

## Clarendon College 2017-2018 QEP Assessment

### Formative Evaluation Performance Criteria

Activity	Responsible Personnel	Evaluation Criteria	Year 3 Results
<p>Professional development activities aimed at providing faculty with strategies to improve student attendance and success rates in courses.</p>	<p>QEP Director &amp; Division Chairs</p>	<p>Faculty attendance at professional development activities offered at the college each semester</p>	<p><b>Spring 2018:</b> 22 faculty participated in a professional development activity focusing on Issues and Solutions Relating to Course and Program Design on 1/11/2018.</p> <p><b>Fall 2017:</b> 25 faculty participated in a professional development activity on Instructional Skills and Materials that was held on 8/23/2017.</p> <p><b>Spring 2017:</b> 32 faculty participated in a professional development activity titled Tips for Tutors: 12 Teaching Strategies for Effective Learning on 1/12/2017.</p> <p><b>Fall 2016:</b> 33 faculty participated in a professional development activity on 8/18/2016.</p> <p><b>Spring 2016:</b> 38 faculty attended a faculty development session on January 14, 2016 that</p>

		<p>Results from faculty evaluations of each professional development activity held.</p>	<p>focused on classroom management and the QEP.</p> <p><b>Spring 2018:</b> 14 of the 22 faculty that participated in the professional development activity on 1/11/2018 responded positively on surveys following the presentation including questions on the relevancy of the presentation.</p> <p><b>Fall 2017:</b> 23 of the 25 faculty that participated in the professional development activity on 8/23/2017 positively on surveys following the presentation including questions on the relevancy of the presentation.</p> <p><b>Spring 2017:</b> 31 of the 32 faculty that participated in the professional development activity on 1/12/2017 positively on surveys following the presentation including questions on the relevancy of the presentation.</p> <p><b>Fall 2016:</b> 31 of the 33 faculty that participated in the</p>
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		<p>Post-semester faculty surveys on implementation and effectiveness of strategies presented during professional development activities.</p>	<p>professional development activity on 8/18/2016.</p> <p><b>Spring 2016:</b> 35 of the 38 faculty that attended the professional development activity held on 1/14/16 responded positively on surveys following the presentation including questions on the relevancy of the presentation.</p> <p><b>Spring 2018:</b> The post-semester survey will be administered during the Fall 2018 semester.</p> <p><b>Spring 2017:</b> 22 faculty completed the post-semester survey on 8/17/2017 reporting on the implementation and effectiveness of the strategies they implemented during the previous semester with the majority of the responses being positive.</p> <p><b>Spring 2016:</b> 16 faculty completed the post-semester survey on 8/18/2016 reporting on the implementation and effectiveness of the strategies they implemented</p>
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			during the Spring 2016 semester with the majority of the responses being positive.
Offering Scholarships to qualified individuals	Financial Aid department; Director of Institutional Effectiveness; & Vice President of Instruction	Number of students receiving a scholarship each semester.	<p><b>Fall 2017:</b> A total of 291 Fall 2017 full time students at Clarendon College had a total attendance in all classes of at least 90% and grades of "C" or better resulting in them being eligible for the \$200 QEP scholarship. This included 166 students at the Clarendon Camps, 75 students at the Pampa Center, 24 students at the Childress Center, 13 students at the Amarillo Center, and 13 Distance Education students.</p> <p><b>Fall 2016:</b> In Fall 2016 there were 166 students that were eligible for the scholarship including 89 students at the Clarendon Campus, 49 students at the Pampa Center, 9 students at the Childress Center, 10 students at the Amarillo Center, and 10 distance education students.</p> <p><b>Fall 2015:</b> In Fall 2015 There were 93 students at the Clarendon</p>

		<p>Total number and amount of scholarships given each semester.</p>	<p>Campus that were eligible for the scholarship (52 Students from the Pampa Center, 15 from the Childress Center, 16 from the Amarillo Center, and 1 DI student would have been eligible in Fall 2015).</p> <p><b>Spring 2018:</b> Of the 291 eligible students from Fall 2018, 249 returned in Spring 2018 and were awarded a \$200 QEP scholarship for a total of \$49,800. These included awards to 153 students at the Clarendon Campus (\$30,600), 61 at the Pampa Center (\$12,200), 13 at the Childress Center (\$2,600), 10 at the Amarillo Center (\$2,000), and 12 Distance Education students (\$2,400).</p> <p><b>Spring 2017:</b> In Fall 2016 there were 166 students that were awarded the scholarship for a total of \$34,200, including 89 students at the Clarendon Campus, 49 students at the Pampa Center, 9 students at the Childress Center, 10 students at the Amarillo Center, and 10 distance education students.</p>
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			<p><b>Spring 2016:</b>  In Fall 2015 there were 93 students at the Clarendon Campus that were awarded the scholarship for a total of \$18,600 (52 Students from the Pampa Center, 15 from the Childress Center, 16 from the Amarillo Center, and 1 DI student would have been eligible in Fall 2015).</p>
<p>Posters to be created outlining the benefits of attendance</p>	<p>Vice President of Student Services; Director of Student Life; Marketing Coordinator; &amp; Student Government Association</p>	<p>Design, printing and placement of posters in classrooms.</p> <p>Locations and number of classrooms with posters.</p>	<p>Posters for Attend to Learning were designed, printed and placed at the start of the Fall 2015 semester. Additional display boards were also designed and created at the Clarendon Campus and at the Pampa Center in Fall 2016 and Fall 2017. Graphics used for the posters were also incorporated into the electronic message boards located at each location as well as on Clarendon College's website.</p> <p>Posters are placed in every classroom at all locations, including 19 classrooms at the Clarendon Campus, 15 classrooms at the Pampa Center, and 4 classrooms at the Childress Center.</p>

			Additional posters were also placed in the LRC in Clarendon, the LRC and HSSC in Pampa, and the LRC in Childress, as well as in hallways and other locations accessible by students including the dorms, cafeteria, gym, and lounge areas. The posters were also converted to an electronic format compatible with the electronic message boards and college website and posted in Fall 2016.
Printed materials to be distributed during EDUC and/or PYSC 1100 courses outlining the benefits of attendance	Vice President of Student Services; Director of Student Life; Program Coordinator for Education; Marketing Coordinator; & Student Government Association	Development, printing and distribution of materials.  Number of students receiving printed materials each semester.	Instructional material outlining the benefits of attendance was developed and included in the EDUC/PSYC 1100 online courses beginning with the Fall 2015 semester (this course is required for all students as a part of Clarendon College's Core).  In Fall 2017 there were 216 students that took the EDUC/PSYC 1100 course and received the material, compared to 177 in Fall 2016 and 188 in Fall 2015.
Additions to the MOST 1200 course to promote online course attendance	Moodle LMS Coordinator & Online instruction committee	Development of online content and inclusion in MOST 1200.	This material was developed and included in the MOST 1200 course required for all

		Number of students viewing the online content each semester.	online students beginning in the Fall 2015 semester.  In Fall 2017 there were 160 students that received the material in the MOST 1200 course including 112 dual credit students, compared to 122 students in Fall 2016 and 142 students in Fall 2015 (117 students during Fall and 25 in Fall Mini).
Continued use of Enrollment Verification Activities for online courses	Moodle LMS Coordinator & Online Instruction Committee	Monitor use of Enrollment Verification Activity in online courses.	Beginning in Fall 2015, all online courses require that an Enrollment Verification Activity be completed by online students before they could proceed with the course.
Mandatory team/program breakfasts	Vice President of Student Services; Athletic Director; Director of Student Life; Coaches; & Program Directors	Number of breakfasts held each semester.  Number of students attending each breakfast.  Total number of students that attended at least one breakfast each semester.	
Merchandise coupons, gift certificates and/or College merchandise	College President; Assistant to the President; Bookstore Manager; & QEP Director	Number of students receiving incentives each semester.  Total number and value of incentives given out each semester.	



<p>Various incentives created by and for each individual instructor</p>	<p>Vice President of Instruction; Division Directors; &amp; Faculty members</p>	<p>Number of faculty providing incentives each semester.</p> <p>Number of incentives given by each faculty member each semester.</p> <p>Number of students receiving an incentive from faculty each semester.</p>	<p><b>Spring 2016:</b> 5 faculty gave out Sonic \$5 gift cards to students for attendance.</p> <p><b>Fall 2015:</b> 9 faculty at the Clarendon Campus gave out Sonic \$5 gift cards to students for attendance.</p> <p><b>Spring 2016:</b> Dennis: 20 S. Estlack: 10 Killingsworth: 10 Donahue: 10 Jeffrey: 10</p> <p><b>Fall 2015:</b> Dennis: 19 S. Estlack: 23 Rowland: 11 Crump: 10 C. Fuller: 20 Donahue: 10 B. Fuller: 60 Jeffrey: 40</p> <p><b>Spring 2016:</b> 60 Sonic \$5 gift cards (\$300) were awarded to students.</p> <p><b>Fall 2015:</b> 193 Sonic \$5 gift cards (\$965) were awarded to students.</p>
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			<p>offered during Spring 2017 All College Day.</p> <p><b>2015-2016:</b> 36 faculty attended the professional development offered during Fall 2015 All College Day and 38 Faculty attended the professional development offered during Spring 2016 All College Day.</p>
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**Table 19: Summative Evaluation Measures and Benchmarks for QEP Goal 1**

<b>Performance Indicator</b>	<b>Evaluation Criteria</b>	<b>Benchmark Level</b>	<b>Year 1 Results</b>
Course attendance rates each term.	Increase average student course attendance to 90%.	The average attendance rate for all classes for Fall 2014 was 86.7% and for the Clarendon Campus was 89.9%.	<p><b>Spring 2018:</b>  All Locations 86.5%  Clarendon Campus 90.6%  Pampa Center 88.5%  Childress Center 85.0%  Amarillo Center 78.0%  Dist. Ed 78.3%</p> <p><b>Fall 2017:</b>  All Locations 89.1%  Clarendon Campus 92.2%  Pampa Center 87.3%  Childress Center 91.4%  Amarillo Center 82.9%  Dist. Ed 78.5%</p>

	<p>Increase the percent of students answering “Never” on question 4u on the CCSSE pertaining to skipping class to 70%.</p>	<p>On the Spring 2014 administration of the CCSSE, 57.1% of students answered “Never” on question 4u asking how often they had skipped class.</p>	<p><b>Spring 2017:</b>  All Locations 88.2%  Clarendon Campus 91.1%  Pampa Center 88.6%  Childress Center 85.2%  Amarillo Center 81.2%  Dist. Ed 79.7%</p> <p><b>Fall 2016:</b>  All Locations 89.1%  Clarendon Campus 92.5%  Pampa Center 89.6%  Childress Center 86.8%  Amarillo Center 75.3%  Dist. Ed 79.5%</p> <p><b>Spring 2016:</b>  All Locations 84.0%  Clarendon Campus 85.6%</p> <p><b>Fall 2015:</b>  All Locations 84.6%  Clarendon Campus 88.5%</p> <p>The percent of students answering “Never” on the CCSSE question asking how often they skipped class were:</p> <p><b>Spring 2018:</b> 58.5%  <b>Spring 2017:</b> 71.9%  <b>Spring 2016:</b> 56.4% of</p>
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Benchmark score for “Student-Faculty Interaction” as measured by the CCSSE.	Increase the CCSSE benchmark score for “Student-Faculty Interaction” to the base cohort level as measured on CCSSE questions 4K, 4L, 4M, 4N, 4O, & 4Q.	The “Student-Faculty Interaction” benchmark score on the 2014 CCSSE administration was 49.8.	The “Student-Faculty Interaction” benchmark scores on the CCSSE administrations were:  <b>Spring 2018:</b> 53.1 <b>Spring 2017:</b> 50.3 <b>Spring 2016:</b> 52.7
Benchmark score for “Active & Collaborative Learning” as measured by the CCSSE.	Maintain the CCSSE benchmark score for “Active & Collaborative Learning” as measured by CCSSE questions 4A, 4B, 4F, 4G, 4H, 4I, & 4R.	The “Active & Collaborative Learning” benchmark score on the 2014 CCSSE administration was 50.0.	The “Active & Collaborative Learning” benchmark scores on the CCSSE administrations were:  <b>Spring 2018:</b> 50.2 <b>Spring 2017:</b> 48.8 <b>Spring 2016:</b> 51.1
Benchmark score for “Academic Challenge” as measured by the CCSSE.	Maintain the CCSSE benchmark score for “Academic Challenge” as measured by CCSSE questions 4P, 5B, 5C, 5D, 5E, 5F, 6A, 6C, 7, & 9A.	The “Academic Challenge” benchmark score on the 2014 CCSSE administration was 50.7.	The “Academic Challenge” benchmark scores on the CCSSE administrations were:  <b>Spring 2018:</b> 47.9 <b>Spring 2017:</b> 49.8 <b>Spring 2016:</b> 46.4

**Table 20: Summative Evaluation Measures and Benchmarks for QEP Goal 2**

Performance Indicator	Evaluation Criteria	Benchmark Level	Year 1 Results
1st semester average GPA each term.	Increase 1st semester average GPA to 3.0.	The average student GPA for Fall 2014 was 2.606.	<b>Spring 2018:</b> All Locations 2.729 Clarendon Campus 2.814 Pampa Center 2.725 Childress Center 2.737 Amarillo Center 2.482 Dist. Ed 2.704

			<p><b>Fall 2017:</b>  All Locations 2.757  Clarendon Campus 2.857  Pampa Center 2.753  Childress Center 3.384  Amarillo Center 2.185  Dist. Ed 2.553</p> <p><b>Spring 2017:</b>  All Locations 2.754  Clarendon Campus 2.785  Pampa Center 2.806  Childress Center 3.031  Amarillo Center 2.441  Dist. Ed 2.534</p> <p><b>Fall 2016:</b>  All Locations 2.727  Clarendon Campus 2.736  Pampa Center 2.863  Childress Center 2.803  Amarillo Center 2.565  Dist. Ed 2.473</p> <p><b>Spring 2016:</b>  All Locations 2.589  Clarendon Campus 2.419</p> <p><b>Fall 2015:</b>  All Locations 2.503  Clarendon Campus 2.415</p>
Percent of Fs and Ws each term.	Decrease the percent of Fs and Ws to 12%.	The percent of Fs and Ws for Fall 2014 was 18.4%.	<p><b>Spring 2018:</b>  All Locations 14.9%  Clarendon Campus 11.3%  Pampa Center 12.9%</p>

Childress Center 10.5%  
Amarillo Center 24.7%  
Dist. Ed 21.4%

**Fall 2017:**

All Locations 14.3%  
Clarendon Campus 9.9%  
Pampa Center 16.7%  
Childress Center 1.6%  
Amarillo Center 29.0%  
Dist. Ed 22.6%

**Spring 2017:**

All Locations 18.6%  
Clarendon Campus 14.1%  
Pampa Center 18.5%  
Childress Center 7.5%  
Amarillo Center 34.6%  
Dist. Ed 27.5%

**Fall 2016:**

All Locations 15.5%  
Clarendon Campus 14.5%  
Pampa Center 10.9%  
Childress Center 7.9%  
Amarillo Center 24.7%  
Dist. Ed 24.2%

**Spring 2016:**

All Locations 20.2%  
Clarendon Campus 20.6%

**Fall 2015:**

All Locations 21.0%  
Clarendon Campus 19.5%

Benchmark score for “Student Effort” as measured by the CCSSE.	Maintain the CCSSE benchmark score for “Student Effort” as measured by CCSSE questions 4C, 4D, 4E, 6B, 10A, 13D1, 13E1, & 13H1.	The “Student Effort” benchmark score on the 2014 CCSSE administration was 52.6.	The “Student Effort” benchmark score on the CCSSE administrations were:  <b>Spring 2018:</b> 50.4 <b>Spring 2017:</b> 51.6 <b>Spring 2016:</b> 49.4
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**Table 21: Summative Evaluation Measures and Benchmarks for QEP Goal 3**

<b>Performance Indicator</b>	<b>Evaluation Criteria</b>	<b>Benchmark Level</b>	<b>Year 1 Results</b>
Benchmark score for “Support for Learners” as measured by the CCSSE.	Maintain the CCSSE benchmark score for “Support for Learners” as measured by CCSSE questions 9B, 9C, 9D, 9E, 9F, 13A1, & 13B1.	The “Support for Learners” benchmark score on the 2014 CCSSE administration was 58.4.	The “Support for Learners” benchmark score on the CCSSE administrations were:  <b>Spring 2018:</b> 51.7 <b>Spring 2017:</b> 47.9 <b>Spring 2016:</b> 50.4
Total Success Points earned each year.	Increase the total Success Points earned each year by 1.8%.	The total Success Points earned in FY2014 was 2,521.	The total Success Points earned for each of the past three fiscal years were:  <b>FY 2017:</b> 2,975 <b>FY 2016:</b> 2,588 <b>FY 2015:</b> 2,540
Success Points earned for students completing Developmental Education each year.	Increase the Success Points earned each year for students completing Developmental Education by 1.8%.	The total Success Points earned in FY2014 for students completing Developmental Education was 157.	The total Success Points earned for each of the past three fiscal years for students completing Developmental Education were:  <b>FY 2017:</b> 319 <b>FY 2016:</b> 191



			<b>FY 2015:</b> 134
Success Points earned for students successfully completing their 1st gateway course each year.	Increase the Success Points earned each year for students completing their 1 <sup>st</sup> gateway course by 1.8%.	The total Success Points earned in FY2014 for students completing their 1 <sup>st</sup> gateway course was 705.	The total Success Points earned for each of the past three fiscal years for students completing their 1st gateway course were:  <b>FY 2017:</b> 832 <b>FY 2016:</b> 704 <b>FY 2015:</b> 631
Success Points earned for students successfully completing 15 credit hours each year.	Increase the Success Points earned each year for students successfully completing 15 credit hours by 1.8%.	The total Success Points earned in FY2014 for students successfully completing 15 credit hours was 549.	The total Success Points earned for each of the past three fiscal years for students successfully completing 15 credit hours were:  <b>FY 2017:</b> 645 <b>FY 2016:</b> 513 <b>FY 2015:</b> 519
Success Points earned for students successfully completing 30 credit hours each year.	Increase the Success Points earned each year for students successfully completing 30 credit hours by 1.8%.	The total Success Points earned in FY2014 for students successfully completing 30 credit hours was 300.	The total Success Points earned for each of the past three fiscal years for students successfully completing 30 credit hours were:  <b>FY 2017:</b> 317 <b>FY 2016:</b> 313 <b>FY 2015:</b> 311
Success Points earned for students earning a credential each year.	Increase the Success Points earned each year for students earning a credential by 1.8%.	The total Success Points earned in FY2014 for students earning a credential was 424.	The total Success Points earned for each of the past three fiscal years for students earning a credential were:

			<b>FY 2017:</b> 542 <b>FY 2016:</b> 517 <b>FY 2015:</b> 571
Success Points earned for students transferring to a 4-year institution each year.	Increase the Success Points earned each year for students transferring to a 4-year institution by 1.8%.	The total Success Points earned in FY2014 for students transferring to a 4-year institution was 386.	The total Success Points earned for each of the past three fiscal years for students transferring to a 4-year institution were:  <b>FY 2017:</b> 320 <b>FY 2016:</b> 350 <b>FY 2015:</b> 374