

Clarendon College evaluates success with respect to student achievement consistent with its mission.

Evaluation of Mission Statement

Clarendon College (CC) evaluates success with respect to student achievement consistent with its mission. Criteria utilized include key elements derived from items in the strategic plan One College... One Vision 2014.2017. A variety of methods are used in this evaluation including a review of internal data from the CC Office of Institutional Research (OIR), results from the Community College Survey of Students Engagement (CCSSE), the Texas Legislative Budget Board Performance Measures (LBBPM) and the Texas Public Higher Education Almanac (TPHEA) and Accountability data (THECBA). These items and their reference source are identified in Table 1.

Table 1: Mission Provisions & Evaluation Instruments

One College... One Vision Item	Evaluation Instrument	Reference Source
Student Access	Fall Enrollment Data	OIR Internal reports THECBA
Student Progression & Completion	Credit Hour Completion Data	OIR Internal reports THECBA
	Student Graduation Rates	OIR Internal reports THECBA
Provision of quality educational programs	Annual Program Assessments	OIR Program Assessment Reports
	Course Surveys	OIR Course Survey Reports
	Credit Hour Completion Data	OIR Internal Reports THECBA
	% of Contact Hours Taught by FT Faculty	OIR Internal Reports THECBA
	Course Completion Data	OIR Internal Reports THECBA
	Persistence Rates	OIR Internal Reports THECBA
	Retention Rates	OIR Internal Reports
	Graduation Data	OIR Internal Reports THECBA

Provision of Student Services for holistic development	CCSSE Benchmark Scores Student Responses to CCSSE Student Services Questions Student Service Departmental Surveys	OIR CCSSE Results Report OIR CCSSE Item Analysis Report Student Services Assessment Report OIR & Student Services Departmental Surveys
Provision for developmental education	Developmental Course Completion Rates College-Level Course Completion Rates by Developmental Students Longitudinal Tracking Studies of Developmental Student Course Completion & Graduation Developmental Student Retention Rates	OIR Internal reports THECBA OIR Internal Reports OIR Internal Reports OIR Internal reports THECBA
Provision of continuing education / community service courses	% of Business & Community Requests for CE Courses Offered	CE Offering Schedules
Provision of cultural enrichment	Number of Cultural Enrichment Courses Offered Number of Cultural Activities Provided or Hosted	Cultural Enrichment Course Offering Schedules Schedule of Cultural Activities Provided or Offered

Provision for Student Access

In its effort to fulfill its mission and serve its students, CC offers both credit and non-credit courses including academic course for transfer, dual credit courses for service area high schools, technical courses for employment including certification and licensure, and continuing education for personal growth and enrichment. The College uses enrollment and demographic data from internal reports generated by the OIR in conjunction with THECB accountability measures and data reported in the TPHEA and LBBPM. The enrollment data is used to evaluate the number of students being served in each area mentioned to assess levels of student access. Comparisons of previous term enrollments are also used to identify changes in enrollment trends and aid in the planning of future course offerings to improve student access at CC. The following table provides the criteria, threshold and rationale for used to evaluate student access.

Table 2: Criteria Used to Measure the Provision for Student Access

Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold	Results
Fall Enrollment	Controlled Growth of 2.5% each year	This enrollment growth rate is sustainable and will not impact the quality of instruction and student services offered.	Change in Fall Enrollment Fall 2010 – Fall 2011: -15.2%; Fall 2011 – Fall 2012: -7.3%; Fall 2012 – Fall 2013: -2.6%; Fall 2013 – Fall 2014: 0.2%; 5-Year Avg. Growth: - 6.2%

To ensure that CC stays relevant to the community it serves, a modest target rate of growth in fall enrollment of 2.5% was established. This rate is sustainable and allows for a steady recovery of enrollment back to the Fall 2010 level while maintaining the quality of instruction and student services provided. Daily enrollments are tracked throughout the registration period and compared to enrollments from previous terms to monitor and evaluate enrollment growth for the current term. This information is used to assess the attainment of the target growth rate and to ensure that this rate remains appropriate. The table below presents the fall enrollment for each of the previous five years.

Provision for Student Progression & Completion

CC tracks completion and success rates for all courses for in order to evaluate its effectiveness at promoting student progression and completion. Course completion is defined as completing a course and receiving a grade, even a failing grade, while successful course completion is defined as receiving a passing grade (C or better). CC also defines student completion in a more holistic way as a student's completion of the core course requirements and graduation with either a certificate or associate's degree. CC continually monitors these measures each semester and compares the results with those from previous semesters and the average for schools of the same size in Texas to track student progression and completion. A threshold of 91% of attempted credit hours being completed has been established, and 58% of students persisting after one year and 42% after 2 years has been established as shown in the following table. Additionally, CC has established a 14.5% threshold for 3, 4 and 6-year associate's graduation rates, a 10% threshold for 3, 4 and 6-year certificate graduation rates, and transfer rates to 4-year schools of 38% for academic students and 18% for technical students. These threshold rates are consistent with the 5-year average for same-size colleges in Texas. The following table provides the criteria, threshold and rationale for evaluating the success of student progression and completion at CC. These rates have been deemed to be appropriate as they match the 5-year average rates for CC's cohort college group and each rate allows for a timely completion of each student's educational intent.

Table 3: Criteria Used to Measure Student Achievement for the Provision for Student Progression and Completion

Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold	Results
Fall Credit Hour Completion Rate	91% of attempted credit hours completed.	A 91% credit hour completion rate is consistent with other colleges of the same size in Texas and it ensures satisfactory student progression towards completion of their educational intent.	% of Fall Cr. Hrs. Completed Fall 2009: 93.1% Fall 2010: 92.0% Fall 2011: 91.3% Fall 2012: 92.5% Fall 2013: 93.2% 5-Year Average: 92.4% State Cohort Average: 91.0%
% of students persisting after 1 year	58% of students persisting after 1 year.	A 58% 1-year persistence rate is consistent with other colleges of the same size in Texas and ensures satisfactory student progression towards completion of their educational intent.	1-Year Persistence Rates Fall 2009: 65.5% Fall 2010: 53.1% Fall 2011: 54.0% Fall 2012: 52.7% Fall 2013: 68.4% 5-Year Average: 58.7% State Cohort Average: 58.2%
% of students persisting after 2 years	42% of students persisting after 2 years.	A 42% 2-year persistence rate is consistent with other colleges of the same size in Texas and ensures satisfactory student progression towards completion of their educational intent.	2-Year Persistence Rates Fall 2008: 42.5% Fall 2009: 41.3% Fall 2010: 35.9% Fall 2011: 35.7% Fall 2012: 34.1% 5-Year Average: 37.9% State Cohort Average: 41.8%
% of students graduating with an associate's degree within 3, 4 and 6 years	45% of students will graduate with an associate's degree within 6 years.	A 45% threshold graduation rate for associate's degrees is comparable to the 5-year state average for colleges of the same size in Texas.	6-Year Graduation Rates FY 2010: 45.6% FY 2011: 45.4% FY 2012: 50.5% FY 2013: 44.8% FY 2014: 43.9% 5-Year Average: 46.0% State Cohort Average: 43.6%
% of students graduating with a certificate within 3, 4 and 6 years.	30% of students will graduate with a certificate within 6 years.	A 30% threshold graduation rate for certificate completion is comparable to the 5-year state average for colleges of the same size in Texas.	6-Year Completion Rates FY 2010: 46.0% FY 2011: 49.3% FY 2012: 49.5% FY 2013: 40.7% FY 2014: 35.8% 5-Year Average: 44.3% State Cohort Average: 30.2%

<p>% of academic students transferring to another institution.</p>	<p>38% of academic students transferring to 4-year institution.</p>	<p>A 38% threshold transfer rate for academic students is comparable to the 5-year average for institutions of the same size in Texas.</p>	<p>Acad. Students Transferring FY 2010: 48.6% FY 2011: 37.7% FY 2012: 35.9% FY 2013: 27.1% FY 2014: 31.9% 5-Year Average: 36.2% State Cohort Average: 38.3%</p>
<p>% of technical students transferring to another institution.</p>	<p>18% of technical students transferring to a 4-year institution.</p>	<p>An 18% threshold transfer rate for technical students is comparable to the 5-year average for institutions of the same size in Texas.</p>	<p>Tech. Students Transferring FY 2010: 37.5% FY 2011: 41.9% FY 2012: 19.3% FY 2013: 21.9% FY 2014: 11.9% 5-Year Average: 26.5% State Cohort Average: 18.0%</p>

Overall success and completion rates are part of the annual strategic plan review. Success and completion rates are also tracked by instructional program, as well as for distance learning vs. classroom course sections. These results are documented in the annual assessment report and periodic program review for each program which is discussed in more detail in Section 3.3.1.1 of this compliance document.

Provision for Quality Educational Programs

Students and faculty work in partnership to accomplish the goal of learning. Therefore the provision of quality instruction is a priority at the institution. While individual programs and faculty track student learning via student learning outcomes (discussed in this Compliance Certification document in CS 3.3.1.1) and through the widespread use of student evaluations of instruction, the institution monitors the provision of quality instruction via the use of indirect indicators at a broader level using the same measures as are used for monitoring student progression and completion. The level of course completion as measured by attempted credit hours completed, the number of students completing core requirements, and graduation rates give an indication of a student's ability to master course material and progress with their educational goals assuming a correlation with quality of instruction. An additional indicator of the quality of educational programs at CC is the percent of contact hours taught by full-time faculty with an established threshold of 72% of all contact hours being taught by full-time faculty. The reports mentioned each have a unique threshold of acceptability with the rationale for each as follows:

Table 4: Criteria Used to Measure the Provision for Quality Educational Programs

Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold	Results
Fall Credit Hour Completion Rate.	91% of attempted credit hours completed.	A 91% credit hour completion rate is consistent with other colleges of the same size in Texas and it ensures satisfactory student progression towards completion of their educational intent.	% of Fall Cr. Hrs. Completed Fall 2009: 93.1% Fall 2010: 92.0% Fall 2011: 91.3% Fall 2012: 92.5% Fall 2013: 93.2% 5-Year Average: 92.4% State Cohort Average: 91.0%
% of students persisting after 1 year.	58% of students persisting after 1 year.	A 58% 1-year persistence rate is consistent with other colleges of the same size in Texas and ensures satisfactory student progression towards completion of their educational intent.	1-Year Persistence Rates Fall 2009: 65.5% Fall 2010: 53.1% Fall 2011: 54.0% Fall 2012: 52.7% Fall 2013: 68.4% 5-Year Average: 58.7% State Cohort Average: 58.2%
% of students persisting after 2 years.	42% of students persisting after 2 years.	A 42% 2-year persistence rate is consistent with other colleges of the same size in Texas and ensures satisfactory student progression towards completion of their educational intent.	2-Year Persistence Rates Fall 2008: 42.5% Fall 2009: 41.3% Fall 2010: 35.9% Fall 2011: 35.7% Fall 2012: 34.1% 5-Year Average: 37.9% State Cohort Average: 41.8%
% of students graduating with an associate's degree within 3, 4 and 6 years.	45% of students will graduate with an associate's degree within 6 years.	A 45% threshold graduation rate for associate's degrees is comparable to the 5-year state average for colleges of the same size in Texas.	6-Year Graduation Rates FY 2010: 45.6% FY 2011: 45.4% FY 2012: 50.5% FY 2013: 44.8% FY 2014: 43.9% 5-Year Average: 46.0% State Cohort Average: 43.6%
% of students graduating with a certificate within 3, 4 and 6 years.	30% of students will graduate with a certificate within 6 years.	A 30% threshold graduation rate for certificate completion is comparable to the 5-year state average for colleges of the same size in Texas.	6-Year Completion Rates FY 2010: 46.0% FY 2011: 49.3% FY 2012: 49.5% FY 2013: 40.7% FY 2014: 35.8% 5-Year Average: 44.3% State Cohort Average: 30.2%

% of total credit hours taught by full-time faculty.	70% of all contact hours taught by full-time faculty.	A threshold level of 70% of contact hours being taught by full-time faculty is comparable to the statewide average.	% of Fall Cr. Hrs. Taught by FT Faculty Fall 2009: 79.8% Fall 2010: 76.8% Fall 2011: 72.0% Fall 2012: 70.9% Fall 2013: 65.1% 5-Year Average: 72.9% State Cohort Average: 72.2%
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Provision for Student Services for holistic development

As documented in Sections 2.10 and 3.3.1.3 of this compliance document, CC provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. The College recognizes that student support programs and services enhance the educational development and academic success of students and strives to ensure that its policies, personnel, programs, and activities are consistent with the diverse needs and interests of the population it serves. Each service offered is managed by an assigned support service department within the College, with assessment and evaluation methods consisting of the results obtained from administering the Community College Survey of Student Engagement each year which is supplemented with the results from surveys administered by the OIR and each department that provides the service. Additional assessment and evaluation is provided by an examination of student participation in school activities and organizations and the number of students using available services. A threshold level of a CCSSE benchmark score of 50 and a minimum of 70% of students responding as being at least somewhat satisfied with each of the services offered on departmental surveys and CCSSE questions relating to the service has been established. These threshold levels have been deemed appropriate based on previous CCSSE and survey results.

Table 5: Criteria Used to Measure the Provision for Student Services for Holistic Development

Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold	Results
Student responses to CCSSE survey questions pertaining to CC encouraging student use of the student support services offered.	60% of students participating in the CCSSE survey responding that CC emphasizes and encourages the use of the student services offered.	This threshold rate was established based on student responses on recent CCSSE surveys to questions associated with the emphasis CC places on their using the student services offered.	An average of 59.7% of students responded “quite a bit” or “very much” on the 2014 CCSSE survey questions pertaining to CC emphasizing the student support services offered. (CCSSE questions 9b, 9d, 9e & 9f)

Student responses to CCSSE survey questions pertaining to their use of student support services offered by CC.	60% of students participating in the CCSSE survey responding that they use student support services “sometimes” or “often”.	This threshold rate was established based on student responses on recent CCSSE surveys to questions associated with their use of the student services offered.	An average of 60.3% of students responded “sometimes”, “often” or “very often” on the 2014 CCSSE survey questions pertaining to their use of the student support services offered. (CCSSE questions 4m, 13.1a, 13.1b, 13.1d, 13.1e, 13.1g, 13.1h, 13.1i, 13.1j & 13.1k)
Student responses to CCSSE survey questions pertaining to their satisfaction with the student support services offered by CC.	80% of students participating in the CCSSE survey responding as being at least somewhat satisfied with the student services offered.	This threshold rate was established based on student responses on recent CCSSE surveys to questions associated with their satisfaction of the quality of the student services offered.	An average of 83.8% of students responded “somewhat” or “very” on the 2014 CCSSE survey questions pertaining to their satisfaction with the student support services offered. (CCSSE questions 13.2a, 13.2b, 13.2c, 13.2d, 13.1e, 13.1g, 13.1h, 13.2i, 13.2j & 13.2k)

Provision for Developmental Education

To assess the fulfillment of the mission component for developmental education, CC uses a combination of data reported by the THECB Accountability system, reports generated internally by the OIR on developmental course and subsequent college-level course completion rates including longitudinal cohort tracking reports, ad hoc OIR reports as requested, and developmental program assessments. A large percentage of CC students enter CC with skill levels in Reading, Writing or Math that are below state standards for being “college-ready.” State law and the THECB establish the skill levels required for each area that determine if a student is prepared for college-level coursework. Those students not meeting Texas Success Initiative (TSI) standards are placed into remedial coursework to improve their skills. Once the remedial course work is successfully completed the student is allowed to begin taking college-level courses requiring TSI-complete status for that area.

The percent of developmental students successfully completing (a grade of A, B or C) developmental coursework and being allowed to continue on to credit courses requiring college-level Reading, Writing and Math skills is the primary measure of the effectiveness of CC at fulfilling the portion of its mission related to providing developmental education coursework to students with the evaluating the student’s success in their first college-level course that is dependent on the area of deficiency as a secondary measure. A threshold level 75% successful completion of developmental coursework and a threshold of 85% successful completion of the first college-level course after completing developmental education have been established for each of the developmental areas. These threshold levels assure an acceptable level of student progression through developmental coursework and the successful completion of the first college level course while also being appropriate to assure an acceptable level for completion of

the student's educational goals. These rates and the rationale for each are provided in the following table.

Table 6: Criteria Used to Measure Student Achievement for the Provision for Developmental Education

Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold	Results
<p>% of students successfully completing remedial coursework and becoming TSI complete in Reading and/or Writing.</p>	<p>50% of DE Reading & Writing students successfully completing developmental coursework and being eligible to take college-level courses requiring TSI completion in Reading and/or Writing.</p>	<p>The threshold rate of 50% for DE Reading & Writing students completing remedial coursework and being eligible to enroll in related college-level courses was established based on developmental and college-level course completion rates reported by the OIR and the THECB Accountability System.</p>	<p>% of DE Students Meeting TSI Obligations in Reading Fall 2006 Cohort: 42.9% Fall 2007 Cohort: 50.5% Fall 2008 Cohort: 64.3% Fall 2009 Cohort: 51.7% Fall 2010 Cohort: 45.1% 5-Year Average: 50.9% State Cohort Average: 60.1%</p> <p>% of DE Students Meeting TSI Obligations in Writing Fall 2006 Cohort: 39.3% Fall 2007 Cohort: 46.7% Fall 2008 Cohort: 53.2% Fall 2009 Cohort: 49.5% Fall 2010 Cohort: 57.1% 5-Year Average: 49.2% State Cohort Average: 56.6%</p>
<p>% of students successfully completing remedial coursework and becoming TSI complete in Math.</p>	<p>45% of DE Math students successfully completing developmental coursework and being eligible to take college-level courses requiring TSI completion in Math.</p>	<p>The threshold rate of 45% for DE Math students completing remedial coursework and being eligible to enroll in related college-level courses was established based on developmental and college-level course completion rates reported by the OIR and the THECB Accountability System.</p>	<p>% of DE Students Meeting TSI Obligations in Math Fall 2006 Cohort: 41.9% Fall 2007 Cohort: 47.9% Fall 2008 Cohort: 36.9% Fall 2009 Cohort: 39.9% Fall 2010 Cohort: 37.9% 5-Year Average: 40.9% State Cohort Average: 44.1%</p>

<p>% of students successfully completing remedial coursework in Reading and/or Writing that successfully complete their first college-level course requiring TSI completion in Reading and/or Writing.</p>	<p>40% of students completing developmental Reading & Writing courses will successfully complete their first associated college-level course with a "C" or better.</p>	<p>The threshold rate of 40% of developmental Reading & Writing students completing their first college-level course was established based on developmental and college-level course completion rates reported by the OIR and the THECB Accountability System.</p>	<p>% of DE Students Successfully Completing a College-level Reading Course Fall 2006 Cohort: 34.3% Fall 2007 Cohort: 33.0% Fall 2008 Cohort: 38.8% Fall 2009 Cohort: 36.8% Fall 2010 Cohort: 40.2% 5-Year Average: 36.6% State Cohort Average: 37.8%</p> <p>% of DE Students Successfully Completing a College-level Writing Course Fall 2006 Cohort: 32.8% Fall 2007 Cohort: 28.0% Fall 2008 Cohort: 32.3% Fall 2009 Cohort: 29.0% Fall 2010 Cohort: 29.7% 5-Year Average: 30.4% State Cohort Average: 30.3%</p>
<p>% of students successfully completing remedial coursework in Math that successfully complete their first college-level course requiring TSI completion in Math.</p>	<p>35% of students completing developmental Math courses will successfully complete their first associated college-level course with a "C" or better.</p>	<p>The threshold rate of 35% of developmental Math students completing their first college-level course was established based on developmental and college-level course completion rates reported by the OIR and the THECB Accountability System.</p>	<p>% of DE Students Successfully Completing a College-level Math Course Fall 2006 Cohort: 5.4% Fall 2007 Cohort: 5.8% Fall 2008 Cohort: 13.5% Fall 2009 Cohort: 18.9% Fall 2010 Cohort: 28.0% 5-Year Average: 14.3% State Cohort Average: 16.9%</p>

Provision for Continuing Education / Community Service Courses

As discussed in section 3.4.2 of this compliance document, CC provides continuing education and community service courses to members of the communities it serves. Continuing education (CE) courses are scheduled to meet the needs of these communities based on requests from area businesses and community members. In addition, CC strives to identify local training needs for current business and industry, as well as upcoming skills requirements for workforce needs in emerging fields in an effort to be proactive in its CE offering. To evaluate its provision of CE courses and the effectiveness of meeting the needs of the community, CC continually examines the CE courses offered and the enrollments for each. A threshold level of 85% of requests for CE courses that are projected to meet minimum enrollment levels will be offered. Examples of recent CE and community service courses recently offered at CC is available in the documentation for Section 3.4.2 of this compliance document.

Table 7: Criteria Used to Measure the Provision for Continuing Education/Community Services Courses

Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold	Results
Number of CE courses offered annually to assure a minimum % of business and community requests for CE courses being met.	85% of business and community requests for CE courses being met by offering 70 CE courses each year.	The threshold level of 70 CE courses being offered annually was established to be appropriate as it allows CC to meet the majority of requests for CE courses with the current level of resources available.	Continuing Education Courses offered each year FY 2010: 66 FY 2011: 65 FY 2012: 57 FY 2013: 80 FY 2014: 83 5-Year Average: 70
Annual Enrollment in Continuing Education Courses (unduplicated)	Annual unduplicated enrollment in Continuing Education Courses of 450 students.	The threshold level of 450 unduplicated students enrolled in CE courses annually was established based on historical enrollment figures reported by the OIR and the THECB Accountability System.	Annual Continuing Education Enrollment (unduplicated) FY 2010: 479 FY 2011: 431 FY 2012: 515 FY 2013: 388 FY 2014: 691 5-Year Average: 501
Annual Continuing Education Contact Hours	Annual Contact Hours for Continuing Education Courses of 17,500.	The threshold level of 17,500 annual contact hours for CE courses was established based on historical enrollment figures reported by the OIR and the THECB Accountability System.	Annual Continuing Education Contact Hours FY 2010: 22,750 FY 2011: 16,865 FY 2012: 14,309 FY 2013: 18,286 FY 2014: 22,376 5-Year Average: 18,917

Provision for Cultural Enrichment

As part of its mission, CC offers or hosts several cultural events each year. These events include staging theatre arts productions, hosting art shows, providing lectures and presentations from invited guest speakers, and offering courses that provide cultural enrichment including courses for CC students as well as members of the communities CC serves. A threshold level of 10 offered or hosted events annually was established to support the provision of offering cultural enrichment to the students and communities served by CC, and a threshold of 6 cultural enrichment courses offered each year was established. These threshold levels were based on student and community interest and response to previous cultural enrichment offerings at CC.

Table 8: Criteria Used to Measure the Provision for Cultural Enrichment

Criteria of Effectiveness	Threshold of Acceptability	Rationale for Threshold	Results
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<p>Student responses to CCSSE survey questions pertaining to having conversations with students of a different race or ethnicity or that have different religious beliefs, political opinions, or personal values.</p>	<p>80% of students participating in the CCSSE survey responding “sometimes”, “often” or “very often” that they had serious conversations with students of a different race or ethnicity or with different religious beliefs, political opinions, or personal values.</p>	<p>This threshold rate was established based on student responses on recent CCSSE surveys to questions associated with their conversations with students of a different race or ethnicity or with different religious beliefs, political opinions, or personal values.</p>	<p>81.4% of students responded “sometimes”, “often” or “very often” on the 2014 CCSSE survey question pertaining to having serious conversations with students of a different race or ethnicity. (CCSSE question 4s)</p> <p>81.0% of students responded “sometimes”, “often” or “very often” on the 2014 CCSSE survey question pertaining to having serious conversations with students with differing religious beliefs, political opinions or personal values. (CCSSE question 4t)</p>
<p>Student responses to CCSSE survey questions pertaining to CC encouraging contact among students from different economic, social, and racial or ethnic backgrounds</p>	<p>80% of students participating in the CCSSE survey responding “some”, “quite a bit” or “very much” that CC encourages contact among students from different economic, social, and racial or ethnic backgrounds.</p>	<p>This threshold rate was established based on student responses on recent CCSSE surveys to the question associated with CC encouraging contact among students from different economic, social, and racial or ethnic backgrounds.</p>	<p>88.2% of students responded “some”, “quite a bit” or “very much” on the 2014 CCSSE survey question pertaining to CC encouraging contact among students from different economic, social, and racial or ethnic backgrounds. (CCSSE question 9c)</p>
<p>Student responses to CCSSE survey questions pertaining to their experiences at CC contributing to understanding people of other racial and ethnic backgrounds.</p>	<p>80% of students participating in the CCSSE survey responding “sometimes”, “often” or “very often” that their experiences at CC contribute to their understanding people of other racial and ethnic backgrounds.</p>	<p>This threshold rate was established based on student responses on recent CCSSE surveys on the question associated with their experiences at CC contributing to their understanding people of other racial and ethnic backgrounds.</p>	<p>85.8% of students responded “sometimes”, “often” or “very often” on the 2014 CCSSE survey question pertaining to their experiences at CC contributing to their understanding people of other racial and ethnic backgrounds. (CCSSE question 12k)</p>

<p>Number of offered or hosted cultural enrichment events.</p>	<p>Ten Cultural Enrichment events offered or hosted each year.</p>	<p>This threshold level is supported by community and student support and interest for cultural enrichment programs and the available resources at CC to provide the events.</p>	<p>Cultural Enrichment events</p> <p>FY 2014: 11 FY 2013: 13 FY 2012: 10 FY 2011: 11 FY 2010: 9 5-Year Average: 11</p> <p>(FY 2014 events include a Spanish Heritage event, two drama performances, a concert and seven library events. FY 2013 events include Spanish Heritage and Black History events, two drama performances, a concert and eight library events.)</p>
<p>Number of cultural enrichment courses offered.</p>	<p>Six Cultural Enrichment courses offered each year.</p>	<p>This threshold level is supported by community and student interest in cultural enrichment courses and the available resources at CC to provide the courses.</p>	<p>Cultural Enrichment courses offered</p> <p>FY 2010: 15 FY 2011: 9 FY 2012: 9 FY 2013: 13 FY 2014: 27 5-Year Average: 14</p>