

Clarendon College 2018-2019 QEP Assessment Report

Formative Evaluation

Table 1: Formative Evaluation Performance Criteria & Results

Activity	Responsible Personnel	Evaluation Criteria	Annual Results
<p>Professional development activities aimed at providing faculty with strategies to improve student attendance and success rates in courses.</p>	<p>QEP Director & Division Chairs</p>	<p>Faculty attendance at professional development activities offered at the college each semester</p>	<p>Spring 2019: 32 faculty participated in a professional development activity focusing on Learning Styles and Disabilities on 1/17/2019.</p> <p>Spring 2018: 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>Fall 2017: 25 faculty participated in a professional development activity on Instructional Skills and Materials that was held on 8/23/2017.</p> <p>Spring 2017: 32 faculty participated in a professional development activity titled Tips for Tutors: 12 Teaching Strategies for Effective Learning on 1/12/2017.</p>

		<p>Results from faculty evaluations of each professional development activity held.</p>	<p>Fall 2016: 33 faculty participated in a professional development activity on 8/18/2016.</p> <p>Spring 2016: 38 faculty attended a faculty development session on January 14, 2016 that focused on classroom management and the QEP.</p> <p>Spring 2019: 31 of the 32 faculty that participated in the professional development activity on 1/17/2019 responded positively on surveys following the presentation including questions on the relevancy of the presentation.</p> <p>Spring 2018: 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>Fall 2017: 23 of the 25 faculty that participated in the professional development activity on 8/23/2017</p>
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		<p>Post-semester faculty surveys on implementation and effectiveness of strategies presented during</p>	<p>positively on surveys following the presentation including questions on the relevancy of the presentation.</p> <p>Spring 2017: 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>Fall 2016: 31 of the 33 faculty that participated in the professional development activity on 8/18/2016.</p> <p>Spring 2016: 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>Spring 2019: 19 faculty completed the post-semester survey on 1/17/2019 reporting on the implementation and</p>
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		<p>professional development activities.</p>	<p>effectiveness of the strategies they implemented during the previous spring and fall semesters with the majority of the responses being positive.</p> <p>Spring 2018: The post-semester survey will be administered during the Fall 2018 semester.</p> <p>Spring 2017: 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>Spring 2016: 16 faculty completed the post-semester survey on 8/18/2016 reporting on the implementation and effectiveness of the strategies they implemented during the Spring 2016 semester with the majority of the responses being positive.</p>
<p>Offering Scholarships to qualified individuals</p>	<p>Financial Aid department; Director of Institutional</p>	<p>Number of students receiving a scholarship each semester.</p>	<p>Fall 2018: A total of 295 Fall 2018 full time students at Clarendon College had a</p>

Effectiveness; & Vice
President of Instruction

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 168 students at the Clarendon Camps, 72 students at the Pampa Center, 26 students at the Childress Center, 15 students at the Amarillo Center, and 14 Distance Education students.

Fall 2017:

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.

Fall 2016:

In Fall 2016 there were 166 students that were eligible for the scholarship including 89

		<p>Total number and amount of scholarships given each semester.</p>	<p>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>Fall 2015: In Fall 2015 There were 93 students at the Clarendon 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>Spring 2019: Of the 295 eligible students from Fall 2018, 239 returned in Spring 2018 (217 full time) and were awarded a \$200 QEP scholarship for a total of \$47,800. These included awards to 150 students at the Clarendon Campus (\$30,000), 53 at the Pampa Center (\$10,600), 15 at the Childress Center (\$3,000), 13 at the Amarillo Center (\$2,600), and 8 Distance Education students (\$1,600).</p> <p>Spring 2018:</p>
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			<p>Of the 291 eligible students from Fall 2017, 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>Spring 2017: 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> <p>Spring 2016: 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</p>
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			the Amarillo Center, and 1 DI student would have been eligible in Fall 2015).
Posters to be created outlining the benefits of attendance	Vice President of Student Services; Director of Student Life; Marketing Coordinator; & Student Government Association	Design, printing and placement of posters in classrooms. Locations and number of classrooms with posters.	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. 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. 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

			<p>areas. The posters were also converted to an electronic format compatible with the electronic message boards and college website and posted in Fall 2016.</p>
<p>Printed materials to be distributed during EDUC and/or PYSC 1100 courses outlining the benefits of attendance</p>	<p>Vice President of Student Services; Director of Student Life; Program Coordinator for Education; Marketing Coordinator; & Student Government Association</p>	<p>Development, printing and distribution of materials.</p> <p>Number of students receiving printed materials each semester.</p>	<p>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).</p> <p>In Fall 2018 there were 218 students that took the EDUC/PSYC 1100 course and received the material, compared to 216 students in Fall 2017, 177 in Fall 2016 and 188 in Fall 2015.</p>
<p>Additions to the MOST 1200 course to promote online course attendance</p>	<p>Moodle LMS Coordinator & Online instruction committee</p>	<p>Development of online content and inclusion in MOST 1200.</p> <p>Number of students viewing the online content each semester.</p>	<p>This material was developed and included in the MOST 1200 course required for all online students beginning in the Fall 2015 semester.</p> <p>In Fall 2018 there were 355 students that received the material in the MOST 1200 course including 259 dual credit students, compared to</p>

			160 students in Fall 2017, 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 classes that offered incentives to students each semester. Number of students receiving incentives each semester. Total number and value of incentives given out each semester.	Fall 2018: Incentives for attendance were offered in 22 classes during the Fall 2018 semester. Fall 2018: During the Fall 2018 semester approximately 152 students received at least one incentive for attendance. Fall 2018: Approximately 237 individual incentives were awarded in Fall 2018. All the

			incentives awarded consisted of incentives with zero cost (i.e. bonus points, class or student recognition, etc.).
Various incentives created by and for each individual instructor	Vice President of Instruction; Division Directors; & Faculty members	<p>Number of faculty providing incentives each semester.</p> <p>Number of classes that incentives to students were offered in each semester.</p> <p>Number of students receiving an incentive from faculty each semester.</p>	<p>Fall 2018: There were 11 faculty members that offered incentives in at least one class in Fall 2018.</p> <p>Spring 2016: 5 faculty gave out Sonic \$5 gift cards to students for attendance.</p> <p>Fall 2015: 9 faculty at the Clarendon Campus gave out Sonic \$5 gift cards to students for attendance.</p> <p>Fall 2018: Incentives for attendance were offered in 22 classes during the Fall 2018 semester.</p> <p>Fall 2018: During the Fall 2018 semester approximately 152 students received at least one incentive for attendance.</p> <p>Spring 2016: 60 Sonic \$5 gift cards (\$300) were awarded to students.</p> <p>Fall 2015: 193 Sonic \$5 gift cards (\$965) were awarded to students.</p>

		<p>Number of incentives given by each faculty member each semester.</p>	<p>Fall 2018: Faculty giving incentives to students were not identified by name during the Fall 2018 semester.</p> <p>Spring 2016: Dennis: 20 S. Estlack: 10 Killingsworth: 10 Donahue: 10 Jeffrey: 10</p> <p>Fall 2015: Dennis: 19 S. Estlack: 23 Rowland: 11 Crump: 10 C. Fuller: 20 Donahue: 10 B. Fuller: 60 Jeffrey: 40</p>
<p>Professional Development for Faculty and Staff</p>	<p>College President; Vice President of Instruction; & Vice President of Student Services</p>	<p>Number of professional development opportunities provided each semester.</p>	<p>2018-2019: There was 1 professional development opportunity offered during Spring 2019 All College Day.</p> <p>2017-2018: There was 1 professional development opportunity offered during Fall 2017 All College Day and 1 offered during Spring 2018 All College Day.</p> <p>2016-2017: There was 1 professional development</p>

		<p>Number of faculty and staff attending each professional development session each semester.</p>	<p>opportunity offered during Fall 2016 All College Day and 1 offered during Spring 2017 All College Day.</p> <p>2015-2016: There was 1 professional development opportunity offered during Fall 2015 All College Day and 1 offered during Spring 2016 All College Day.</p> <p>2018-2019: 32 faculty attended the professional development offered during Spring 2019 All College Day.</p> <p>2017-2018: 25 faculty attended the professional development offered during Fall 2017 All College Day and 22 Faculty attended the professional development offered during Spring 2018 All College Day.</p> <p>2016-2017: 33 faculty attended the professional development offered during Fall 2016 All College Day and 32 Faculty attended the professional development offered during Spring 2017 All College Day.</p>
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			<p>2015-2016: 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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Summative Evaluation

Table 1: Summative Evaluation Measures, Benchmarks and Results for QEP Goal 1

Performance Indicator	Evaluation Criteria	Benchmark Level	Annual Results
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>Fall 2018: All Locations 90.6% Clarendon Campus 90.6% Pampa Center 90.6% Childress Center 97.3% Amarillo Center 94.7% Dist. Ed. 81.4%</p> <p>Spring 2018: 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>Fall 2017: 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>Spring 2017: 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>Fall 2016: 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>Spring 2016: All Locations 84.0% Clarendon Campus 85.6%</p> <p>Fall 2015: All Locations 84.6% Clarendon Campus 88.5%</p>
Percent of students never skipping a class as measured by student response on the CCSSE.	Increase the percent of students answering “Never” on question 4u on the CCSSE pertaining to skipping class to 70%.	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>Spring 2019: 64.4% Spring 2018: 58.5% Spring 2017: 71.9% Spring 2016: 56.4%</p>
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.	<p>Spring 2019: 52.2 Spring 2018: 53.1 Spring 2017: 50.3 Spring 2016: 52.7</p>
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.	<p>Spring 2019: 51.9 Spring 2018: 50.2 Spring 2017: 48.8 Spring 2016: 51.1</p>

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.	Spring 2019: 46.6 Spring 2018: 47.9 Spring 2017: 49.8 Spring 2016: 46.4
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Table 2: Summative Evaluation Measures, Benchmarks and Results for QEP Goal 2

Performance Indicator	Evaluation Criteria	Benchmark Level	Annual 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.	Spring 2019: All Locations 2.745 Clarendon Campus 2.785 Pampa Center 2.719 Childress Center 3.215 Amarillo Center 3.132 Dist. Ed. 2.484 Fall 2018: All Locations 2.943 Clarendon Campus 2.880 Pampa Center 2.996 Childress Center 3.475 Amarillo Center 3.421 Dist. Ed. 2.595 Spring 2018: All Locations 2.729 Clarendon Campus 2.814 Pampa Center 2.725 Childress Center 2.737 Amarillo Center 2.482 Dist. Ed. 2.704 Fall 2017:

			<p>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>Spring 2017: 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>Fall 2016: 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>Spring 2016: All Locations 2.589 Clarendon Campus 2.419</p> <p>Fall 2015: 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>Spring 2019: All Locations 12.9% Clarendon Campus 10.2% Pampa Center 14.5% Childress Center 7.9% Amarillo Center 5.6%</p>

			<p>Dist. Ed. 19.0%</p> <p>Fall 2018: All Locations 7.9% Clarendon Campus 8.1% Pampa Center 8.1% Childress Center 1.9% Amarillo Center 0.0% Dist. Ed. 18.1%</p> <p>Spring 2018: All Locations 14.9% Clarendon Campus 11.3% Pampa Center 12.9% Childress Center 10.5% Amarillo Center 24.7% Dist. Ed. 21.4%</p> <p>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%</p> <p>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%</p> <p>Fall 2016: All Locations 15.5%</p>
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			<p>Clarendon Campus 14.5% Pampa Center 10.9% Childress Center 7.9% Amarillo Center 24.7% Dist. Ed. 24.2%</p> <p>Spring 2016: All Locations 20.2% Clarendon Campus 20.6%</p> <p>Fall 2015: All Locations 21.0% Clarendon Campus 19.5%</p>
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.	<p>Spring 2019: 50.0 Spring 2018: 50.4 Spring 2017: 51.6 Spring 2016: 49.4</p>

Table 3: Summative Evaluation Measures, Benchmarks and Results for QEP Goal 3

Performance Indicator	Evaluation Criteria	Benchmark Level	Annual Results
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.	<p>Spring 2019: 55.9 Spring 2018: 51.7 Spring 2017: 47.9 Spring 2016: 50.4</p>
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.	<p>FY 2018: 2,926 FY 2017: 2,975 FY 2016: 2,588 FY 2015: 2,540</p>
Success Points earned for students completing	Increase the Success Points earned each year for	The total Success Points earned in FY2014 for	<p>FY 2018: 181 FY 2017: 319</p>

Developmental Education each year.	students completing Developmental Education by 1.8%.	students completing Developmental Education was 157.	FY 2016: 191 FY 2015: 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 st gateway course by 1.8%.	The total Success Points earned in FY2014 for students completing their 1 st gateway course was 705.	FY 2018: 816 FY 2017: 832 FY 2016: 704 FY 2015: 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.	FY 2018: 616 FY 2017: 645 FY 2016: 513 FY 2015: 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.	FY 2018: 340 FY 2017: 317 FY 2016: 313 FY 2015: 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.	FY 2018: 639 FY 2017: 542 FY 2016: 517 FY 2015: 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.	FY 2018: 336 FY 2017: 320 FY 2016: 350 FY 2015: 374

Summary Student Results Data

Table 1: Students Qualifying for \$200 QEP Scholarships Each Year

(All students completing 12 or more hours versus those earning a "C" or better in every class and having less than 10% absences)

	Completed 12 or more hours	Qualified for QEP Schol.	Didn't Qualify	Percentage Qualifying
Fall 2018				
Clarendon Campus	310	168	142	54.2%
Pampa Center	106	72	34	67.9%
Childress Center	28	26	2	92.9%
Amarillo Center	19	15	4	78.9%
Dist. Ed.	29	14	15	48.3%
Total	492	295	197	60.0%
Average GPA	2.94	3.40	2.26	
Fall 2017				
Clarendon Campus	344	197	147	57.3%
Pampa Center	80	60	20	75.0%
Childress Center	26	21	5	80.8%
Amarillo Center	20	13	7	65.0%
Total	470	291	179	61.9%
Average GPA	3.10	3.39	2.64	
Fall 2016				
Clarendon Campus	253	89	164	35.2%
Pampa Center	130	49	81	37.7%
Childress Center	22	9	13	40.9%
Amarillo Center	25	10	15	40.0%
Dist. Ed.	38	10	28	26.3%
Total	468	167	301	35.7%
Average GPA	2.86	3.53	2.50	

Table 2: Comparison of Average GPAs and Absence Rates-Qualifying Versus Non-Qualifying Students

	Average GPA			Average Absence Rate		
	All	Qualified	Didn't Qual.	All	Qualified	Didn't Qual.
Fall 2018						
Clarendon Campus	2.88	3.34	2.34	9.4%	3.0%	17.0%
Pampa Center	3.00	3.42	2.09	9.4%	2.3%	24.4%
Childress Center	3.48	3.55	2.47	2.7%	2.7%	3.6%
Amarillo Center	3.42	3.67	2.50	5.3%	3.4%	12.4%
Dist. Ed.	2.60	3.48	1.77	18.6%	3.5%	32.7%
Total	2.94	3.40	2.26	9.4%	2.9%	19.2%
Fall 2017						
Clarendon Campus	3.07	3.39	2.64	6.9%	3.1%	11.9%
Pampa Center	3.23	3.38	2.76	4.9%	2.7%	11.7%
Childress Center	3.32	3.41	2.95	6.2%	3.6%	17.1%
Amarillo Center	2.95	3.31	2.29	10.2%	5.5%	18.9%
Total	3.10	3.39	2.64	6.7%	3.2%	12.3%
Fall 2016						
Clarendon Campus	2.84	3.45	2.51	20.2%	4.5%	28.7%
Pampa Center	3.00	3.65	2.61	20.6%	3.2%	31.2%
Childress Center	3.13	3.40	2.94	20.8%	4.0%	32.5%
Amarillo Center	2.62	3.80	1.84	25.6%	4.8%	39.5%
Dist. Ed.	2.60	3.46	2.29	30.8%	4.3%	40.3%
Total	2.86	3.53	2.50	21.5%	4.1%	31.2%

Table 3: Average Attendance Rates and Grade Percentages

	Attend. Rate	Avg. GPA	A, B, or C	A, B, C, or D	F or W
Fall 2018					
Clarendon Campus	90.60%	2.880	86.2%	91.9%	8.1%
Pampa Center	90.62%	2.996	90.0%	91.9%	8.1%
Childress Center	97.27%	3.475	97.4%	98.1%	1.9%
Amarillo Center	94.72%	3.421	100.0%	100.0%	0.0%
Dist. Ed.	81.36%	2.595	78.3%	81.9%	18.1%
Total	90.60%	2.943	87.8%	92.1%	7.9%