

Curriculum Development Goals Evaluation

Goal 1 - All CC course and program offerings will be evaluated, updated, revised, and expanded as appropriate.

Evaluation (*ongoing*): The only major weakness associated with this goal has been the area of program evaluation. Each academic and workforce program was to be reviewed annually using a program assessment instrument that was developed to identify program goals and objectives and establish evaluation methods and criteria for each. These assessments were to be used to assess student performance associated with identified learning outcomes and to drive modifications within programs and courses to improve student performance and success. However, the evaluation process was not fully completed each year as it should have been prior to the submission of our 5th year report. Several factors contributed to this, including periods when there was not adequate follow-up and oversight, submitted assessments were not examined close enough for completeness and accuracy, lack of program coordinator training on assessment techniques and methods, and lack of guidance on the completion of the program assessments.

On average about 70% of programs were effectively evaluated with the results being used the results being used for updates and revisions during the first six years. The issues present including accuracy, completeness and use of results were noticed while preparing our fifth year report. It was at that time a concerted effort was made to improve program evaluation process. Steps undertaken to date to improve the evaluation of programs and courses include professional development training sessions for coordinators and providing assistance to coordinators on developing and using the evaluations.

However, the change that has had the greatest impact on improving evaluations and their use has been increasing oversight and a more thorough review of submitted assessments beginning in Spring 2011. This oversight and review has greatly improved the timely submission of evaluations as well as their accuracy, level of completeness, and most importantly the use of results to make revisions to courses and programs. Additionally, the development of a new core assessment was begun in Spring 2012, with a final assessment plan being completed in Fall 2013 and ready for piloting using 2013-14 courses. Currently the only area of concern associated with program assessments involves workforce programs. Management of these programs was moved out of instruction several years ago so information about the quality or submission status of these assessments is not available.

The College has done very well at expanding the offering of online, hybrid and ITV courses as well as developing new programs. In Fall 2008 three new programs were started including Welding, Cosmetology and Wind Energy, in Fall 2010 an EMTP program was started. A new ITV system was purchased and installed in Fall 2009 that greatly improved the quality of ITV courses. This led to more instructors being willing to offer ITV courses as well as more students being willing to enroll in them. The result has been a greater number of classes being available to students as well as those classes being available at times more convenient to them.

The move from WebCT to Moodlerooms for online course offerings was initially met with resistance by online faculty, and there were several issues and complaints as everyone tried to learn how to develop and manage courses in Moodlerooms. Many opinions of Moodlerooms have improved as faculty and students have gained experience using Moodlerooms for their

online courses. In addition, there has been an increase in the number of online courses developed and offered, with new courses being continually added.

The offering of hybrid courses has been slow to grow, but there have been other changes in course offering times that has been of benefit to students. Most notably is the inclusion and increased scheduling of evening classes (5:30 pm to 6:50 pm) and splitting night classes across two nights (7:00 pm to 8:20 pm). Though a detailed analysis has not been conducted, this change may have had a significant impact on the actual time a student spends in class. A student absence or holiday that affects a night class now only reduces class time by an hour and twenty minutes as opposed to two hours and forty minutes for a traditional night class.

Goal 2 - All CC classroom equipment and teaching resources will be evaluated, updated, and/or expanded as appropriate.

Evaluation (*ongoing*): A new ITV system was purchased and installed in Fall 2009 that greatly improved the quality of ITV courses. Instruction and professional development on the use of the ITV system has also improved, with more opportunities for training being offered. This has led to ITV instructors being more knowledgeable about how the system works and their being able to operate it autonomously. The only training still lacking and could be of great benefit would be training focused on the actual delivery of an ITV course. This would include ways to enhance content and its delivery as well as the participation of distant-site students.

The move from WebCT to Moodlerooms in Fall 2012 for online course offerings led to the creation of an online review committee that is tasked with reviewing all new online courses for content and format. The committee does not direct content or curriculum, but rather makes sure there is adequate content to assure rigor and that each is developed using best practices for online instruction as well as for student success in the course. Switching to Moodlerooms has also improved the reliability of access to online courses as it is not hosted on local servers but rather on external cloud servers. The number of disruptions in service and the associated unavailability of courses for students to access has been greatly decreased with this change.

Another addition resulting from this change has been the development of training for online faculty. Previously, many new faculty may have been asked to teach an online course when they had never developed or taught one previously. There also was not a structured training program for online instruction. Both these issues led to some online courses lacking essential content and rigor as well as problems in course management. The new system helps to assure that faculty are properly trained on developing and managing an online course. This leads to an overall improvement in the quality of online courses being offered to students.

New technology and resources are continually being developed and the College has done well at integrating this new technology with limited resources. In 2010 classrooms at all campuses had new projectors and podium computers installed and classrooms at the Clarendon campus had blackboards replaced with new white boards. These systems have continually been updated and improved as needed, and the use newly emerging technologies is currently being evaluated. This includes examining the use of tablets in the classroom to aid instruction. This technology would be of greatest benefit to ITV courses by adding the ability to display virtual white board at the distant sites. Finally, the purchase of CAMS in July 2010 has provided a means for improved management of student records, enrollment, reporting, and course offerings.

Goal 3 - Clarendon College will utilize the Quality Enhancement Plan (QEP) to improve teacher effectiveness and student achievement and success.

Evaluation (*Complete but inconclusive*): The College uses the CCSSE survey as a one tool to assess student engagement as well as their perceptions about the College, and these results are to be shared with faculty and staff to improve teaching and learning. Results are presented at the in service immediately following the release of the results. The presentation typically focused more on instruction so usually only faculty are present, though some staff attend. The actual use of results has generally been successful, including results being used to direct course and content revisions. One issue that arose was the language used in the survey differing from that used in the classroom which was addressed by making sure faculty use the same language in the classroom as that which is on the survey. CCSSE results have also been disaggregated based on demographic characteristics in order to identify specific subsets of students that might be at risk or could benefit from support services. Results have also led to a greater understanding of student perceptions about course work and the College as a whole which has led to department staff and faculty seeking ways to improve results such as extending office hours, developing new teaching strategies, and the addition of support services.

The College's QEP plan included components for critical thinking, mentoring, an orientation course, intervention and faculty professional development in critical thinking and active and collaborative learning. Workshops were held during both fall and spring in service each year. The most recent student results on the California Critical Thinking Skills Test (CCTST) were presented during the workshops on critical thinking in addition to methods to teach and incorporate critical thinking skills in courses. Likewise, active and collaborative learning strategies were presented during those workshops. Faculty adoption varied, with the majority of faculty implemented some form of each in their classes. However, student results on the CCTST were inconclusive and this could not be used to evaluate the success of this QEP component. The most likely reason was the combination of the design of the assessment measure and choice of assessment instrument. Pretests and posttests were used to gauge student improvements in critical thinking skills, but courses did not directly tie content to test components. While skills were being taught in the class, these skills were not being properly assessed by the instrument resulting in low student scores. A solution would have been to make sure skills taught in the classroom aligned with those assessed on the test. Another issue involves the utilization of a pretest and posttest evaluation where there is just a one to two year period between tests. This type of analysis in this situation is best suited for a three to four year period between tests.

A review of all student results from the first five years showed, when taken as a whole, there were too many components in the QEP leading to reduced effectiveness overall. Despite efforts to promote the mentoring and intervention programs, student involvement in both remained low throughout all five years, and neither program was shown to contribute to improving student critical thinking skills as established in the QEP. The orientation program, though being of benefit to students in many ways, could also not be shown to improve critical thinking skills. As a result, the Mentoring, Orientation, and Intervention teams recommended that these components of the QEP be removed so that efforts could be concentrated on the remaining components of the QEP and the QEP committee agreed with this recommendation. However, the College did choose to keep using the orientation program because of the other benefits that it provided to students.

The mentoring program was shown to have an impact on student retention and completion rates as shown in Table 3. Of those students who participated in the mentoring program at any point in time, 68.6% returned the following semester compared to 64.6% who never participated, and 85.7% of those who participated eventually graduated compared to 47.4% who did not participate. As a result, the mentoring program was placed under Student Services with plans to expand its role to include other student issues and concerns. Other significant changes resulting from the QEP include the creation of student tutoring and study services, study skills workshops, and the hiring of a full time counselor. The most significant changes resulting from the QEP were the faculty including critical thinking skills in all courses and not just those courses identified as relating directly to the QEP, and their evaluating and modifying courses as needed in order to be most beneficial to student learning. This represented a permanent change in behavior that faculty continue to incorporate in the classroom today.

Goal 4 - Maintain an acceptable balance between full-time and part-time faculty.

Evaluation (*ongoing*): The College has consistently maintained a percentage of full time faculty that is at least 5% higher than the state average for community colleges. Additionally, the College has maintained a greater percentage of full time faculty than the average of all small colleges since Fall 2008.

Percentage of Fall Full Time Faculty as reported to THECB

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Clarendon College	46.3%	44.7%	46.8%	42.2%	50.0%	46.8%	48.1%	48.1%
Small College. Avg.	47.3%	44.1%	44.8%	44.0%	44.5%	43.4%	41.6%	44.0%
State Avg.	37.6%	36.6%	37.5%	37.8%	36.6%	35.9%	37.3%	38.4%

Facilities Development Goals Evaluation

Goal 1 - Clarendon College will expand and improve the Pampa Center.

Evaluation (*ongoing*): In addition to the gifting of the classroom by The Pampa Center Foundation to Clarendon College in 2008, the greatest area of improvement at the Pampa Center has been the addition of the cosmetology/nursing building and the wind energy/welding building in January 2011. A 10-year plan was developed that included the construction of these and other buildings at the campus in preparation of proposing a branch maintenance tax. The passage of the maintenance tax in 2008 as well as assistance from the Pampa Foundation made the addition of these building possible. However, there has not been any new construction since the completion of these two buildings and progress on the original 10-year plan has slowed. This is primarily due to the lack of additional funds required to move forward. The most likely sources of additional funds include increased enrollment at the Pampa Center and increases in the tax base. Funds may also be available from external sources such as grants, endowments, and donations. Studies should be organized and conducted to assess the availability of funding from these and other sources to supplement any increases stemming from enrollment and tax revenue increases. However, enrollment in terms of contact hours has decreased over the past four years as shown in the following table. It should be noted that the contact hours reported for the current year only include summer registrations that have already been entered as of April 30, 2014 and that this number will likely increase as summer registration continues.

Contact Hour Enrollments for the Pampa Center

	2010-11	2011-12	2012-13	2013-14*
Pampa	253,220	236,806	215,044	185,807
<i>Change from previous</i>		-6.5%	-9.2%	-13.6%
Fall	109,239	96,229	89,679	88,857
Spring	98,599	93,906	84,282	83,542
Summer 1	44,134	44,991	39,355	12,112
Summer 2	1,248	1,680	1,728	1,296

* Only includes enrolled summer contact hours through April 30, 2014.

Goal 2 - Clarendon College will expand and improve the Childress Center.

Evaluation (*ongoing*): The Childress Center location underwent renovations and remodeling, with the center moving in following the completion during the 2010-11 year. The location includes 11,000 square feet of space and can accommodate 150 students and contains lab spaces for technology programs and an ITV classroom. The passage of a maintenance tax in 2009 is expected to provide additional funds for further expansion of the Childress Center in the near future. Enrollment at the center has grown, with contact hours increasing 115.6% between the 2010-11 and 2011-12 academic years as shown in the following table. This increase is largely

due to the recent addition of the LVN and Cosmetology programs to the center's offering. Though current contact hours for the 2013-14 year are down, it should be noted that the reported hours only include summer registrations completed through April 30, 2014 and thus will likely increase as students continue to be registered for the summer terms.

Contact Hour Enrollments for the Childress Center

	2010-11	2011-12	2012-13	2013-14*
Childress	15,088	32,560	40,659	37,712
<i>Change from previous</i>		115.8%	24.9%	-7.2%
Fall	5,104	12,256	16,192	15,152
Spring	8,976	10,880	13,520	13,568
Summer 1	768	9,136	10,851	8,848
Summer 2	240	288	96	144

* Only includes enrolled summer contact hours through April 30, 2014.

Goal 3 - Clarendon College will expand and improve the Clarendon Campus and

Goal 4 - Clarendon College will maintain or improve all current facilities and structures.

Evaluation (*ongoing*): The College continues to improve the facilities at the Clarendon Campus including reviewing and updating maintenance schedules and improvement plans. Though there have not been any new buildings constructed at the Clarendon campus, the College has recently expanded its offering by adding a cosmetology program in Amarillo, Texas including a newly renovated 5,180 square foot building that will accommodate 60 students. The dorms at the Clarendon campus have also undergone renovations, including additions of new washers and dryers, remodeled showers, updated plumbing, new furniture, new windows, and painting. Other improvements on campus include new water and sewer lines, updated classrooms including paint, new projectors, computers, lighting and white boards, the painting of walls in the classroom building, new paint in the administration building, roofs, and a new gym floor.

Contact Hour Enrollments for the Clarendon Campus

	2010-11	2011-12	2012-13	2013-14*
Clarendon	260,792	222,546	203,754	210,196
<i>Change from previous</i>		-14.7%	-8.4%	3.2%
Fall	123,360	114,128	115,932	115,924
Spring	126,760	102,944	85,806	92,912
Summer 1	9,952	4,754	1,584	944
Summer 2	720	720	432	416

* Only includes enrolled summer contact hours through April 30, 2014.

Financial Development Goals Evaluation

Goal 1 - Clarendon College tuition and fees will be maintained at a competitive level.

Evaluation (*completed but ongoing*): Clarendon College has remained fairly competitive with other small colleges in Texas in regards to tuition. In 2014, the College's tuition rate was lower than that of Frank Phillips College, Ranger College, and Vernon College (the most commonly compared schools within this group). Annually the College conducts a budget review to identify sources of funds and necessary expenditures, including tuition rates needed to maintain operations. Every effort is made to avoid tuition increases, and the College has been successful at maintaining comparatively low rates compared to other colleges in the state. Only modest increases have occurred due to lowered state funding and rising costs, with this amounts typically being less than comparable institutions in the state.

Tuition as reported to THECB (small colleges):

Institution	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Clarendon College	\$965	\$2,520	\$2,570	\$2,070	\$2,070	\$2,340	\$2,370	\$2,466	\$2,610	\$2,645	\$2,730
Frank Phillips College	\$1,790	\$1,790	\$2,046	\$2,416	\$2,416	\$2,620	\$2,698	\$2,698	\$2,730	\$2,778	\$2,800
Galveston College	\$1,330	\$1,258	\$1,330	\$1,414	\$1,414	\$1,414	\$1,414	\$1,414	\$1,900	\$1,900	\$1,900
Howard County Junior College District	\$1,270	\$1,312	\$1,312	\$1,592	\$1,592	\$1,652	\$1,712	\$1,712	\$2,012	\$2,012	\$2,222
Howard College	\$1,270	\$1,312	\$1,312	\$1,592	\$1,592	\$1,652	\$1,712	\$1,712	\$2,012	\$2,012	\$2,222
Southwest Collegiate Institute for the Deaf	\$1,270	\$1,312	\$1,312	\$1,592	\$1,592	\$1,652	\$1,712	\$1,712	\$1,573	\$2,012	\$2,222
Northeast Texas Community College	\$1,380	\$1,380	\$1,740	\$1,770	\$1,800	\$1,800	\$1,950	\$2,010	\$2,076	\$2,136	\$2,210
Panola College	\$1,170	\$1,260	\$1,266	\$1,470	\$1,560	\$1,605	\$1,456	\$1,464	\$2,010	\$2,010	\$2,100
Ranger College	\$1,690	\$1,410	\$1,590	\$1,590	\$1,622	\$2,080	\$2,120	\$2,330	\$2,799	\$2,430	\$2,790
Vernon College	\$1,488	\$1,260	\$1,580	\$1,670	\$1,840	\$2,100	\$2,490	\$2,610	\$2,730	\$2,880	\$2,940
Western Texas College	\$1,560	\$1,605	\$1,665	\$2,060	\$2,180	\$2,840	\$2,980	\$3,220	\$2,850	\$2,850	\$2,370
Statewide Totals	\$1,244	\$1,435	\$1,479	\$1,660	\$1,671	\$1,779	\$1,873	\$1,917	\$2,145	\$2,284	\$2,342

Goal 2 - Clarendon College endowment and scholarship funds will be increased in an organized, planned and systematic manner.

Evaluation (*completed but ongoing*): The College informs constituents of giving opportunities via mail each year, and continues to explore other fund raising opportunities such as banquets, alumni receptions, golf tournaments, etc. over the past year the College has received \$71,715 in donations including \$39,600 resulting from mailed letters.

Goal 3 - Clarendon College will actively seek and apply for suitable grants from a variety of appropriate funding sources.

Evaluation (*completed but ongoing*): Over the past two years, the College has realized the need to more aggressively pursue grant opportunities as well as the need to incorporate data in the decision making process. This has led to the creation of an institutional research and effectiveness department that assists other departments with completing grant applications as well as seeking and applying for additional grant opportunities. Since 2012, this department was responsible for the College receiving nearly \$3 million in additional grant funds, including a \$2.5 million 5-year Title III grant and a \$300,000 THECB grant. Other grants applied for and received include two JET stimulus grants for \$300,000 each.

Goal 4 The Clarendon College annual operating budgetary process will be evaluated and revised as appropriate.

Evaluation (*completed but ongoing*): All department complete an annual budget request, with input from department staff contributing to the development of each department's budget. The acquisition of Microsoft Dynamics has improved the efficiency of both purchasing procedures as well as budget control, allowing for reduced costs and greater accuracy associated with the entire budget process. This software has also improved the availability of budget information and expenditure reports for department managers which has aided in maintain their budgets and tracking expenditures. This in turn has led to a reduced number of accounts exceeding their annual budgets.

Institutional Development Goals Evaluation

Goal 1 - Clarendon College will improve and expand the use of technology by its constituents.

Evaluation (*ongoing*): A new ITV system was purchased and installed in Fall 2009 that greatly improved the quality of ITV courses. Instruction and professional development on the use of the ITV system has also improved, with more opportunities for training being offered. This has led to ITV instructors being more knowledgeable about how the system works and their being able to operate it autonomously. The only training still lacking and could be of great benefit would be training focused on the actual delivery of an ITV course. This would include ways to enhance content and its delivery as well as the participation of distant-site students.

The move from WebCT to Moodlerooms in Fall 2012 for online course offerings led to the creation of an online review committee that is tasked with reviewing all new online courses for content and format. The committee does not direct content or curriculum, but rather makes sure there is adequate content to assure rigor and that each is developed using best practices for online instruction as well as for student success in the course. Switching to Moodlerooms has also improved the reliability of access to online courses as it is not hosted on local servers but rather on external cloud servers. The number of disruptions in service and the associated unavailability of courses for students to access has been greatly decreased with this change.

Another addition resulting from this change has been the development of training for online faculty. Previously, many new faculty may have been asked to teach an online course when they had never developed or taught one previously. There also was not a structured training program for online instruction. Both these issues led to some online courses lacking essential content and rigor as well as problems in course management. The new system helps to assure that faculty are properly trained on developing and managing an online course. This leads to an overall improvement in the quality of online courses being offered to students.

Other technological improvements include the purchase of CAMS (an enterprise management system) in June 2010, expansion of wireless networking and internet access at all locations, continuous computer and network upgrades, software upgrades, and improvements to student and staff email services.

Goal 2 - Clarendon College will maintain and improve marketing and publicity.

Evaluation (*ongoing*): The Marketing Department continual reviews and updates the College's marketing plan, as well as seeking ways to expand its marketing program. Postcards are printed and mailed, with electronic versions being developed for emailing to students. The College also actively advertises in area newspapers and on radio, as well as maintaining bill boards and signs in Clarendon, Pampa and Childress. The department also provides timely press releases to area media outlets and encourages employees to actively promote the College.

Goal 3 - Clarendon College will develop and maintain unity of purpose among all members of the faculty, staff and the college constituency.

Evaluation (*ongoing*): All faculty, staff and administrative employees attend an in-service at the beginning of each term. These sessions are aimed at disseminating needed information to employees as well as encouraging a sense of team work and unity in purpose. These sessions also provide opportunities for professional development and to learn about new programs and services at the College. Regular departmental meetings are also held to further promote the mission and strategic goals of the College as well as to inform members of policy or procedural changes and to solicit input to help develop policy. In addition to these activities, the College hosts an annual Christmas banquet and an Employee Appreciation luncheon each year which provides additional opportunities for staff, faculty and administration to interact and share ideas.

Goal 4 - Clarendon College will review and update college publications.

Evaluation (*ongoing*): All College publications are reviewed and edited as necessary every year. This includes the Clarendon College Policy Manual, Clarendon College Personnel Handbook, Clarendon College Catalogue, Clarendon College Student Handbook, and the Clarendon College New Employee's Handbook.

Management Development Goals Evaluation

Goal 1 - Work to improve testing center facilities and procedures at Clarendon College.

Evaluation (*ongoing*): Testing services has expanded over the past five years at the College, with all three campuses offering TSI Assessments (formerly ACCUPLACER) as well as other tests including the GED, THEAT, and the TEAS Nursing Entrance Exam. State law mandates that all universities and colleges in the state are only to use the new TSI Assessment in conjunction with holistic advising for student beginning with the Fall 2013 semester, Clarendon College updated all testing services to reflect this change, with the new assessment being available for student testing August 28, 2013. In addition, the College received a competitive grant in 2013 from the THECB Sustaining & Scaling Student Success (S3) project to develop new pre-assessment, placement and advising strategies. These strategies are aimed at improving student performance and success rates on the placement exam, and improving the placement and advising process in an effort to increase the number of students meeting TSI standards and to decrease the time to completion for those that are placed into developmental coursework. A formal evaluation and assessment of these changes has not been conducted as yet due to the lack of sufficient data including benchmark, historical and comparative data and the low number of survey responses, all stemming from the newness of the changes in state law, the TSI Assessment, and the new initiatives and revisions at the College arising from the THECB grant. Once sufficient data is available a more thorough assessment and evaluation can be made.

Goal 2 - Work to improve the bookstore operations.

Evaluation (*ongoing*): In Spring 2013 the College moved from a physical bookstore located on each campus to an online bookstore available through E-Campus. This move promised to lower costs to both the College and to students, as well as to improve the availability of books to students. Previously, the bookstore represented a significant cost to the College primarily due to inventory demands. In efforts to reduce costs, inventory management practices sometimes led to certain titles selling out and students having to wait for additional stocks of textbooks to be delivered. As with any major change, the move to an online bookstore had initial issues, most of which have been either resolved or are in the process of being resolved.

Initial problems included students not receiving textbooks until after the semester had started, some books not being available, and the lack of a revised plan and policies concerning book scholarships. The timing of the move also contributed to these early issues as the change occurred during a long semester when student demand for books is high. The change would likely have been smoother if the move would have occurred during the summer terms as these have few students needing textbooks. This would have allowed an opportunity for any issues to be noticed and addressed prior to a full launch the next fall semester. The move to an online bookstore still allows for the possibility of additional savings to the College and students in that the College can seek an agreement with vendors through the bidding process.

Goal 3 - Work to provide childcare services to students at Clarendon College.

Evaluation (*removed from plan*): While this idea may be appealing in theory and principle, recent funding cuts, the lack of resources and personnel, and the low number of students that would actually benefit from the service resulted in this item being removed from the Master Plan. However, the offering of childcare is still a topic of interest to many at the College and so it is still being informally discussed and considered in the event conditions change that would allow for the offering of these services.

Goal 4 - Improve internal communications at Clarendon College.

Evaluation (*ongoing*): Clarendon College is continually seeking ways to improve communication within the College. Open communication is encouraged at all levels within the College, including within and between departments. This philosophy starts with the Board of Regents as provided in Clarendon College Policy Manual, which states “As a member of the Board, I will strive to improve community college education... Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community.” (Board Member’s Statement of Ethics, CC Policy Manual, pages 26-27) This philosophy is further encouraged by the President’s Office having an “open door” policy, with all employees being encouraged to seek out the President with any problems or issues after following the proper chain of command. Communication at the College is further encouraged by the Board of Regents meetings being open to the public, regular committee, department and faculty senate meetings, and the encouragement of communication between departments. Communication at the College was improved further by the recent development of the Bulldog Alert system designed to provide current, relevant, timely information including emergency and weather alerts to students, faculty and staff.

Goal 5 - Continue modernization of Clarendon College's student records by implementing electronic storage of student records.

Evaluation (*ongoing*): In 2009 Clarendon College began looking into new learning management systems that would allow for improved records management including the electronic storage of student records. The College decided to use Three Rivers’ enterprise system CAMS, with full implementation and use beginning in Fall 2010. The new software allows for improved student record archival, greater access to records and data, and the ability to scan and store documents directly into the system. In addition, new policies were created concerning the processes of backing up and storing student records, including the off-site storage of these backups. The result of the implementation off CAMS has been an improvement in the protection of student records through access controls, better access to student records by those needing the information, data backup processes in case of emergency, and the addition of scanned documents to student records.

Personnel Development Goals Evaluation

Goal 1 - The College will recruit and retain competent and qualified personnel.

Evaluation (*ongoing*): Clarendon College continually seeks to hire only competent and qualified personnel for all positions, with the personnel office keeping a list of qualifications for every employee hired by the College. In addition, the College strives to maintain a low employee turnover through efforts aimed at retaining qualified employees. These efforts include an annual credential review, annual self and peer evaluations, and employee surveys. However, the College has consistently ranked in the lower salary ranges compared to other small colleges in the state as shown in the following table. Recent budget reductions at the state level has prevented the College from giving raises to all faculty and staff for the past three years and this trend is not expected to reverse in the foreseeable future. In spite of this fact the College has still been able to maintain a relatively low level of employee turnover. In addition, college administrators are continually seeking ways to offer salary increases as well as other non-compensatory benefits to encourage continued detainment of employees.

2013 Salary Survey	Full Time Faculty	Average Salary	State Rank	Avg. Years of Service
Galveston College	49	56734	15	11
Northeast Texas Community College	69	52327	25	10
Panola College	69	50215	35	8
Vernon College	78	44210	42	11
Frank Phillips College	26	41075	44	6
Howard College	106	41058	45	15
Western Texas College	58	40067	46	5
Ranger College	28	39680	48	6
Clarendon College	33	38705	49	7
2012 Salary Survey	Full Time Faculty	Average Salary	State Rank	Avg. Years of Service
Galveston College	49	55582	13	10
Northeast Texas Community College	66	51297	28	10
Panola College	63	49218	35	9
Western Texas College	46	46452	41	8
Vernon College	75	43461	44	14
Howard College	108	40306	47	15
Frank Phillips College	26	39500	48	6
Clarendon College	34	38757	49	8
Ranger College	27	30139	50	5
2011 Salary Survey	Full Time Faculty	Average Salary	State Rank	Avg. Years of Service
Galveston College	46	54852	13	10
Northeast Texas Community College	69	50367	30	10
Panola College	61	48558	35	8

Western Texas College	44	46176	39	10
Vernon College	73	42347	43	11
Frank Phillips College	28	42168	44	6
Howard College	98	41272	46	16
Clarendon College	34	37607	48	7
Ranger College	25	36840	49	8
2010 Salary Survey	Full Time Faculty	Average Salary	State Rank	Avg. Years of Service
Galveston College	49	54898	14	10
Northeast Texas Community College	72	50831	26	4
Panola College	62	47001	38	9
Frank Phillips College	24	46945	39	6
Western Texas College	45	46342	40	9
Howard College	114	40959	45	17
Vernon College	73	40246	46	10
Clarendon College	35	37769	49	7
Ranger College	22	29398	50	11
2009 Salary Survey	Full Time Faculty	Average Salary	State Rank	Avg. Years of Service
Galveston College	47	54061	11	10
Northeast Texas Community College	54	52044	21	12
Panola College	65	46602	37	8
Western Texas College	46	45105	40	8
Howard College	100	43322	41	18
Vernon College	67	41353	44	10
Clarendon College	34	39337	47	7
Frank Phillips College	24	36000	48	6
Ranger College	N/A	N/A	N/A	N/A

Goal 2 - Improve and increase opportunities for training and professional development for faculty and staff.

Evaluation (*ongoing*): The College realizes that professional development opportunities need to be made available for an employee to be effective and successful. To support this, the College continually offers professional development opportunities both during in-service as well as at other times throughout the years to provide employees the skills they need to complete their jobs. Recently this has included faculty training on developing and delivering an online course in MoodleRooms, the use of Microsoft Office 2013, the use of the ITV and classroom computer systems, advising of students, content delivery, incorporation of active and collaborative learning strategies in the classroom, and the teaching of critical thinking skills to students. All employees also participated in professional development workshops on the operation of the new learning management system CAMS in 2009, with additional workshops and training sessions being offered each year to new employees as well as to sessions covering new features to existing employees.

Goal 3 - Increase new employee retention through orientation and mentoring.

Evaluation (*ongoing*): The first step in achieving this goal was the development of a New Employee Handbook for all new faculty. In addition, all new faculty attend a New Faculty and Employee orientation that covers the Clarendon College Employee's Handbook and the Clarendon College Policy Manual, as well as human resources and payroll topics. This is then followed by assigning new faculty to a faculty mentor that will assist them with operating procedures and policies as well as being available to answer any questions or provide assistance as required. Finally, all new employees attend all professional development workshops with their peers and are encouraged to actively participate in all college functions.

Student Services Development Goals Evaluation

Goal 1 - Clarendon College will offer an open door to learning.

Evaluation (*ongoing*): Each year recruiting goals are evaluated and revised for each program at Clarendon College. These goals are developed with input from the Dean of Students, the Dean of Instruction, the Workforce Development Coordinator, counselors, the Athletic Director, the Director of Housing, coaches and faculty. Other recruiting efforts include student incentives for referrals, scholarships for seniors graduating from area school districts, developing programs in conjunction with Region 16 for GED students, and recruitment efforts in service area high schools.

In 2009 an enrollment services counselor was hired at the Clarendon campus and a recruiter was hired at the Pampa Center in 2013 to further improve recruiting efforts in the area. In addition to these recruiting efforts, the College seeks to improve public awareness of its offerings through the use of social media outlets such as FaceBook, Twitter and LinkedIN as well as providing current information to college search companies such as College, Search, College Board, and CollegeBound. The Admissions Committee and the Recruitment and Retention Committee have also developed an enrollment management plan aimed at not only increasing enrollment, but sustaining enrollment growth rates. The College has also sought to improve student retention rates through improvements in advising, placement, and the creation of a tutorial lab.

Goal 2 - Clarendon College will offer programs and services to our students in order to retain and maintain a student's enrollment thru to completion of their educational goals.

Evaluation (*ongoing*): Clarendon College has sought to improve student retention rates through improvements in advising, placement, and the creation of a tutorial lab. In 2013, the College received a THECB grant redesign its advising and placement services in an effort to improve student success in developmental coursework. This includes the implementation of intensive review sessions and counseling prior to a student taking their placement test, and developing a new advising process to assure students are placed correctly. In addition, developmental courses are continually assessed and revised as necessary in an effort to improve student success and by extension their retention. The Recruitment and Retention Committee and the Admissions Committee, in conjunction with Student Services, developed an Enrollment Management Plan that includes retention goals and strategies aimed at achieving those goals.

Goal 3 - Student Services will provide services, which directly relate and benefit students and student life at the Clarendon Campus, Pampa Center and Childress Center.

Evaluation (*ongoing*): Clarendon College seeks to provide aimed at student life at all three locations. However, the student body at each location is unique to that location, resulting in students at each location requiring unique services. The Clarendon campus has more traditional students, many of whom live on campus. This results in students having more time for activities outside of the classroom such as participation in student government and clubs than students at the Pampa and Childress centers. In Clarendon, Student Government was revised and updated in 2008, with the club being active each year since, including a mock election being held in conjunction with the national campaign in fall 2010. In addition, new clubs and organizations chartered at the Clarendon Campus include the College Republicans which was chartered in fall 2010, and Fellowship of Christian Athletes and an anime club were started in fall 2012. Other student services added at the Clarendon Campus include the installation of a coffee bar and TVs in 2012 and the creation of a tutorial lab in 2013.

Students at the Pampa and Childress Centers, however, are generally non-traditional students and commuter students. These students typically do not have as much free time outside of class as those at the Clarendon Campus. As such there are fewer student activities available at these locations. These locations have set up study areas and expanded computer labs for student use outside of class. These locations are also continually seeking input from students on which services they would like to see added. However, it should be noted that there have been student activities in the past at the Pampa Center that were quite successful, including movie nights, seasonal activities such as Easter egg hunts, visit with Santa Claus, potluck lunches, and student government. These activities, though popular with students, began to occur less frequently until they became nonexistent, largely due to the extensive time commitment and effort required of staff to organize and hold these events.