tech prep articulated courses. A letter from the president of the college was mailed to these students as part of a cooperative effort with the Tech Prep office.

The Office of New Student Relations organized a "Preparing for College" workshop for 100 Dunbar Junior High students who visited the campus and received information about preparing for college.

An advertising campaign to promote course offerings in Plainview was initiated in August 2001.

Departmental and program brochures were evaluated and a new updated design was created and adopted for these marketing materials. Plans were made for the conversion of all program brochures to the new format.

Work was completed on the redesign and reorganization of the college's web site. The new site became operational in April 2001. A special section of the web site was created to provide on-line information to prospective students. Other sections of the site were organized specifically for current students, visitors, faculty and staff and alumni.

The production of a new promotional video was initiated. The Office of College Relations received a grant from the Tech Prep/School to Careers Partnership to fund video taping for the project. The videotaping was completed in April and May.

The Marketing and Recruitment Committee was reorganized into the Recruitment and Retention Committee. Memberships was expanded to include representation from all functional areas, including faculty representation.

The Multicultural Services Office contributed to the effort to reach our diverse population with special programs on Hispanic radio stations Power 106 and Magic 93.7, the West Texas Hispanic newspaper and

"Si Se Puede" Hispanic public affairs program on KLBK/KAMC-TV in Lubbock.

The Multicultural Services Office, in coordination with the New Student Relations Office, participated in a "Preparing for College Community Leaders Workshop" sponsored by the Cultural Affairs Office at Texas Tech University.

Allied health programs partnered with Covenant Health Systems HealthTraxx program to create greater awareness about employment opportunities in health-related occupations. Instructional deans and department chairs served on an advisory committee to review advertising campaigns for the new information program.

COLLEGE GOAL 3:

Build upon the quality of SPC employees and their dedication to students.

PRIORITY INITIATIVE:

Employ faculty and staff who are most appropriate for our vision and mission.

PROGRESS ACHIEVED:

New full-time faculty were hired for the following departments and programs: associate degree nursing, biology, communications, computer information systems, creative arts, English, heating and air conditioning, mathematics, law enforcement, chemistry, respiratory care, and health information systems.

Job descriptions for employees in various instructional and administrative units were revised to reflect changes in technology, goals and processes established within the strategic plan.

PRIORITY INITIATIVE:

Continue to solicit faculty and staff input in strategic planning and continuous quality improvement processes.

PROGRESS ACHIEVED:

Results of the 2000 Employee Satisfaction Survey were incorporated into the institutional planning process of the college and the development of the college's strategic plan and institutional plan for 2001-2005.

Orientation sessions for supervisors and those responsible for planning were organized and held to assist in the development of the college's new institutional plan for 2001-2005.

The Technology Committee, comprised of appropriate staff and faculty, was organized to provide recommendations to the Executive Council pertaining to the technology infrastructure of the college. The committee replaced the Computer Resources Council that was comprised primarily of administrative personnel.

PRIORITY INITIATIVE:

Provide professional development and training of faculty and staff which responds to the needs of the employee, the college and our students and constituents.

PROGRESS ACHIEVED:

Steps were taken to formalize professional development opportunities for faculty and staff with the creation of the Professional Development Committee. The Teaching and Learning Center was given responsibility for coordinating institutional professional development activities through the committee. Surveys were conducted to determine personnel needs and interests.

Faculty involved in ITV courses received additional training through the TEA Region 17 Service Center.

A series of WebCT classes were offered for faculty who deliver courses via the Internet.

Lucy McDonald, a noted expert on the use of technology in instruction from Chemeketa Community College, Oregon, presented a two-day faculty workshop on the uses of instructional technology in the classroom. McDonald's presentation was sponsored by the Teaching and Learning Center and the Title III Strengthening Institutions grant program.

A series of mini-workshops on Powerpoint presentation software was offered during the fall 2000 semester for faculty and staff.

Numerous faculty and staff participated in professional development activities provided by a variety of professional associations and organization in which the college holds membership. These activities included attendance and presentations at conferences, workshops and seminars hosted by these organizations.

Personnel in the Information Technology Office received training in network LAN cabling, Cisco CCNA, Cisco CCAI, Cisco CCNP, streaming media, POISE billing and POISE SCPUG.

PRIORITY INITIATIVE:

Review the system of employee compensation, incentive and recognition.

PROGRESS ACHIEVED:

A faculty committee was organized to review the selection process for the Excellence in Teaching Award and to submit recommendations to the Office of the President.

PRIORITY INITIATIVE:

Mentor new employees to instill a commitment to student success.

PROGRESS ACHIEVED:

New Employee Orientation was evaluated and restructured to better meet the needs of new personnel. The orientation continued to emphasize college vision, values, mission, role and scope.

Discussions were held by focus groups for New Employee Orientation, the Quality Steering Team and the CQI Coaches Network about a mentoring program for new employees. However, no action plans have been identified for this initiative.

COLLEGE GOAL 4:

Maximize fiscal effectiveness while maintaining quality.

PRIORITY INITIATIVE:

Synchronize the planning, budgeting, implementation and evaluation processes.

PROGRESS ACHIEVED:

A new procedure for conducting budget hearings before the Executive Council was continued in order to allow administrative and instructional leadership the opportunity to provide greater input into the budget process.

PRIORITY INITIATIVE:

Operate a purchasing system that acquires goods and services at acceptable cost and on a timely basis.

PROGRESS ACHIEVED:

A Purchasing Office became operational during 2000-2001 with the hiring of a director of purchasing and support staff. The office worked to establish uniform purchasing policies and procedures and to develop a program of services for those who purchase goods and services.

Training of personnel in the use of the electronic purchase order system was completed. The DPS system has increased the timeliness of the purchase order process and has provided greater control of purchasing.

PRIORITY INITIATIVE:

Provide an accounting system that ensures accurate and timely data processing and information while safeguarding institutional financial assets.

PROGRESS ACHIEVED:

Financial audits conducted for fiscal year 2000-2001 by independent auditors produced an unqualified opinion. An unqualified opinion states that the financial statements present fairly, in all material respects, the financial position of South Plains College and the results of its operations for the year, in conformity with accounting principles generally accepted in the United States. The audit provides reasonable assurance that the financial statements are free from material misstatement. The audit produced no exceptions to guidelines or management letters.

The management of the college's grant programs was reorganized. A grant compliance officer was designated and the Business Office assumed accounting responsibilities for all grant programs. The new procedures will provide a greater safeguard for continued compliance and receipt of grant programs.

Preparations were made to convert the financial accounting software from cash basis to accrual basis. The conversion took place on Aug. 31, 2001, but the process started in May. This conversion involved

Business Office personnel working with the Information Technology Office.

Staffing in the Business Office was evaluated and the office was reorganized. Job descriptions were evaluated and rewritten. Some employees were reassigned job responsibilities.

Business Office personnel underwent professional development training in preparation for the accounting system conversion.

Improvements were made to interface the Texas Book Company bookstore accounting systems to the SPC billing system.

PRIORITY INITIATIVE:

Operate a dynamic risk management program.

PROGRESS ACHIEVED:

The college retained an insurance consultant who assisted in consolidating risk coverage. The consolidation reduced the college's annual insurance premiums by 50 percent.

PRIORITY INITIATIVE:

Operate a system of inventory control that accurately accounts for institutional physical assets.

PROGRESS ACHIEVED:

The college's inventory control system was automated in 1997-98 and no new activities were reported for this initiative during 2000-2001.

COLLEGE GOAL 5:

Provide and maintain modern facilities and physical infrastructure.

PRIORITY INITIATIVE:

Provide and maintain facilities and a physical infrastructure to accommodate activities.

PROGRESS ACHIEVED:

Construction was completed on the new Agricultural Building. The facility opened in August 2001 and will allow for the expansion of the agriculture program.

Construction on the Physical Education Building was begun in July 2001.

The SPC Board of Regents adopted a plan to close the college's Lubbock Main Street facility and relocate the programs and student services housed there to expanded facilities at the SPC Reese Center. The consolidation of Lubbock operations at Reese will allow for growth and expansion of the instructional programs offered there. The relocation plan included the programs in the Allied Health Department, the legal assistant program, student services, instructional support services and library.

Classroom space for the cosmetology program was expanded to accommodate the manicurist program.

The Smallwood Apartments, residence halls for women, were re-roofed and new exterior siding was installed on all units.

Additional instructional space was created for the electronics service technology program to accommodate the new CISCO networking lab.

A maintenance warehouse was constructed to function as a central receiving and supply facility.

New HVAC units were installed for all women's residence halls.

The Student Center Mall area and student lounge were repainted and renovated.

The biology wing of the Science Building was remodeled and repainted.

The classroom and computer laboratory facilities for the computer-aided drafting and design technology program were completely remodeled to accommodate a new computer lab and printer/plotter area.

At the Levelland Campus, roofs to all buildings were replaced as a result of the awarding of benefits from a severe weather insurance claim.

Server-based virus scanning for e-mail services was maintained. Mail attachment protection for dangerous mail attachments was added to the data security system. A campus site license for desktop virus protection for all computers on campus was implemented.

Building 1, Administrative Offices, at the Reese Center was remodeled to accommodate office space for the Provost's Office, the associate dean of student services, Admissions and Records Office, financial aid, counseling and special services, business office and grants office. Additional space was remodeled to accommodate testing and career lab.

Reese Center Building 2 was remodeled to accommodate expanded bookstore space, a computer classroom and computer lab. The electronics program was relocated from the Byron Martin Advanced Technology Center to the SPC Reese Center. New classrooms, labs and faculty office space was created in SPC Building 2.

Reese Center Building 3 was remodeled to accommodate program relocation. Remodeling provided for office space for the academic coordinator and a secretary, a faculty development center for utilizing technology in the classroom, computer classroom/lab for English, faculty office space, faculty workroom, and conference room. Offices for campus police were also located in the building.

Reese Center Building 4 was remodeled to accommodate the center's library and learning center, the new ACT Center, classroom space, testing center, and computer lab.

Building 5 at Reese was remodeled into office, classroom and lab space for the Allied Health Department. New lab facilities for radiologic technology were completed in this building. The facility accommodates vocational nursing, radiologic technology, surgical technology, respiratory care, child development, applied rehabilitation psychology, and health information services. The offices for Tech Prep/School to

Careers Partnerships were also relocated in this building.

A portion of Building 6 at the Reese Center was converted into classroom and office space for the professional driver training program. A 1.5 mile right away on the flight runway has been designated and striped for practice gearing, parking, backing and maneuvering prior to highway driving.

Working with the Lubbock Reese Redevelopment Authority, the college secured additional parking facilities at Reese that allows for an additional 388 spaces. Six parking lots were seal coated and stripped and six additional lots were striped.

The college retained Jim McCutchin of McCutchin Construction to serve as construction manager for the college's on-going building and renovation program. The arrangement has resulted in significant cost savings for the college.

COLLEGE GOAL 6:

Implement the strategic quality improvement process.

PRIORITY INITIATIVE:

Develop and operate a strategic planning process.

PROGRESS ACHIEVED:

The Administrative Council reviewed the college's planning process and based on input from internal and external constituents revised the college's strategic plan for 2001-2005. The plan formed the general framework for the development of the college's overall four-year operational plan.

Planning and reporting formats were reviewed and simplified by the Administrative Council in preparation for the development of the Institutional Plan for 2001-2005.

All planning units participated in the development of the college's Institutional plan for 2001-2005.

The college's third *Annual Report of Progress and Achievement* was compiled and adopted by the Board of Regents. The document reported the progress the

college had made in accomplishing the priority initiatives of its strategic plan and in meeting its measures of institutional effectiveness.

The Academic Affairs Division was reorganized in preparation for the relocation of the Lubbock Campus programs to the Reese Center and the decision to administratively consolidate programs and services at all locations. A Health Occupations Division was organized and Marla Cottenoir was named divisional dean. The division is comprised of the college's two nursing programs and seven allied health programs. The arts and science departments and technical programs on the Levelland Campus were organized into a single instructional unit under the administration of a Dean of Instruction. Darrell Grimes was named to this position. The industrial technology programs at the Reese Center and Byron Martin ATC and the business programs at the BMATC were organized into the Technical Education Division with Jamie Biggers serving as divisional dean. General studies faculty on the Lubbock Campus were re-assigned to respective arts and sciences departments on the Levelland Campus.

PRIORITY INITIATIVE:

Implement a continuous quality improvement process.

PROGRESS ACHIEVED:

The Quality Steering Team was reactivated and given a new role and scope in the planning and CQI processes at the college. A process action team was organized to develop student on-line evaluations of Internet courses. The evaluation process was approved by the Evaluation Committee and scheduled for implementation in the fall of 2001.

The college initiated its self-study for reaffirmation of accreditation with the Southern Association of Colleges and School. A Self-Study Steering Committee was named and six principal committees were organized to conduct the self-study. A procedural manual was finalized in January 2001 and committees initiated their individual examination of college operations against stated accreditation criteria.

COLLEGE GOAL 7:

Foster community support and maintain the college's positive image.

PRIORITY INITIATIVE:

Educate constituents as to the mission and successes of SPC.

PROGRESS ACHIEVED:

The college's second "Community Report" was developed by the Office of College Relations and distributed to more than 3,000 constituents in the college's service area. The report provided an executive summary of the progress and achievement of the college.

The College Relations Office prepared and distributed more than 1,700 press releases to local, regional and national media organizations during 2000-2001 to promote and publicize college activities, events and initiatives. 38% percent of the releases featured the achievements and involvement of SPC students and were distributed to the students' hometown newspapers.

The college conducted more than 117 public events and activities which showcased the talents or achievements of students or provided a public service or benefit. These events ranged from theatrical and musical performances to athletic events to awards and recognition banquets.

The Development Office and the Office of College Relations developed an alumni newsletter designed to keep former students connected to the college. "Caprock" was published and distributed in the spring of 2001. Future issues are planned.

PRIORITY INITIATIVE:

Identify and cultivate centers of influence and partnerships in support of SPC.

PROGRESS ACHIEVED:

The college worked closely with 44 public school districts to establish dual credit and early admissions programs.

The South Plains College Foundation experienced a 36% growth in annual contributions to the Foundation

and a 44% growth in the number of gifts received during 2000-2001.

The SPC Foundation reached approximately 70% of its challenge goal of \$10 million for the Founders Challenge Campaign at the close of fiscal year 2001.

A Constituent Survey was developed and administered in the fall of 2000 in order to provide input into the development of the college's strategic plan.

The college continued to host monthly regional meetings of the Texas Association of Community Schools, whose membership consists of area school superintendents.

The college hosted its annual Service Club Luncheon in April 2001, recognizing community volunteerism. Information about expanded continuing education opportunities was presented to the more than 100 participants at the luncheon.

With the assistance of the Lubbock Reese Redevelopment Authority, street and parking lot lighting was upgraded at the Reese Technology Center to provide better illumination in perimeter areas surrounding SPC facilities.

Former Texas Governor Preston Smith of Lubbock was invited to speak to students enrolled in a special college success course about setting goals for career and personal success.

PRIORITY INITIATIVE:

Foster support through community involvement in events, activities and programs offered at SPC and through community service.

PROGRESS ACHIEVED:

The Continuing Education Division documented 97,329 visitors to the Levelland Campus for 2000-2001 who participated in various events and activities held on campus.

Working with a committee of Levelland community leaders, the college assisted in hosting an appreciation reception for native son David Schmidly, inaugurated as the 13th president of Texas Tech University. The ceremony recognized SPC's ongoing partnership with Texas Tech University. More than 250 individuals

participated in the reception and tribute to Dr. Schmidly.

South Plains College was the host site for University Interscholastic League literary and athletic events. More than 16,000 students, sponsors and parents participated in these events on the Levelland Campus.

Numerous SPC faculty and staff presented educational programs and lectures to area civic clubs, organizations and public schools.

The Division of Continuing Education, in partnership with the Levelland Independent School district, sponsored "Medical Adventures Camp" and "Space Camp," two summer programs for elementary students in grades 1-6. "Medical Adventures Camp" was a new program developed to generate interest in allied health careers. The programs were designed to build interest and knowledge in math and science areas. Camp attendance numbered 53.

Work was completed on a new mosaic that was installed on the west face of the new Student Services Building. More than 30 college and community members assisted artists John and Betty Hope in the construction of the mosaic. It was the first mosaic to be installed on the SPC campus since June 1974 and the ninth in the City of Levelland.

Student clubs and organizations on the Lubbock Campus, participated in the annual U-Can-Share Food Drive sponsored by the South Plains Food Bank in Lubbock. The group collected 3,750 pounds of food.

The Student Activities Office spearheaded a fund raising drive involving campus clubs and organizations to raise funds for Hockley County Family Outreach. The proceeds from the Beauty and Beast Contest were presented during the annual Christmas Tree Lighting.

Students and faculty in the Creative Arts Department launched a new entertainment program with weekly performances of Saturday Night Special during the fall and spring semester. The season included 22 performances that were presented live in the Tom T. Hall Performance Center and aired over SPC-TV cable channel 10.

Student and faculty ensembles from the Creative Arts Department provided musical entertainment for a number of community events including the Early Settlers Reunion, Chamber Membership Banquet,

Cowboy Ball, the South Plains Opry, and Algerita Berry Festival. The department also provided a full calendar of performance and entertainment events which included Thursday Nite Live, Pickin' on the Plains, Country Jukebox, two bluegrass fairs, and special guest performances. Entertainment events were aired live over SPC-TV Levelland cable channel 10.

Students and faculty in the Fine Arts Department presented a full calendar of concerts featuring the SPC Choir, Symphonic Band, Jazz Band and student performance ensembles. The department also presented a number of student and faculty recitals in the Theatre for the Performing Arts.

The theatre program produced three theatrical presentations, including a summer community musical.

The music program hosted its largest Junior High Band Camp in June 2001, enrolling 239 students in the program and 23 students in a band camp leadership program.

The Council of Student Organizations on the Lubbock Campus sponsored two blood drives benefiting United Blood Services of Lubbock and funded four \$500 scholarships that were presented at the annual Student Awards Assembly.

The Applied Rehabilitation Psychology Students Organization helped the Salvation Army in their "bell-ringing" campaign during the Christmas holidays for a second year. The group also contributed community service hours to Women's Protective Services, the Lubbock State School, the American Red Cross and the South Plains Food Bank.

Advocates for Children of Today, the student organization for the child development program, volunteered at the Lubbock Women's Protective Services to provide activities for children.

The child development program hosted a regional workshop in the fall with more than 150 child care professionals attending the event. The program also co-hosted the Spring 2001 Annual Conference on Young Children in cooperation with the Region 17 Education Service Center in Lubbock. More than 400 professionals attended the conference.

Members of Phi Beta Lambda, collegiate division of the Future Business Leaders of America, volunteered community service hours to the Blascovic House, a

home in Levelland for homeless teen mothers and their infants. Club members gathered, repaired and painted furniture for the home and donated linens, toys, books, kitchen utensils and decorative items for the home. PBL also raised funds for the March of Dimes annual appeal, participated as a clean-up crew for the Covenant Hospital Foundation Cajun Fest, and managed race and entrant records for the NJCAA Marathon Championships.

Members of the Telecommunications Club assisted in the development of a documentary that addressed the farm crisis in West Texas. Club members taped interviews of area farmers and agribusiness leaders and edited the videotape. The documentary was presented to Congressman Larry Combest and was viewed by members of the House Agriculture Committee.

Biology professors Phil Ricker and David Etheredge worked as crew leaders for the Habitat for Humanity 20/2000 project in Lubbock, the largest blitz building project of its kind in the United States.

The cosmetology program provided gift certificates for the South Plains Senior Companion Program. The program also provides free haircuts and manicures to all special education students for the Levelland Independent School District.

Larry Scott, one of country music's best-known radio personalities, featured SPC faculty and student performers in the Creative Arts Department on his syndicated radio show, The Lincoln County Cowboy Symposium of the Air. Scott came to SPC and recorded his weekly show in the Tom T. Hall Performance Center in April. The show aired on 23 radio stations in Texas, New Mexico and Oklahoma.

The Kappa Chi Omega forensics judging team conducted a toy, clothing and food drive benefiting Hockley County Family Outreach. The group also served as adjudicators at area speech and forensics tournaments and assisted with the campus UIL literary meet.

Sustaining Excellence and Student Achievement, 2000-2001

In addition to the progress made on stated goals, initiatives and Critical Success Factors, the college's faculty and staff provided exceptional service to students and the community through the ongoing activities of the college. This service resulted in notable recognition for the institution, for employees and for students. These accomplishments are presented below.

The college's Financial Aid Office received special recognition from the Texas Higher Education Coordinating Board for its timely implementation of the new statewide TEXAS (Toward Excellence, Access and Success) Grant. In the first semester of availability, office staff processed 80 student applications for the special grant which resulted in \$80,000 in aid disbursements to eligible students.

Andrea Rangel, dean of admissions and records served on the Texas Common Course Numbering System Board (TCCNS). Her term ended November 2001.

The Admissions and Records Office was recognized by the EDI Server as an "Honor Roll Sender and Receiver" of electronic transcripts.

Kimbra Quinn, director of new student relations, was nominated to the High School Relations Committee of the Texas Association of Collegiate Registrars and Admissions Officers.

Jim Ann Batenhorst, director of financial aid, was nominated to be a representative on the board of directors of the Texas Association of Student Financial Aid Administrators.

Dr. Peggy Skinner, professor of psychology and chair of the Behavioral Science Department, and Dr. Wanda Clark, associate professor of psychology, were selected by McGraw-Hill Publishers to write supplemental materials for a human growth and development textbook.

Dr. Virginia Mahan, professor of psychology, was selected by a national publisher to write a textbook that addresses multicultural issues. Dr. Mahan also participated in a collaborative teaching project between Morehead State University in Kentucky and the People's Republic of China. She taught a course on the psychology of critical thinking at the Shanghai Teachers University in May 2001.

A recent graduate follow-up for the telecommunications program revealed that nearly 40 current students or recent graduates now work in the Lubbock television and radio markets. Several graduates hold management positions.

Natalie Bryant, assistant professor of speech communication, was named Community College Educator of the Year for 2001 by the Texas Speech Communication Association.

Alma Lopez, assistant professor of mathematics, was chosen by *SuperOnda Magazine* as one of the nation's top 100 Hispanic faculty members who serve as an exemplary role model for Hispanic youth.

Terry Isaacs, associate professor of history, was selected as a presenter for a special reunion of those who worked in the missile silos around Roswell, N.M., in the 1960s. Isaacs has conducted extensive historical research in the area.

Larry Nichols, professor of law enforcement and chair of the professional services and energy department, authored a revised edition of his textbook *Law Enforcement Patrol Operations* that was reprinted as a 4th edition. He also revised the Texas Supplement to accompany a text for Introduction to Criminal Justice (Glenco Publisher) and wrote a new supplement to accompany a new Juvenile Justice text (Glenco Publisher).

The respiratory care program received a letter of commendation from the Committee on Accreditation for Respiratory Care.

Sharon Chatham, assistant professor of child development, is serving on the state board for the Texas Department of Protection and Regulation Services and was elected to serve as president of the South Plains Association for the Education of Young Children for 2001-2002.

The radiologic technology program successfully completed its reaccreditation process and was awarded a five-year extension.

During the 2000-2001 academic year, the pass rate on NCLEX-PN was 100 percent for both the Levelland and Plainview vocational nursing programs.

The associate degree nursing and vocational nursing programs in the Department of Nursing received full accreditation by the State Board of Nurse Examiners.

South Plains College was recognized by the Lubbock Independent School District as a four-year contributor to its Adopt-a-School Program. The college was a sponsor for student honor roll pages in the Lubbock Avalanche-Journal for the fall and spring semesters.

The health information services program achieved a 100% pass rate on the Register Health Information Technician Examination (RHIT) for those student eligible to stand for the exam in October 2000.

South Plains College received a \$91,688 grant from the Texas Higher Education Coordinating Board as a result of student success and teaching effectiveness in the developmental education programs of the college. For the second consecutive year, South Plains College scored the highest among the eight community colleges participating in the Developmental Education Pilot Program and received the largest grant amount.

The Office of College Relations staff was the recipient of seven Medallion Awards presented by the National Council for Marketing and Public Relations (NCMPR). The awards recognized publications, communications and advertising excellence on a regional level that involved community colleges in Texas, New Mexico, Arkansas, Oklahoma, Colorado and Wyoming.

The Office of College Relations was also the recipient of two ADDY Awards presented by the Lubbock Advertising Federation in the Spring of 2001. Kristin Bunyard's poster design for the theatre program's production of *The Miracle Worker* received an ADDY for the category Advertising for the Arts, and received the prestigious Best of Show Award for all print categories.

SPC's Student Government Association was elected State Secretary School for the Texas Junior College Student Government Association for 2000-2001.

Lubbock Mayor Windy Sitton presented special recognition to educators and professionals in the respiratory care field in observance of Respiratory Care Week in September 2000. SPC's program faculty and students were recognized at a city council meeting.

Students in the telecommunications program won the Texas Intercollegiate Press Association's Television Sweepstakes Award and two student-produced programs were judged best in the state. "The Levelland News Update" was named the state's top collegiate newscast and "Weekday SPC" won first place in public affairs programming for its "Texas Hill Country" feature. Students in the program won individual awards in feature television story and in-depth television story.

Lupe Reyes, a SPC student majoring in criminal justice, was named Miss Fiesta del Llano for 2000-2001. The pageant is held in Lubbock as part of the 16th of September Celebration.

Nathan Tubb, retired academic vice president and former member of the SPC Board of Regents, was selected as one of the state's 10 most notable senior citizens in a special program sponsored by the Texas Department on Aging. Tubb was named to "The Greatest Generation in Texas," an award that recognizes senior citizens who have made a difference in their communities and in the lives of citizens of the state.

The Kappa Mu chapter of Phi Theta Kappa had the distinct honor of presenting Dr. Donald Haragan, former president of Texas Tech University, with the Michael Bennett Lifetime Achievement Award from Phi Theta Kappa International. The award was presented at the chapter's fall initiation ceremony and recognized Dr. Haragan for his support of the international honor society for students in two-year colleges.

SPC's Livestock Judging Team received outstanding honors at three major national livestock shows. The team finished sixth overall at the San Francisco Cow Palace Livestock Exhibition, taking sixth in sheep and sixth in hog judging. The team also finished fourth overall at the Dixie National Livestock Exhibition in Jackson, Miss, and was a third place finisher in sheep judging at the Houston Livestock Show. At the Fort Worth Livestock Exposition, the team took first high team honors in sheep and hog judging, fifth in oral reasons and finished 5th overall. Numerous top 10 rankings were earned by the team throughout the year.

In its first season of competition, the Meats Judging Team was reserve champion team at the Fort Worth Livestock Exposition, finishing high team in pork judging, beef judging and placings. The team also won the pork judging division at the National Western Livestock Show in Denver.

Forensic team member Kenna Taylor of Lubbock earned top honors at the Texas Forensic Association State Tournament. Taylor finished first in novice after-dinner speaking. College and university students from Texas, Oklahoma and Louisiana competed in the regional tournament. Josh McElroy was named state champion in prose interpretation and second in programmed oral interpretation at the Texas Junior College Speech and Theatre Association tournament. Taylor finished fourth in speeches to entertain and fifth in informative speaking. Both qualified for competition at the National Phi Rho Pi Speech Tournament. McElroy received a bronze medal at the national meet for a top finish in the prose interpretation contest.

Adam Robinson, a freshman from Lubbock, and Marcus Gomez, a freshman from Littlefield, were both selected for the Texas Community College All-State Symphonic Band. Michael Cason, a sophomore from Lubbock and Robert Babb, a freshman from Lubbock, were named to the Texas Community College All-State Jazz Band. The bands are hosted by the Texas Community College Band Directors Association and performed at the 2001 annual meeting of the Texas Music Educators Association.

Joe Carr, associate professor of music, served as a consultant for the Buddy Holly Museum in Lubbock for an exhibit documenting the Canadian River Breaks fiddle tradition. The exhibit had a three-month run at the museum.

Four members of Phi Beta Lambda took top honors at the Texas Phi Beta Lambda Leadership conference to advance to national PBL competition. Amanda Beard, freshman from Smyer, won first in public speaking. Ty Gregory, freshman from Levelland, took second in computer concepts. Erin Flanagan, freshman from Lubbock, took second in computer applications. Sean Cantwell, freshman from Levelland, took second in word processing. The chapter's community service project received a third place award and was named alternate to the national competition. Students in the organization collected and refurbished furniture, toys, clothing and other items for donation to a shelter for teenage mothers.

Respiratory care students Shannon Shroyer, Tim Richardson, Bobby King and LaTricia Boyd won the regional Texas Society for Respiratory Care Sputum Bowl to qualify for state bowl competition.

Journalism students Joe Cavazos, Amanda Hamilton, Joshua Robinson and Amanda Hudnall received top awards in competitions hosted by the Texas Intercollegiate Press Association. Cavazos won first place in tabloid feature page design and second in information graphic and illustration and third in single ad design. Hamilton won first place in humor column. Robinson won first in tabloid news design, first in tabloid sports page design and first in tabloid opinion page design. Hudnall won second in tabloid feature page design and tabloid opinion page design.

Institutional Effectiveness
Annual Report

**Critical Success Factors
and Measures
of Institutional Effectiveness**

2000-2001



CRITICAL SUCCESS FACTORS AND MEASURES OF INSTITUTIONAL EFFECTIVENESS

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

Critical Success Factors and Measures of Institutional Effectiveness – 2000-2001

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

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

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

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

The indicators and benchmarks and their supporting measurement criteria are the observed, quantified or qualified results of performance. The collected data provide valuable information for those making decisions about the future direction of the college. The following section contains the identified benchmarks for evaluation and the review of data which describes the college's performance in each critical success area. Interpretation of the findings is provided for each benchmark and if the standard was not met, an action plan for the next year (2001-2002) has been developed.

Definition of Critical Success Factors

CSF A: DYNAMIC EDUCATIONAL PROGRAMS AND QUALITY INSTRUCTION

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

CSF B: STUDENT OUTCOMES

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

CSF C: QUALITY STUDENT & SUPPORT SERVICES

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

CSF D: ECONOMIC DEVELOPMENT & COMMUNITY INVOLVEMENT

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

CSF E: EFFECTIVE LEADERSHIP & MANAGEMENT

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

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CSF A: Dynamic Educational Programs and Quality Instruction

Measurement A-1: Curriculum Review and Planning

BENCHMARK AND RESULTS

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

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

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Curriculum Changes	163	292	486	525	645	390
Upper Control Limit	481	481	481	481	481	481

Interpretation: South Plains College provides an up-to-date curriculum to meet the needs of students and service area constituents. Changes to the curriculum are made regularly. From 1997 - 2000, the number of curriculum changes are outside the normal range of variance. The increases have resulted from two major curriculum decisions: 1.) to adopt the Texas Common Course Numbering System and convert all academic courses to the new system; and 2.) the conversion of technical courses to the new Workforce Education Course Manual guidelines, a common course numbering manual for technical programs throughout the state. The first initiative was completed during 1997-98. Conversion of technical programs to WECM guidelines was initiated in 1998-99 and completed in 1999-00. For the most recent period, the number of curriculum changes has fallen below the upper control limit. WECM guidelines continue to be applied to some technical programs. The variations outside the upper control limits can be explained. Therefore, the standard is met.

Measurement A-2: Accreditation

BENCHMARK AND RESULTS

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

Report and Interpretation: The following programs successfully completed peer reviews for accreditation during 2000-01.

The Associate Degree Nursing program was reaccredited by the State Board of Nurse Examiners.

The Vocational Nursing program was reaccredited by the State Board of Nurse Examiners.

The Radiologic Technology program was reaccredited for a five-year period by the Joint Review Committee on Education in Radiologic Technology.

The Respiratory Care program was reviewed and received a special commendation from the Committee on Accreditation of Respiratory Care.

The Law Enforcement Technology program received reaccreditation from the Texas Commission on Law Enforcement Officer Standards of Education.

The standard is met.

Measurement A-3: Articulation Agreements

BENCHMARK AND RESULTS

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

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

BENCHMARK AND RESULTS

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

NUMBER OF ARTICULATION AGREEMENTS WITH SERVICE AREA ISDS

	1998-99	1999-00	2000-01
Total Service Area ISDs	51	51	51
Tech Prep Agreements	46	47	47
Dual Credit Agreements	19	27	44
Percent Involvement	100%	100%	100%

Interpretation: The college maintains some form of articulation agreement with 100% of the public school districts in the college's service area. In some districts, multiple agreements are maintained. In 1998, all Tech Prep agreements were reviewed and those which were not active were dropped. New dual credit agreements were instituted with 17 additional service area high schools. The activation of the Region 17 Education Service Center ITV network has allowed the college to expand this effort and deliver courses beyond its service area. New articulation agreements were written with the following high schools: Borden County, Cotton Center, Dawson County, Floydada, Klondike, Lamesa, Lorenzo, Meadow, Plains, Post, Roosevelt, Sands-Ackerly, Shallowater, Southland, Spur, Wellman-Union, and Wilson. The standard is met.

Measurement A-4: Student Satisfaction with Instruction

BENCHMARK AND RESULTS

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

STUDENT EVALUATION OF INSTRUCTION ANNUAL REPORT TO THE BOARD

	1996-97	1997-98	1998-99	1999-00	2000-01
Overall Rating of Instruction	4.64	4.60	4.60	4.60	4.60

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

BENCHMARK AND RESULTS

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

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

Cohort Year	1996	1997	1998	1999	2000
Overall Rating of Instruction	4.39	4.50	4.41	NA	4.32

Interpretation: The quality of instruction is rated annually by graduates through the SPC Graduate Survey. SPC graduates rate their overall satisfaction with instruction very high. The graduate survey process for the most recent reporting period was not completed for the 1999 cohort year and the available data is insufficient to report. For the most recent cohort year, the overall rating of instruction was 4.32. The standard is met for those cohorts that are reported.

Action Plan: The Institutional Research Office will readminister the Graduate Survey for the 1999 graduate cohort during 2001-02.

BENCHMARK AND RESULTS

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

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

Cohort Year	1996	1997	1998	1999	2000
Overall Rating of Instruction	4.35	4.50	4.41	NA	4.35

Interpretation: Graduates of technical programs are surveyed annually to determine their level of satisfaction with the education they received as it relates to actual job requirements. For all years reported, the ratings have exceeded the benchmark. The graduate survey process was not completed in 1999-00 and the available data is insufficient to report. For the most recent cohort, the rating is 4.35. The standard is met for those cohorts that are reported.

Action Plan: The Institutional Research Office will readminister the Graduate Survey for the 1999 graduate cohort during 2001-02.

Measurement A-5: Employer Satisfaction with Graduates**BENCHMARK AND RESULTS**

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

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

	1996	1997	1998	1999	2000
Overall Rating by Employers	3.76	4.17	NA	NA	3.84

Interpretation: Employers of SPC technical graduates are surveyed annually to determine their level of satisfaction with program training as it relates to actual job requirements. For all years reported, the ratings have exceeded the benchmark. The employer survey process was not completed in 1998 and 1999 and the available data is insufficient to report. The overall rating by employers for 2000 is 3.84. The standard is met for those cohorts that are reported.

Action Plan: The Institutional Research Office will readminister the Employer Survey for the 1999 graduate cohort during 2000-01.

Measurement A-6: Faculty Qualifications

BENCHMARK AND RESULTS

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

PERCENTAGE OF FACULTY MEETING SACS QUALIFICATIONS CRITERIA

Data Elements	1998-99	1999-00	2000-01
Total Academic Faculty	110	113	117
No. Meeting SACS Criteria	110	113	116
% Compliance	100%	100%	99.1%
Total Technical Faculty	99	99	104
No. Meeting SACS Criteria	99	99	104
% Compliance	100%	100%	100%

Interpretation: South Plains College seeks to employ full-time faculty members who meet the educational credentials required by SACS. Faculty who do not meet the criteria are required to demonstrate progress toward meeting the requirements as a condition of employment. For two reporting periods, all SPC faculty meet or exceed the SACS criteria for faculty credentials. For 2000-2001, one academic faculty member was actively enrolled in a graduate program to meet credential requirements. That individual was expected to complete the requirements for a master's degree in December 2001.

BENCHMARK AND RESULTS

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

PERCENTAGE OF COURSES TAUGHT BY FULL-TIME FACULTY

Data Elements	1998-99	1999-00	2000-01
SPC Full-Time Faculty	87.0%	92.0%	92.0%
State Average Full-Time Faculty	68.0%	69.0%	66.0%

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

CSF B: Student Outcomes

Measurement B-1: Course Completion

BENCHMARK AND RESULTS

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

PERCENTAGE OF COURSE COMPLETERS

Data Elements	1997-98	1998-99	1999-00	2000-01
SPC Course Completers	82.7	84.2	83.5	85.1
State Average	81.6	81.2	79.5	81.5

Interpretation: The state performance measures for two-year institutions includes the percentage of students who complete a course (grades of "F" do count as course completion). South Plains College's course completion rate exceeded the state average for all years reported. The standard is met.

Measurement B-2: Graduation Rates

BENCHMARK AND RESULTS

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

GRADUATION/TRANSFER RATE FOR FULL-TIME STUDENTS

Data Elements	1995 Cohort	1996 Cohort	1997 Cohort
Cohort of Full-Time FTIC Students	645	628	908
No. of SPC Students who Graduated or Transferred	270 in 1998	239 in 1999	362 in 2000
Percent of the Cohort	42%	38%	40%
State Standard	30%	30%	30%

Interpretation: This measure examines the graduation rate of full-time, first-time-in-college students who are not subject to remediation. Data for this measure are collected and reported by THECB. The college's graduation/transfer rate for the 1995 and 1996 cohorts who graduated or transferred three years after entering SPC is 42% and 38%, respectively. For the 1997 cohort, the rate is 40%. The measures exceed the 30% benchmark for all three years. The standard is met.

BENCHMARK AND RESULTS

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

GRADUATION/TRANSFER RATE FOR PART-TIME STUDENTS

Data Elements	1993 Cohort	1994 Cohort	1995 Cohort
Cohort of Part-Time FTIC Students	364	407	413
No. of SPC Students who Graduated or Transferred	111 in 1998	99 in 1999	116 in 2000
Percent of the Cohort	30%	24%	28%
State Standard	15%	15%	15%

Interpretation: This measure examines the completion rate of part-time, first-time-in-college students. Data for this measure is collected and reported by the THECB. The college's graduation/transfer rate for part-time students was 30% for the 1993 cohort, 24% in for the 1994 cohort and 28% for the 1995 cohort. These measures are well above the 15% benchmark. The standard is met.

BENCHMARK AND RESULTS

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

NUMBER OF DEGREES AND CERTIFICATES AWARDED

Data Elements	1996-97	1997-98	1998-99	1999-00
AA, AS Degrees	218	201	202	183
AAS Degrees	125	92	98	71
Tech Prep AAS Degrees/Certificates	164	125	116	142
Technical Certificates	146	191	149	135
Total Degrees and Certificates	653	609	565	531
SPC Regional Ranking -- Degrees	3rd	3rd	3rd	3rd
SPC Regional Ranking -- Enrollment	3rd	3rd	3rd	3rd
Ranking Difference	0	0	0	0

Interpretation: The THECB performance measures include the total number of degrees and certificates earned at an institution annually. For 1998-99, the criteria for determining this measure was redefined by the college to provide a more accurate count of degree/certificates awarded. SPC awarded 531 degrees and certificates in 1999-2000 which ranked the college third among peer institutions in its region. All institutions which awarded more degrees than SPC had larger enrollments. The standard is met. Beginning Sept. 1, 2001, the college will no longer require students to pay a graduation fee. The change in policy is designed to encourage more eligible students to apply for graduation.

BENCHMARK AND RESULTS

B-2.4 The percentage of first-time in college (FTIC) students persisting to graduation or transfer will be within 5% of the statewide average for peer institutions.

GRADUATION/TRANSFER RATE FOR FTIC STUDENTS

Data Elements	1995 Cohort	1996 Cohort	1997 Cohort
Number of FTIC Students	1,491	1,637	2,397
No. of SPC Students who Graduated or Transferred	423	443	729
Percent of Cohorts Reported	28.4%	27.0%	30.4%
Statewide Average of Peer Institutions	24.2%	24.6%	25.4%

Interpretation: For the 1997 FTIC cohort that was tracked, 30.4% persisted to graduation or transfer three years later. This rate exceeded the statewide rate of 25.4%. For the previous two reported cohorts, South Plains College's measure exceeded the state average for peer institutions as well. The standard is met.

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

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

**TRANSFER RATES FOR ACADEMIC STUDENTS
REPORTED FROM DATABASE SEARCH (ASALFUP)**

Data Elements	1995-96	1996-97	1997-98	1998-99	1999-00
SPC Percentage Rate	37.0	37.3	39.5	45.5%	44.1%
Regional Percentage Rate	23.3	34.0	35.1	37.0%	34.1%
State Percentage Rate	37.2	35.1	35.5	33.2%	36.6%

Interpretation: The THECB performs a database search yearly for all academic students who had previously enrolled at SPC in a given year. The student records (Social Security Numbers) are compared to the databases for other public higher education institutions for later years. The rate of transfer for the most recent reporting period is 44.1%. The SPC transfer rate exceeds the regional and state rate. 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 STUDENT TRANSFERS

Data Elements	1997	1998	1999	2000
Total SPC Transfers	1,122	1,107	1,372	1,756
SPC State Ranking -- Transfers	16th	16th	13th	13th
SPC State Ranking -- Enrollment	14th	18th	16th	15th
Ranking Difference	-2	+2	+3	+2

Interpretation: The THECB performance measures for two-year institutions includes a review of the total number of students who transfer from the college to continue their education. For the past four reporting years, the SPC total number of transfers is in excess of 1,100 students each year. For 2000, no community colleges with smaller enrollments than SPC had more transfers. The standard is met.

BENCHMARK AND RESULTS

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

**GRADE POINT AVERAGES OF SPC TRANSFERS
AT TEXAS TECH UNIVERSITY**

Data Elements	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort
SPC Transfer Students Enrolled	2.49	2.60	2.47	2.51
All Transfer Students Enrolled	2.48	2.59	2.58	2.67
Native Students (from High School)	2.80	2.82	2.89	2.87

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

BENCHMARK AND RESULTS

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

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

Data Elements	1995 Cohort	1996 Cohort	1997 Cohort	1998 Cohort
SPC Transfer Students Enrolled	32.8%	31.8%	38.6%	30.0%
All Transfer Students Enrolled	29.2%	29.1%	29.6%	24.9%
	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort
Native Students (from High School)	48.7%	46.4%	47.5%	51.5%

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

Measurement B-4: Success in Developmental Education

BENCHMARK AND RESULTS

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

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

Data Element	1995-96	1996-97	1997-98	1998-99	1999-00
SPC Percentage Rate	77.0	80.0	78.0	88.0	76.0
State Percentage Rate	77.0	76.0	76.0	86.0	78.0
Perkins Goal	75.0	75.0	70.0	70.0	73.0*

*Perkins Standard Changed

Interpretation: For the current reporting period, South Plains College's retention rate for full-time students requiring remediation from fall to spring semesters is within the range of normal variation. For preceding years, the rate matched or exceeded the state average for all two-year institutions. The SPC rate exceeded the Perkins Goal for all years. The standard is met.

BENCHMARK AND RESULTS

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

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

Data Elements	1995-96	1996-97	1997-98	1998-99	1999-00
SPC Percentage Rate	61.0	55.0	48.0	81.0	63.0
State Percentage Rate	60.0	59.0	62.0	79.0	61.0
Perkins Goal	50.0	50.0	50.0	50.0	56.0

Interpretation: South Plains College's retention rate for part-time students enrolled in 6 to 11 hours and requiring remediation was more than 5% below the state average for 1997-98. However, for 1998-99 and 1999-00 the rate increased and exceeded the state average by two percentage points. The SPC rate has exceeded the Perkins Goal for all years, except 1997-98. The standard is met. However, the college will continue to monitor the retention of these part-time students.

BENCHMARK AND RESULTS

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

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

Data Elements	1995-96	1996-97	1997-98	1998-99	1999-00
SPC Percentage Rate	45.0	100.0	50.0	72.0	67.0
State Percentage Rate	48.0	49.0	54.0	69.0	42.0
Perkins Goal	35.0	35.0	35.0	35.0	37.0

Interpretation: For all reporting periods, South Plains College's retention rate for part-time students enrolled in 1-5 hours and requiring remediation exceeded or was within 5% of the state average for all two-year institutions. For 1999-00, the SPC rate exceeded the state rate considerably. The SPC rate has exceeded the Perkins Goal for the past four years as well. The standard is met.

BENCHMARK AND RESULTS

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

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

Data Elements	1995-96	1996-97	1997-98	1998-99	1999-00
SPC Students (%)	25.8	26.0	21.3	28.0	8.8
Statewide (%)	14.1	15.6	13.7	12.4	9.4

Interpretation: The THECB performance measure includes the percentage of students enrolled in remediation who master all TASP requirements during a given year. The completers are compared to the number of students enrolled at the college and who had some TASP requirement during the year. The completion rate for SPC exceeded the statewide completion rate for all years previous to 1999-00. For the current reporting period, the SPC completion rate has fallen below the state rate. The data for this measure is computed by the THECB. This dramatic drop is being investigated as a possible reporting error on the part of the THECB. Based on the available data, the standard is not met.

Action Plan: The college will determine if reporting criteria has been changed by the THECB or if a data error exists. It is possible that an increasing number of students who opt to “B” out of the TASP requirement could be affecting the measure. The college will continue to monitor the TASP completion rate and the course sequencing for developmental programs.

Measurement B-5: Technical Program Placement Rates

BENCHMARK AND RESULTS

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

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

Data Elements	1995-96	1996-97	1997-98	1998-99	1999-00
SPC Rate (%)	86.4	88.8	92.4	89.7	88.3
Regional Rate (%)	85.7	87.9	84.5	86.2	84.5
State Rate (%)	83.6	86.2	89.1	87.4	83.5

Interpretation: The THECB performs a database search yearly for all technical students who had previously enrolled at SPC in a given year. The student records (Social Security Numbers) are compared to the databases for other higher education institutions and for the Texas Workforce Commission to find former students who are employed or enrolled at another institution. The SPC rate of placement/transfer for the most recent reporting period is 88.3%. The SPC transfer rate exceeds the regional and state rate. The standard is met.

BENCHMARK AND RESULTS

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

PERCENT OF TECHNICAL PROGRAMS WITH 15 GRADUATES IN 3 YEARS

Data Elements	1996-97	1997-98	1998-99	1999-00
Total Active Programs	33	33	33	33
No. Programs 3 Years in Operation	33	33	32	32
No. with 15 Graduates in 3 Years*	25	25	26	25
% of Programs in Compliance	75.8%	75.8%	81.3%	78.1%

*Benchmark changed in 1997-98

Interpretation: Prior to 1998-99, the standard for this measure was 9 graduates in 3 years. The data presented in this table reflects the application of the new benchmark of 15 graduates in three years for all programs. Of the college's 33 active technical programs in 1999-00, only 32 have been in operation three years or more years in order to track graduates. Of the 32 programs producing graduates, 25 programs have met the standard for 78.1%. The standard is not met.

Action Plan: In 2000-01, the Business Administration Department consolidated its programs in general business, management and marketing and merchandising into a single program of business management with specialization options. Departmental chairpersons, working with the Instructional Deans, will continue to work on ways to consolidate fields of study into single programs. The deactivation of small enrollment and small graduate programs is also an option after notice is given to faculty and students.

BENCHMARK AND RESULTS

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

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

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

Interpretation: This is a relatively new measure developed by the THECB. Only 32 of the college's 33 active technical programs in 1999-00 have been in operation for three years or more. For the most recent reporting period, 93.8% of these technical programs have achieved the required placement rate. Three programs have not met the standard. The standard is not met.

Action Plan: The departmental chairpersons and the instructional deans will work on ways to consolidate some fields of study into single programs with options within those areas of study. The deactivation of small enrollment and small graduate programs is also an option after notice is given to faculty and students. Additionally, advisory committees for low placement rate programs will be consulted to determine if curriculum revisions are needed or skill competencies need to be redefined. Analysis of local and area workforce needs for low demand occupations will also be a contributing factor to program revision or deactivation.

Measurement B-6: Goal Attainment

BENCHMARK AND RESULTS

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

STUDENT SATISFACTION WITH GOAL ATTAINMENT

	1997-98	1998-99	1999-00	2000-01
Goal Attainment Satisfaction	4.13	4.10	4.25	NA

Interpretation: Students are asked to rate their level of satisfaction with personal goal attainment during the spring semester. The Student Support Services Survey was not administered during the spring of 2001 due to an organizational restructuring and transition period. For all prior years reported here, respondents rated their satisfaction in this area as being above average (greater than 3.0 on 5.0 scale). The standard is met for those years reported.

Measurement B - 7: Licensure Passage

BENCHMARK AND RESULTS

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

PERCENTAGE STUDENTS PASSING LICENSURE IN ALL PROGRAMS

Data Elements	1996	1997	1998	1999	2000
SPC Student Passage (%)	86.8	88.7	91.0	82.1	84.0
Statewide Passage (%)	89.0	87.0	89.0	82.7	83.5

Interpretation: The percentage of graduates passing state licensure exams is within the normal range of variance (5%) of the state average. For the most recent reporting period, the SPC passing rate is slightly greater than the state average. The standard is met. Licensure test performance for individual programs is continually evaluated.

CSF C: Quality Student and Support Services

Measurement C-1: Access and Equity

BENCHMARK AND RESULTS

C-1.1 The college will annually enroll approximately 5,800 students in credit-level or developmental courses within a normal range of variance of 5%.

SOUTH PLAINS COLLEGE FALL SEMESTER ENROLLMENTS

Data Elements	1996	1997	1998	1999	2000
Total Fall Headcount Enrollment	5,843	6,291	6,687	7,154	7,481
% Variance	2.4%	7.7%	6.3%	6.9%	4.6%

Interpretation: The college has exhibited steady growth in the past four enrollment periods, reversing a downward enrollment trend in fall 1996. A third consecutive record fall enrollment was achieved in 2000-01 that approached 7,500 students, nearly 1,650 students more than the benchmark. The standard is met.

BENCHMARK AND RESULTS

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

SOUTH PLAINS COLLEGE HIGH SCHOOL MARKET SHARE 51 SERVICE AREA HIGH SCHOOLS

Data Elements	1997	1998	1999	2000	2001
Total H.S. Seniors in Service Area	4,489	4,712	4,668	4,530	4,443
Total H.S. Grads Enrolled at SPC	954	932	918	948	958
% of Service Area Seniors Enrolling	21.3%	19.8%	19.7%	20.9%	21.5%

Interpretation: This market share analysis attempts to determine the percentage of high school May graduates who enroll at South Plains College the subsequent fall semester. The college's "share" is computed as a percentage of the entire senior class as reported by the high school to the Texas Education Agency in October of each year. The analysis does not account for the fact that not all students of a particular senior class are college bound, that some may graduate in December, that some will dropout or that not all will graduate the following May. Therefore, one could conclude that the college's actual market share of high school graduates in our service area is actually higher than what is computed from this data. In this analysis, the benchmark has been exceeded in all years reported. The standard is met.

BENCHMARK AND RESULTS

C-1.3 The percentage of ethnicity of the student body at the college will be within 5% of the ethnic composition of the adult population of the college service area.

PERCENTAGE OF STUDENT ENROLLMENT BY ETHNICITY

Fall Semesters	1996	1997	1998	1999	2000
% Hispanic Population	21.0*	21.0*	21.0*	21.0*	26.0**
% Hispanic Enrollment	26.4	25.6	24.9	25.0	25.8
Variance	+5.4	+4.6	+3.9	+4.0	-0.2
% African-American Population	7.0*	7.0*	7.0*	7.0*	4.4**
% African-American Enrollment	6.3	5.6	5.7	5.2	4.3
Variance	-0.7	-1.4	-1.3	-1.8	-0.1

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

Interpretation: The SPC student body reflects the ethnicity of the adult population of the college service area. For Hispanics, the percentage enrolled is within the accepted range of variance. Since 1993, fall semester enrollment of Hispanic students has grown at a faster rate than all other ethnicity categories, on the average 6.5% a year. This student population has had a net gain of 51.9%. For African-Americans, the percentage enrolled is within the accepted range of variance. The standard is met for both ethnic populations.

The college has initiated efforts to attract and retain students from diverse ethnic backgrounds. The Office of Multicultural Services has been established to coordinate these efforts. Additionally, the college's Title III Strengthening Institutions Grant contains a diversity component designed to aid in the retention of students. The new Title V Student Support Services grant will also provide additional student services for first-generation college students to aid in recruitment and retention. The college will also continue to monitor the effect of its expanding partnership with Texas Tech University on this measure.

BENCHMARK AND RESULTS

C-1.4 The percentage of ethnicity of graduates at the college will be within 5% of the percentage of ethnicity of total enrollment.

PERCENTAGE OF GRADUATES BY ETHNICITY

Annual Data Elements	1996-97	1997-98	1998-99	1999-00
% Hispanic Graduates	26.0	23.0	25.0	23.0
% Hispanic Enrollment (Annual)	25.0	25.0	24.0	22.0
Variance	+1.0	-2.0	+1.0	+1.0
% African-American Graduates	4.0	4.0	7.0	6.0
% Enrollment African-American	5.7	7.0	6.0	6.0
Variance	-1.7	-3.0	+1.0	0.0

Interpretation: The retention rate for Hispanic students as measured by graduation is 23% for the most recent reporting year. This rate exceeds the enrollment rate by one percentage point. The retention rate for African-American graduates as measured by graduation equals the rate of enrollment. The standard is met.

BENCHMARK AND RESULTS

C-1.5 The percentage of economically disadvantaged students will not be more than 5% below the percentage of economically disadvantaged adults in the college service area.

PERCENTAGE OF ENROLLMENT BY ECONOMICALLY DISADVANTAGED INDIVIDUALS

	1995-96	1997-98	1998-99	1998-99	1999-00
% Population	17.0*	17.0*	17.0*	21.0*	21.1**
% SPC Enrollment	26.0	31.0	28.8	48.0	42.3
Variance	+11.0	+14.0	+11.8	+27.0	+21.2%

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

Interpretation: Economically disadvantaged students are defined as those individuals who qualify for federal financial aid. Economically disadvantaged individuals, those whose income falls below reported poverty levels, represent 21 percent of the adult population of the college service area. For the reporting periods, the college enrollment has ranged from 26% to 48% and is within the normal range of variation for this measure. For the most recent reporting period, the percentage enrolled exceeds the benchmark by 21.2 percentage points. The standard is met.

BENCHMARK AND RESULTS

C-1.6 The percentage of academically disadvantaged students will not be more than 5% below the percentage of academically disadvantaged adults in the college service area.

PERCENTAGE OF ENROLLMENT BY ACADEMICALLY DISADVANTAGED INDIVIDUALS

	1995-96	1996-97	1997-98	1998-99	1999-00
% Population	28.0*	28.0*	28.0*	28.0*	28.0**
% SPC Enrollment	23.0	41.0	43.3	36.0	28.1
Variance	-5.0	+13.0	+15.3	+8.0	+0.1

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

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

Measurement C-2: Assessment of Programs and Services

BENCHMARK AND RESULTS

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

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

Student Service Areas	1996	1997	1998	1999*	2000
Financial Aid	4.35	4.45	4.06	NA	4.37
Counseling Center	4.09	4.10	3.80	NA	4.03
Job Placement	3.88	3.36	3.15	NA	3.35
Course Advisement	4.27	4.05	3.56	NA	4.15
Tutoring Services	4.26	4.23	3.18	NA	3.80
Veterans Services	4.14	4.23	2.86	NA	3.76
Student Activities	3.94	4.00	3.57	NA	4.13
Overall Satisfaction	4.13	4.06	3.67	NA	3.94

*Incomplete survey data reported

Interpretation: SPC graduates favorably rated their satisfaction with the student services offered by the college. In all categories of services, graduates rated services above average for the most graduate cohort (2000). The graduate survey process for the 1999 graduate cohort was not completed and the available data is insufficient to report. The survey will be readministered in 2001-2002. The standard is met for those cohorts that are reported.

Action Plan: The Institutional Research Office will readminister the Graduate Survey for the 1999 graduate cohort during 2001-02.

BENCHMARK AND RESULTS

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

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

Student Service Areas	1998-99	1999-00	2000-01
Deans' Office	3.67	3.98	NA
Counseling Center	3.88	4.11	NA
Instructional Support Services	3.82	4.04	NA
Student Health Services	3.39	3.76	NA
Student Activities	3.69	3.75	NA
Campus Security/Police	3.80	3.98	NA
Food Service	3.20	3.58	NA
Admissions and Records	3.85	4.16	NA
Financial Aid	3.73	4.04	NA
Veterans Services	3.57	3.84	NA
Overall Satisfaction	3.67	3.92	NA

Interpretation: Current students favorably rate their satisfaction with the student services offered by the college. In all categories of services, students rated services above average. Mean scores improved in all categories for 1999-00. The Student Support Services Survey was not administered during the spring of 2001 due to an organizational restructuring and transition period. The standard is met for the years reported.

Action Plan: The Vice President for Student Affairs will direct the administration of the Student Support Services Survey for the spring of 2002.

Measurement C-3: Retention

BENCHMARK AND RESULTS

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

COHORT RETENTION OF ALL STUDENTS FROM FALL TO SPRING REPORTED FROM ANNUAL DATA PROFILE

Data Elements	1995-96	1996-97	1997-98	1998-99	1999-00
Not Remediated	65.0	63.0	62.0	56.0	65.0
Had Remediation	83.0	77.0	73.0	85.0	73.0
All SPC Students	67.0	64.0	63.0	72.0	67.0
Lower Control Limit	60.0	60.0	60.0	60.0	60.0

Interpretation: The percentage of students retained from the fall semester to the spring semester is a measure of retention. The retention rate for all students at SPC has ranged from 63% to 72% during the years reported. The retention rate for students who are not subject to remediation approximates the same range of rates (56% to 68%). For the most recent reported year, this rate has risen above the lower control limit from the previous year. The retention of all SPC students for all years is above the lower control limit and therefore within the normal range of variation. The standard is met. Increasing numbers of part-time students and concurrently enrolled Texas Tech University students will affect the college's fall to spring retention rate in the future.

BENCHMARK AND RESULTS

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

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

Data Element	1995-96	1996-97	1997-98	1998-99	1999-00
SPC Percentage Rate	77.0	75.0	70.0	57.0	79.0
State Percentage Rate	77.0	75.0	77.0	63.0	79.0
Perkins Goal	70.0	70.0	70.0	70.0	74.0

Interpretation: South Plains College's retention rate for full-time students is within the normal range of variance in relation to the state average for all two-year institutions in four of the years reported. For the most recent reporting period, the retention rate has reached its highest point (79%) and equals the state rate. The measure also exceeds the Perkins goal. The standard is met.

The college will continue to monitor the retention of these full-time students and study the effect of the concurrent enrollment of Texas Tech University students and dual credit students on the standard.

BENCHMARK AND RESULTS

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

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

Data Elements	1995-96	1996-97	1997-98	1998-99	1999-00
SPC Percentage Rate	59.0	45.0	43.0	57.0	65.0
State Percentage Rate	60.0	58.0	60.0	53.0	66.0
Perkins Goal	50.0	50.0	50.0	50.0	61.0

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

BENCHMARK AND RESULTS

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

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

Data Elements	1995-96	1996-97	1997-98	1998-99	1999-00
SPC Percentage Rate	48.0	41.0	58.0	53.0	50.0
State Percentage Rate	48.0	49.0	54.0	49.0	49.0
Perkins Goal	35.0	35.0	35.0	35.0	44.0

Interpretation: South Plains College's retention rate for part-time students enrolled in 1 to 5 hours is within the normal range of variance in relation to the state average for all years reported except for 1996. The SPC rates for 1997, 1998 and 1999 exceed the state average. For the most recent reporting period the standard is met. The college's relationship with Texas Tech and the expanding concurrent enrollment of Texas Tech students at the Reese Center as well as the growing number of dual credit high school students who enroll in a limited number of hours are contributing factors to performance on this measure.

Measurement C-4: Course Advisement

BENCHMARK AND RESULTS

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

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

Data Elements	1996	1997	1998	1999	2000
SPC Graduates	4.27	4.05	3.56	NA	4.15

Interpretation: Graduates rate their satisfaction with course advisement high. The mean scores for this group exceed the benchmark for the years reported. The graduate survey process for the 1999 graduate cohort was not completed and the available data is insufficient to report. The survey will be readministered in 2001-02. Graduates in the most recent cohort (2000) rate course advisement above average. The standard is met for those cohorts that are reported.

Action Plan: The Institutional Research Office will readminister the Graduate Survey for the 1999 graduate cohort during 2001-02.

BENCHMARK AND RESULTS

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

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

Data Elements	1998-99	1999-00	2000-01
Current SPC Students	NA	4.15	NA

Interpretation: Data for this measure was collected for the first time during 1999-00. For that year, students rated their level of satisfaction with course advisement as being very good. The mean score for this group exceeded the benchmark. The Student Support Services Survey was not administered during the spring of 2001 due to an organizational restructuring and transition period and data for this measure is unavailable. The standard is met for the year reported.

Action Plan: The Vice President for Student Affairs will direct the administration of the Student Support Services Survey for the spring of 2002.

CSF D: Economic Development and Community Involvement

Measurement D-1: Education in Support of Economic Development

BENCHMARK AND RESULTS

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

SATISFACTION WITH COMMUNITY SERVICE SHORT COURSE TRAINING DIVISION OF CONTINUING EDUCATION

Data Element	1997-98*	1998-99*	1999-00*	2000-01
Student Satisfaction Rating	6.57	6.59	6.46	4.29

*Evaluation based on 7-point scale. Evaluation instrument was revised to 5-point scale in 2000-2001.

Interpretation: For the four 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 evaluation instrument was revised in 2000-01 to reflect a 5-point scale for rating satisfaction with course objectives. The standard is met.

BENCHMARK AND RESULTS

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

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

Data Element	1999-00	2000-01
Student Satisfaction Rating	4.17	4.37

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

BENCHMARK AND RESULTS

D-1.3 Employers who contract for workforce or employee training will rate their level of satisfaction with the course above average (greater than 3.0 on 5.0 scale).

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

Data Element	1999-00	2000-01
Employer Satisfaction Rating	4.48	4.45

Interpretation: Employers who contracted with SPC to provide customized contract training for employees rated their level of satisfaction with the courses above average. The standard is met.

BENCHMARK AND RESULTS

D-1.4 The number of contract classes for customized training will increase each year.

CONTRACT CLASSES FOR CUSTOMIZED TRAINING

Data Elements	1998-99	1999-00	2000-01
Number of Contract Classes	127	155	180
% Variance	+108%	+22%	+16%

Interpretation: For the three years examined, the number of contract classes for customized training has increased. The increase was largely due to expanded workforce development facilities at the Byron Martin Advanced Technology Center and a growing interest for customized computer training by local business and industry. The standard for the years examined is met.

Measurement D-2: Interaction with Community**BENCHMARK AND RESULTS**

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

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

College Function	1999-2000
Preparation for university transfer	4.7
Preparation for employment	4.6
Technology in the curriculum	4.5
Programs to upgrade job skills	4.4
Programs that provide workforce development	4.3
Programs and services for student success	4.3
Provide a comprehensive curriculum	4.3
Accessible educational programs	4.3
Build partnerships to meet community needs	4.3
Provide developmental programs for college preparation	4.1
Deliver instructional programs off-campus via distance education	4.1
Provide programs which meet professional development needs	4.0
Develop private fundraising activities	4.0
Provide continuing education programs for personal enrichment	3.9

Interpretation: The External Constituent Survey was administered for the first time in 1999-2000. Respondents were asked to indicate how important it is for the college to perform the critical functions related to mission, role and scope. All functions were rated as being important or very important for the college to perform, thus validating the college's purpose and mission. The standard is met. The survey will be administered again in 2001-2002.

BENCHMARK AND RESULTS

D-2.2 Respondents to the External Constituent Survey will rate the college's performance of its critical functions and services as better than average (3.0 or greater on 5.0 scale).

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

College Function	1999-2000
Preparation for employment	4.2
Preparation for university transfer	4.1
Provide a comprehensive curriculum	4.0
Incorporate technology in the curriculum	4.0
Accessible educational programs	4.0
Programs to upgrade job skills	3.9
Provide developmental programs for college preparation	3.9
Programs and services for student success	3.9
Programs that provide workforce development	3.8
Build partnerships to meet community needs	3.8
Provide continuing education programs for personal enrichment	3.6
Provide programs which meet professional development needs	3.5
Deliver instructional programs off-campus via distance education	3.5
Develop private fundraising activities	3.5

Interpretation: The External Constituent Survey was administered for the first time in 1999-2000. Respondents were asked to rate how well the college performed the critical functions related to its mission, role and scope. All functions were rated as being better than average. The standard is met. The survey will be administered again in 2001-2002.

BENCHMARK AND RESULTS

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

COMPARISON OF POPULATION SERVED

Year	Standard	SPC Service Area Population	Enrollment	Percent of Population
1997-98	7%	160,814*	14,556	9.1%
1998-99	7%	160,814*	15,040	9.4%
1999-00	7%	193,255*	15,804	8.2%
2000-01	7%	228,578**	16,645	7.3%

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

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

BENCHMARK AND RESULTS

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

ANNUAL PUBLIC USAGE OF FACILITIES AND VISITORS

Year	Standard	No. Annual Visitors and Participation	Standard Met
1997-98	90,000	96,233	Yes
1998-99	90,000	98,416	Yes
1999-00	90,000	104,601	Yes
2000-01	90,000	97,329	Yes

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

Measurement D-3: Partnerships and Alliances

BENCHMARK AND RESULTS

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

Report and

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

Partnerships were established with 44 area high schools for dual credit purposes.

South Plains College continued 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 continued to provide the educational and instructional opportunities at the Byron Martin Advanced Technology Center.

The college partnership with the Lubbock Reese Redevelopment Authority allowed the college to expand its use of educational buildings at the former air base for teaching courses at the Reese Center. The partnerships has also resulted in the relocation of the college's Lubbock Main Street programs to the Reese Center.

SPC partnered with TEA Region 17 Service Center to develop a distance education network. The ITV network expanded from 40 remote sites to 62 sites.

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

The Lubbock Campus had a partnership agreement with Lubbock County to provide workforce education at the Lubbock County Community Correctional Facility.

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

The college established a partnership with Market Lubbock, Inc., to plan for the development and operation of an ACT Center in Lubbock. The center will provide server-based workforce training and assessment to assist small business employers with training needs.

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

The college partnered with the Levelland Chamber of Commerce to provide entertainment, use of facilities and volunteers in support of chamber projects.

The college maintained active membership in the Lubbock Chamber of Commerce, the Lubbock Hispanic Chamber of Commerce, and the Lubbock Chamber of Black Entrepreneurs.

CSF E: Effective Leadership and Management

Measurement E-1: Cooperative Planning and Goal Attainment

BENCHMARK AND RESULTS

E-1.1 The level of employee satisfaction with strategic planning processes will be above average (greater than 3.0 on 5.0 scale) as measured by the Employee Survey.

EMPLOYEE SATISFACTION WITH PLANNING PROCESS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Elements	1996	1998	2000
Informed about Planning Effort	3.6	3.7	3.7
Use of Outcome Assessment Tools	3.7	3.6	3.8
Involvement in Planning Effort	3.4	3.4	3.6
Review Planning Documents/Reports	2.8	3.0	3.6
Composite Rating for Planning Process	3.4	3.4	3.7

Interpretation: The standard is met for all three study years. Respondents to the Employee Survey expressed above average satisfaction with institutional planning efforts in all categories for the most recent survey. Improvement was attained for mean scores to the statement "I regularly review the Institutional Plan or the Annual Planning Report". It should be noted that during the survey periods, the reporting component of the planning process was still in developmental stages. The Institutional Plan was completed and published in February 1998. Annual planning reports, as they relate to this institutional plan, were prepared for the first time in May 1998. *The Annual Report of Progress and Achievement* was published for the first time in May 1999 and distributed to SPC employees in July 1999. *The Annual Report for 1998-99* was published in February 2000 and distributed to employees in March 2000. The most recent survey was administered in April 2000. These efforts have contributed to a greater understanding of the college's planning and institutional effectiveness processes. The college will continue to educate those involved in strategic and operational planning as to the importance and use of planning data and documents which result from planning efforts. The Employee Survey is scheduled to be administered in the spring of 2002.

Measurement E-2: Management of Resources

BENCHMARK AND RESULTS

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

EMPLOYEE SATISFACTION WITH BUDGETARY PROCESS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Data Elements	1996	1998	2000
Involvement in Budget Process	nc	3.6	4.1
Satisfaction with Budget Process	nc	3.2	3.9
Budget Reflects Institutional Objectives	nc	3.4	3.9
Composite Rating for Budgetary Process	nc	3.4	4.0

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

BENCHMARK AND RESULTS

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

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

Data Element	1996	1998	2000
Satisfaction with Budgetary Controls/Reports	nc	3.5	4.0

Interpretation: Employees rate their level of satisfaction with budgetary controls and reports as above average. The standard is met. The next administration of the Employee Survey is scheduled for April 2002.

BENCHMARK AND RESULTS

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

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

Data Element	1996	1998	2000
Satisfaction with Purchasing System	nc	3.6	3.9

Interpretation: Employees rate their level of satisfaction with the purchasing system as above average. The standard is met. The next administration of the Employee Survey is scheduled for April 2002.

BENCHMARK AND RESULTS

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

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

Data Element	1996	1998	2000
Satisfaction with Inventory System	nc	3.5	3.9

Interpretation: Employees rate their level of satisfaction with the inventory system as above average. The standard is met. The next administration of the Employee Survey is scheduled for April 2002.

BENCHMARK AND RESULTS

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

RESULTS OF ANNUAL AUDITS

Data Elements	FY 1998-99	FY 1999-00	FY 2000-01
Independent Audit Exceptions/Mgt. Letters	0	0	0
State Audit Exceptions/Mgt. Letters	0	0	0
Federal Audit Exceptions/Mgt. Letters	0	0	0

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

BENCHMARK AND RESULTS

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

**DISTRIBUTION OF COLLEGE RESOURCES BY MAJOR COLLEGE FUNCTION
FROM ANNUAL AUDIT REPORT**

College Function	1998-99	1999-00	2000-01
Instruction	44.0%	43.5%	47.7%
Academic Support	9.0%	7.5%	5.0%
Student Services	8.2%	6.2%	5.8%
Scholarships and Fellowships	17.1%	17.4%	16.8%
Institutional Support	4.9%	8.8%	8.3%
Operation and Plant Maintenance	8.9%	9.3%	9.6%
Auxiliary Enterprises	5.4%	4.7%	4.0%
Public Service	2.5%	2.5%	2.7%
Research	0.1%	0.1%	0.1%
Total	100%	100%	100%

Interpretation: The expenditure of funds demonstrates stability. The major expenditure is for instruction, followed by scholarships and fellowships (federal aid is included in this expenditure category), operations and plant maintenance, institutional support, academic support and student services. Guidelines and procedures for reporting expenditures into the eight categories of costs were reviewed and updated during 2000-2001. The chart of accounts comprising the academic support area were more accurately defined for the current period.

Measurement E-3: Acquisition of Public/Private Resources

BENCHMARK AND RESULTS

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

REVENUE BY SOURCE FROM ANNUAL AUDIT REPORT

Income Sources	1998-99	1999-00	2000-01
Student Sources	23.1%	22.8%	23.8%
State Sources	35.4%	38.0%	38.9%
Local Sources	14.7%	13.8%	12.1%
Govt. Grants and Contracts	20.6%	19.6%	19.5%
Private Gifts and Grants	0%	0%	0.2%
Auxiliary Sources	4.0%	4.2%	3.7%
Other Sources	2.2%	1.6%	1.8%
Total	100%	100.0%	100.0%

Interpretation: The income from various sources demonstrates stability. The state provides most of the revenue for operations, followed by students, federal grants and local taxes. The return of federal tax dollars (\$6,986,214) from Washington and the return of state tax dollars (\$15,268,494) from Austin are major contributors to the local economy. The sum of those two sources (\$22.2 million) turns over 3.5 times (a very conservative number) in the local economy and has an economic impact of approximately \$77.8 million annually. The \$77.8 million would represent a return of \$16 for each local tax dollar invested in the college enterprise.

BENCHMARK AND RESULTS

E-3.2 Contributions to the annual fund of the foundation will exhibit steady growth over time.

ANNUAL CONTRIBUTIONS TO THE SPC FOUNDATION IN DOLLARS

Year	Total Contributions	% Change
1996-97	\$296,300	-33%
1997-98	\$532,690	+80%
1998-99	\$583,803	+10%
1999-00	\$574,818	-1.5%
2000-01	\$781,941	+36.0

Interpretation: Contributions to the annual fund of the foundation have exhibited steady growth for the years examined. For the five-year period, growth averaged 32.8% annually. The standard is met.

BENCHMARK AND RESULTS

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

ANNUAL NUMBER OF GIFTS TO THE SPC FOUNDATION

Year	Total No. of Gifts	% Change
1996-97	855	-5%
1997-98	1,594	+86%
1998-99	2,187	+37%
1999-00	2,539	+16%
2000-01	3,660	+44%

Interpretation: The number of gifts to the annual fund measures the base of support for charitable giving to the foundation. For 2000-01 a record number of gifts were received resulting in a 44% increase over a previous record. For the five-year period, growth averaged 62.7% annually. The standard is met.

Measurement E-4: Facility Development**BENCHMARK AND RESULTS**

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

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

Data Elements	1996	1998	2000
Adequacy of Physical Facilities	nc	3.2	3.6
Facilities are Conducive to Learning	nc	3.5	4.1
Safe and Secure Environment	nc	4.0	4.2
Composite Rating for Physical Facilities	nc	3.6	4.0

Interpretation: Statements related to employee satisfaction with physical facilities, safety and security were added to the Employee Survey administered in April 1998. The mean scores for each category and composite rating exceed the benchmark for both reporting periods. The standard is met. The next administration of the Employee Survey is scheduled for April 2002.

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

Report and Interpretation: A facilities master plan was developed during the fall of 1998 from input obtained from instructional and administrative departments. The plan had its beginnings in the Institutional Plan which was published in February 1998, and was developed from that document and the input received from faculty and staff. The plan was updated in January 2000 in preparation for the CTC Site Review Team. The plan was again reviewed in 2000-2001 and a status summary was prepared for inclusion in the college's new Institutional Plan for 2001-2005. The plan is scheduled for review and updating during 2001-2002. The standard is met.

Measurement E-5: Ongoing Professional Development**BENCHMARK AND RESULTS**

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

**INVOLVEMENT IN PROFESSIONAL DEVELOPMENT ACTIVITIES
FOR 2000-2001**

Categories	Total Number	Number Involved	Percent
Full-Time Faculty	221	195	88.2%
Professional Non-Faculty	69	65	94.2%
No. of Classified Staff Involved	138	79	48.8%
All Full-Time Employees	428	339	79.2%

Interpretation: The data show that more than 75% of all SPC employees were involved in professional development experiences at college expense during the year. The standard is met. The process for collecting and summarizing this data will be improved for future years.

Measurement E-6: Employee Diversity

BENCHMARK AND RESULTS

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

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

	1997		1999		2001	
	N	%	N	%	N	%
Anglo	259	94.2%	264	93.0%	302	93.5%
Hispanic	11	4.0%	14	4.9%	16	5.0%
African-American	3	1.2%	4	1.4%	3	0.9%
Other	2	0.6%	2	0.7%	2	0.6%
Total	275	100%	284	100%	323	100%

Interpretation: The data which reflects the diversity of the professional staff is derived from IPEDS reports. Staff data are reported every two years. In the professional area, the college has increased the number of Hispanic professionals by 5 from 1997 to 2001. The numbers of African-American and other professionals remained constant over the same time period.

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

BENCHMARK AND RESULTS

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

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

	1997		1999		2001	
	N	%	N	%	N	%
Anglo	90	68.7%	98	68%	100	63.7%
Hispanic	36	27.5%	42	29.2%	53	33.8%
African-American	5	3.8%	4	2.8%	4	2.5%
Other	2	0	0	0	0	0
Total	131	100%	144	100%	157	100%
Percent of Population						
Hispanic	21.0%*		21.0%*		26.0%**	
African-American	7.0%*		7.0%*		4.4%**	

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

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

Measurement E-7: Employee Satisfaction

BENCHMARK AND RESULTS

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

EMPLOYEE SURVEY RESULTS REPORT FROM BIENNIAL EMPLOYEE SURVEY

Subscales	1996	1998	2000
Constancy of Purpose	4.3	4.3	4.3
Student Focus	4.2	4.3	4.3
Employee Empowerment	4.0	4.1	4.1
Trust	4.0	4.1	4.1
Cooperation and Teamwork	4.0	4.1	4.1
Internal Customer Focus	3.8	3.9	3.9
Rewards and Recognition	3.3	3.6	3.8
Communication	3.5	3.6	3.6

Interpretation: Employees have consistently rated constancy of purpose and student focus as the major strengths of the institution. In the most recent administration of the Employee Survey, improvement was seen in the Rewards and Recognition subscale due to the implementation of recommendations from the Rewards and Recognition Process Action Team. The Communication Subscale, while meeting the standard, was identified as an area for improvement. A process action team has been organized and chartered to review organizational communications. Additional efforts, using available technology, have been employed to enhance channels of communication at the college. For all subscale categories, the standard is met. The next administration of the Employee Survey is scheduled for April 2002.