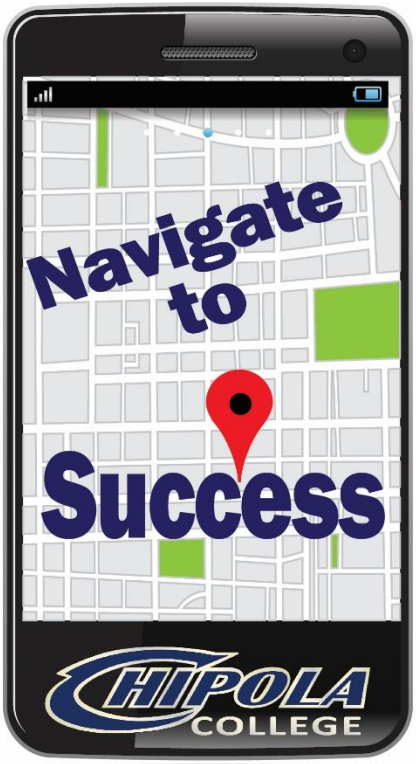

Set Goals
Define Purpose
Achieve Success

Chipola College

Quality Enhancement Plan

Revised in response to the Reaffirmation Commmittee Report

Revision date - March 1, 2018

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GPS - Set Goals, Define Purpose, Achieve Success

EXECUTIVE SUMMARY

Chipola Junior College was established in 1947, and in 2003 became Chipola College when it was approved to offer baccalaureate degree programs that address documented workforce needs. With an annual headcount enrollment of nearly 3000 students, Chipola is the third smallest state college in Florida. The college's service area is comprised of five rural counties in the Florida Panhandle. The region has traditionally been characterized by poverty and declining social conditions, which means the upward mobility provided by postsecondary education is more important than ever. This means the college is constantly seeking ways to become more effective in fulfilling its mission.

Chipola's QEP, *GPS - Set **G**oals, Define **P**urpose, Achieve **S**uccess*, utilized an institutional process for identifying key issues emerging from data analysis. The QEP was developed over a two-year period with broad-based input from college constituencies, including students, faculty, staff, and trustees.

The college's QEP will help students identify career goals and educational pathways and is supported by educational research and best practices. For example, Feldman (2005) reported that promoting career development of freshmen students aids in improving student retention rates. Tinto (1987) identified the lack of clear career goals and related academic focus as factors positively related to students "stopping out" or dropping out of college. Wyckoff (1999) reported that perhaps the most significant factor associated with student persistence and degree completion is their commitment to educational and career goals.

Analyses of multiple measures of institutional effectiveness revealed the need to help students develop skills for establishing career goals and steps to achieving those goals. For example, fall 2016 Entering Student Survey results indicated a need to help first-time-in-college

students make career and educational pathway decisions because 100% of respondents indicated “yes” or “maybe” when asked if they needed help identifying a college major or career. Other institutional data showed that students were much more likely to graduate if they had identified a major before beginning their second semester. After analyzing these and other data, feedback from constituencies, and best practices cited in literature, Chipola College identified the goal of its QEP: *To Enable Students to Make Informed Decisions Regarding Their Career Goals and Related Educational Pathways*. To achieve its goal, the college will develop and implement a two-credit course, SLS 1401, Career and Life Planning, that first-time in college (FTIC), degree-seeking students will take during their initial semester of enrollment. Through self-assessments and career exploratory assignments, students will attain the following outcomes:

1. Students will successfully assess their personal skills, interests, and values related to career options.
2. Students will successfully research the viability of career options related to the results of their self-assessments.
3. Students will successfully establish career goals.
4. Students will successfully formulate personal educational plans related to their career goals.

The college anticipates a decrease in the number of students who have not declared a college major after completing the Career and Life Planning course. Institutional data such as numbers of students declaring or changing majors, along with results of student assignments and reflection evaluations, will provide the formative and summative evaluation data for the overall comprehensive assessment of the QEP.

Chipola College has dedicated the resources needed to ensure faculty members are well prepared to teach SLS 1401 and to accurately assess student learning outcomes. A proposed budget commits $402,000 over the five years. This includes from $73,700 to $99,100 annually to cover costs of personnel, software, and professional development for the QEP

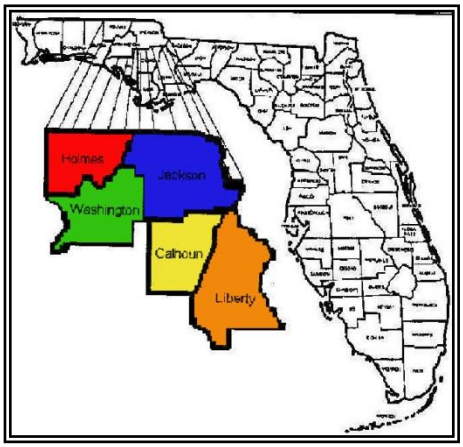
Director and faculty who teach the new course, SLS 1401, Career and Life Planning. The college administration is also committed to allocating more funds if assessment results indicate that major changes are needed to ensure success.

A detailed implementation plan will ensure that existing fiscal, personnel, and physical resources assigned to the QEP will enable the college to implement the plan fully. Plans include the development of SLS 1401 by a team of experienced faculty during fall 2017, through a pilot of the course in spring 2018, and full implementation in fall 2018. Well-established assessment processes will ensure effective evaluation, and planning throughout the next five years, at which time the course will be fully embedded in the institution.

By enabling students to make informed decisions regarding their career goals and educational pathways, the QEP will help ensure that Chipola College becomes even more effective in accomplishing its mission of providing access to quality learning opportunities toward degrees and certificates and facilitating the economic, social, and cultural development of the college's service area.

CHIPOLA COLLEGE AND ITS COMMUNITY

Chipola College (Chipola) is a public, open-admissions institution in Marianna, Florida, serving five rural counties in the Florida Panhandle. The college's primary mission is to provide access to quality learning opportunities toward baccalaureate degrees, associate degrees, and certificates and facilitate the economic, social, and cultural development of the college's service area. Chipola was accredited by the Southern Association of Colleges and Schools (SACS) in 1957 and has maintained continuous accreditation since that time. Chipola is governed by a nine-member District Board of Trustees representing the five district counties.



The college district's current population is approximately 116,600. Chipola is the only source of public comprehensive postsecondary educational opportunity in its economically depressed district. In recent years, the college has received national and state recognition for its successful work in promoting student persistence and graduation, including multiple nominations for both the Aspen Prize and Bellwether Award, designation as a Chancellor's Best Practice, and—most recently—top ranking on Florida's performance-based funding indicators. However, despite this excellent performance, data show that many students still do not complete their programs of study, often because they enter their first semester without clear goals and career plans.

The college is committed to meeting the needs of a student population with increasing numbers of low-income, nontraditional, part-time students seeking education and skills for the job market. As the community's resource for postsecondary education and career advancement,

Chipola College seeks to mitigate the poverty and declining economic and social conditions that characterize the area.

However, Chipola now finds itself at a unique time and place in its own history with unprecedented economic trends unfolding in the southeastern United States. The college is increasingly more important to the citizens of its district. In addition to the local economy, national and international events are affecting the region's economy and social conditions in new ways. The area served by Chipola has not fully benefitted from the growth of the industrial and manufacturing economy. The region's young people must now make a significant shift from semi-agrarian to the new information-based culture.

The Interstate 10 (I-10) corridor from Jacksonville, Florida, to Houston, Texas, has been developing rapidly for the past decade. Its growth potential is still enormous. Local neighborhoods will change a great deal in the next decade. Chipola is located almost in the center of the Northwest Florida I-10 corridor. A different economy is emerging.

The shift to a post-industrial technology-based economy will produce changes in the college district. The duty of Chipola College is to ensure that the people of Northwest Florida are prepared to meet new challenges. The change is already in motion. Chipola must not only recruit students from the area, but the college must also introduce these students to the realities of the changing economy, inspire them, and train them for the future they are about to face. Eventually, the new occupations of the Florida Panhandle will be filled, if not by local residents and their children, then by migrating professionals from other parts of the nation who long for the serene and safe life in the South's rural communities. This means local citizens, if not prepared, will become second-class citizens in their own home towns.

> *"It's common to agonize over a career choice, even when your education, skills, and experience point you in single direction. But, once you've gotten all of your options on the table, it's important to make an informed decision."*
>
> *--K. Mariama-Arthur*
>
> *"Perhaps the most significant factor associated with students' persistence and degree completion is their commitment to educational and career goals."*
>
> --Wyckoff

Therefore, the college is committed to enrolling, retaining, teaching, and graduating more students with the knowledge, skills, credentials, and plans they need to take advantage of their own opportunities. The QEP, *Set **G**oals, Define **P**urpose, Achieve **S**uccess*, is Chipola's most recent effort to fulfill its important mission. The QEP increases the likelihood that entering students will remain continuously enrolled through graduation, achieve their goals, find their purpose, and succeed in life.

PROCESS USED TO DEVELOP THE QEP

Chipola College has a long history of involving constituents in developing results-driven programs and initiatives. This culture of collaborative planning and data-informed decisions is reflected in the development of Chipola's QEP, *Set **G**oals, Define **P**urpose, Achieve **S**uccess*. The QEP development process spanned nearly two years and addressed several components of Core Requirement 2.12 and Comprehensive Standard 3.3.2:

1. The college utilized an institutional process for identifying key issues emerging from institutional assessment.
2. The QEP focuses on learning outcomes and the environment supporting student learning.
3. The QEP facilitates accomplishing the mission of the college.
4. There was broad-based involvement of institutional constituencies in developing the QEP.

Chipola's QEP was developed in three phases. Phase one was identifying the topic to be addressed in the QEP. Phase two was creating a plan of action to address the topic. Phase three was preparing the final QEP document and organizing the first steps in implementing the plan.

PHASE I: IDENTIFYING THE QEP TOPIC

Chipola College used a methodical approach in identifying its QEP topic. This approach ensured that the QEP was linked to institutional assessment and planning, and that constituent groups had meaningful input in the process. Outlined below are five steps taken to identify the topic.

Topic ID Step 1: Establishing the QEP Development Team

In the fall of 2015, the president of Chipola College appointed the QEP Development Team, which included representatives of the student body and each academic department. Terolyn Lay, an assistant professor in the Mathematics and Natural Sciences Department, was appointed chair of the team.

The initial charge to the QEP Development Team was to lead development from topic selection to implementation. However, once the topic was identified, a new team, the Strategies and Implementation Team, was created to continue the process. Several members of the QEP Development Team served on the Strategies and Implementation Team. The composition of the QEP Development Team and the Strategies and Implementation Team, ensured **broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP.**

QEP Development Team	
Name	**Department/Constituency**
Chair, Terolyn Lay (Assistant Professor, Biology)	Mathematics & Natural Sciences
Vice-Chair, Glenda Bethel (Instructor, Computer Science)	Business & Technology
Caitlyn Carpenter (SGA President)	Students
Irma Cruz-White (Professor, Mathematics)	Mathematics & Natural Sciences
Kurt McInnis (Instructor, English)	Literature/Language
Casey Dowgul (Assistant Professor, Teacher Education)	Education
Robert Ivey (Professor, History)	Social & Behavioral Sciences
John Gardner (Assistant Professor, Automotive Technology)	Workforce Development
Amy Sampson (Instructor, Nursing)	Health Sciences
Josh Martin (Assistant Professor, Music)	Fine & Performing Arts

Topic ID Step 2: Linking QEP with Institutional Planning

During the 2015 fall semester, Chipola College began two major activities that pertained to institutional planning and the QEP: (1) the Institutional Planning and Accountability Committee began developing the college's annual plan (the "Master Plan") and (2) the QEP Development Team began a systematic review of institutional data to identify potential issues to be addressed by the QEP.

Responsibilities of the college's Institutional Planning and Accountability (IPA) Committee include data analyses in the drafting of the Master Plan and assisting in developing the Quality Enhancement Plan. The IPA Committee met October 12, 2015, to begin drafting a 2016-2017 Master Plan. At this meeting, draft goals, objectives, and outcomes were presented for discussion; the draft was in response to outcome results from the previous academic year. The IPA Committee approved a draft Master Plan on October 17, 2015, and presented the draft to students, faculty, and staff for their feedback. Feedback from the internal stakeholders was used in developing a final draft, which was submitted to the College President and later approved by the Board of Trustees at its February 2016 meeting.

At approximately the same time the Master Plan was being developed, the QEP development process was also beginning. The QEP Development Team held its initial meeting September 29, 2015. The team began its work by reviewing institutional data in preparation for identifying potential QEP topics. Of course, the same data used in developing the college's Master Plan were also available for analysis by the QEP Development Team. This led to a distinct intersection between the college's ongoing data collection and planning processes and the special emphasis and urgency of identifying a key issue to be addressed in the QEP.

The intent of describing how the 2016-2017 Master Plan was developed along with the steps taken to identify the QEP topic is to illustrate how the two documents are related. Using institutional effectiveness assessment results and including constituent groups in data analyses to identify potential QEP topics demonstrate **an institutional process for identifying key issues emerging from institutional assessment.** Because the Master Plan is aligned with the college mission, and the QEP is aligned with a specific goal of the Master Plan (Goal 4 of the 2016-2017 and 2017-2018 Master Plans), the proposed activities of the QEP **support accomplishing the mission of the institution.**

Topic ID Step 3: Identifying Potential Topics

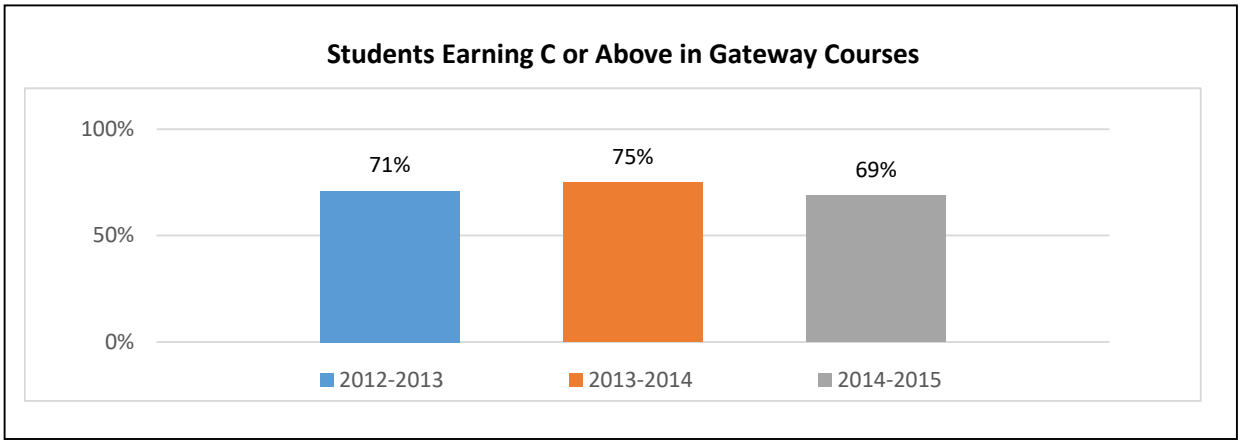
In a series of meetings, the QEP Development Team analyzed institutional data to identify potential topics for the QEP. The data were wide ranging and included the following:

- Time-to-completion
- Enrollment
- Student demographics
- Student satisfaction
- Grade point averages
- Grade distributions (online and on-campus courses)
- Retention rates
- Completion rates
- Job placement rates
- Standardized test results
- Licensure exam pass rates
- Success at transfer institutions
- Student attendance
- Students' responses regarding how Chipola helped them develop career goals
- Student engagement in activities associated with retention and completion

On December 1-2, 2015, the QEP Development Team met and, based on its assessment of the data, identified three important key issues as potential QEP topics: (1) helping students succeed in foundational or "gateway" courses, (2) helping students remain enrolled, and (3) helping students develop clearer career goals. Data pertaining to the potential topics are presented in following paragraphs.

Potential Topic 1: Helping Students Succeed in Gateway Courses

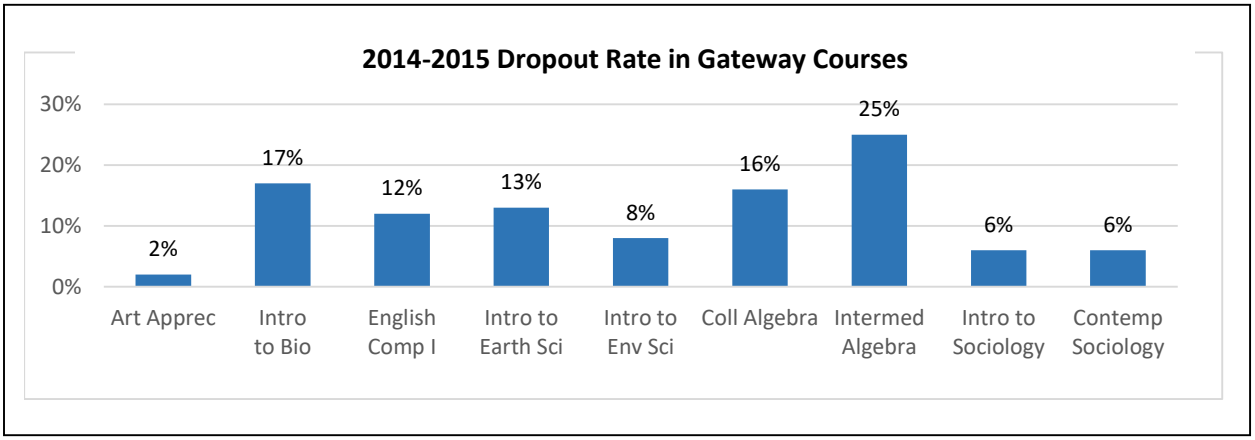
Gateway courses are the initial courses in academic disciplines that provide foundational knowledge needed for success in future courses. Helping students succeed in gateway courses supports Goal 3 of the college's Master Plan: *Increase students' college readiness and success*. Data presented in the following graph showed the percentage of Chipola students who earned final grades of C or above in gateway courses had declined to below 70%



Source: Chipola College OIS

Gateway courses: Art Appreciation (ARH 1000), Introduction to Biological Sciences (BSC 1005), English Composition I (ENC 1101), Introduction to Earth Science (ESC 1000), Introduction to Environmental Science (EVR 1001), College Algebra (MAC 1105), Intermediate Algebra (MAT 1033), Introductory Sociology (SYG 1000), Contemporary Sociology (SYG 1010)

The data also showed that a high percentage of students dropped out of gateway courses – especially science, mathematics, and English composition courses.



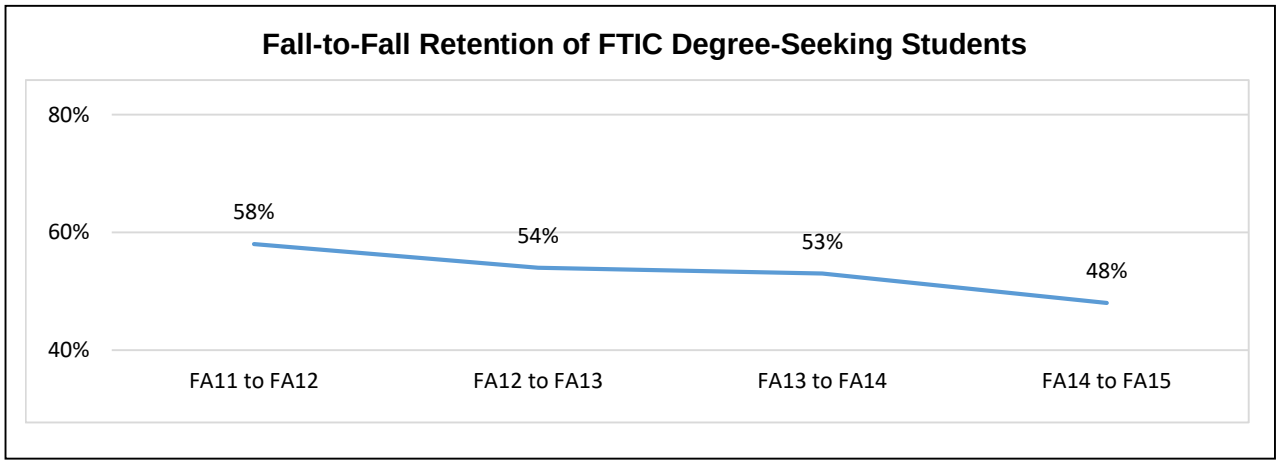
Source: Chipola College OIS

Potential Topic 2: Helping Students Develop Clearer Career Goals

In its review of institutional data, the QEP Development Team found that many graduates had accumulated significantly more credit hours than were required (for the degree they actually received). Data on these excess hours led the team to review responses on specific survey items of the Community College Survey on Student Engagement (CCSSE). CCSSE results showed that only 60% of Chipola's respondents reported that their experience at the college helped them gain information about careers and that less than two-thirds believed the college helped them develop clearer career goals. Helping students develop clearer career goals would help achieve Goal 4 of the college's Master Plan: *Prepare students for careers* and Objective 4.1: *Prepare students to make informed career and education decisions.*

Potential Topic 3: Helping Students Remain Enrolled

The QEP Development Team also analyzed trends related to fall-to-fall student retention. The team found that there had been a steady decline in the fall-to-fall enrollment retention of Chipola's first-time-in-college degree-seeking students over four academic years as shown in the following graph. Helping students remain enrolled in the college aligned with the college's Master Plan Goal 1: *Expand and maintain student access.*



Source: Chipola OIS: trmfile d20114 d150401, trmfile d20114 d150401, trmfile d20124 d151022', trmfile d20134 d151022', trmfile d20144 d151022'

Topic ID Step 4: QEP Topic Presentations and Broad-Based Constituent Feedback

The QEP Development Team presented institutional data pertaining to the three potential topics to college constituents in live meetings and via video published on the college website. Feedback provided in these presentations was used in selecting the QEP topic.

In March 2016, Chipola's Public Relations and Publications Department produced a video (https://youtu.be/qTeDfKAsBQY) in which QEP Development Team member John Gardner introduced the three potential topics along with supporting data. The video was posted on the college website. In April 2016, the video was presented at meetings of college employees and to the Board of Trustees. In early May, students were invited to view the video. Board members, students, faculty, and staff were given directions on how to vote online for the topic they considered highest priority. Ninety-five votes were cast with the topic "helping students develop clearer career goals" receiving the most votes (Appendix A).

QEP Topic Survey Results	
Response Option	**Percentage of Vote**
Helping students develop clearer career goals	41.05%
Preventing students from dropping out	32.63%
Helping students succeed in foundational or "gateway" courses	26.32%

n=95

To ensure **broad-based involvement of institutional constituencies in development of the QEP**, multiple presentations were made to students, faculty, staff, and trustees. Feedback from these groups was brought back and reported in QEP Development Team meetings.

Topic ID Step 5: Approving the Initial QEP Topic

Based on the survey results, the QEP Development Team recommended to the President's Executive Council the topic "Enhancing Student Persistence Through Career

Guidance and Intrusive Advising." After extensive discussion, the Executive Council gave final approval to the topic, "Improving Student Persistence Through Career Guidance and Advising."

The approval of this topic brought phase one of QEP development to a close. This collaborative process had successfully identified the key issue to be addressed. In phase two, another working group was appointed to develop a plan of action to address the topic.

PHASE II: DEVELOPING A PLAN TO ADDRESS THE QEP TOPIC

In August 2016, a QEP Strategies and Implementation Team (SIT) was appointed by the president to develop a plan of action to address the QEP topic. The SIT was comprised of faculty, staff, and student body representatives. The composition of the SIT demonstrated the college's continued commitment to **broad-based involvement of institutional constituencies in the development of its QEP.**

QEP Strategies and Implementation Team	
Name	**Department/Constituency**
Chair, Terolyn Lay (Assistant Professor, Biology)	Mathematics & Natural Sciences
Vice-Chair, Casey Dowgul (Asst. Prof., Teacher Education)	Education
Maddy Christmas (SGA President)	Student
Caitlin Carpenter (SGA Immediate Past President)	Student
Irma Cruz-White (Professor, Mathematics)	Mathematics & Natural Sciences
Kurt McInnis (Instructor, English)	Literature/Language
Bonnie Smith (Academic Center for Excellence Director)	Student Academic Support
Matt White (Director of Distributed Systems)	Information Systems
John Gardner (Assistant Professor, Automotive Technology)	Workforce Development
Steve Givens (Assistant Professor, Physical Education)	Education
Melissa Cauley (Student Advisor)	Student Advising

The Strategies and Implementation Team was charged with reviewing relevant literature and identifying QEP goals, anticipated outcomes, and actions to be implemented. During the 2016 fall semester, three SIT subcommittees were created to carry out tasks related to the team's charge:

Tasks of Strategies and Implementation Team Subcommittees		
Subcommittee Task	**Important Question to be Answered**	**Members**
Conduct Literature Review	What does the educational research say?	Terolyn Lay, Bonnie Smith, Melissa Cauley
Identify Best Practices	What successful practices have other institutions implemented?	Kurt McInnis, Matt White, Steve Givens
Establish Student Learning Outcomes	What do we want our students to learn or be able to do?	Casey Dowgul, Irma Cruz-White, John Gardner

Reporting on Literature Review and Best Practices

During the fall 2016 semester, subcommittees began a broad-based literature review, which included identifying best practices related to a wide range of topics in postsecondary education, including student persistence, career development, and advising. The literature review and best practices subcommittees presented their findings to the SIT in mid-October 2016. The subcommittees organized their findings in eleven areas pertinent to the QEP topic:

1. Student engagement – learning communities
2. Student engagement – service learning
3. Student engagement – mentorship (peer, faculty/staff, other)
4. Freshman experience – student success courses
5. Freshman experience – study skills courses
6. Freshman experience – orientation
7. Freshman experience – developing career goals
8. Freshman experience – tutoring
9. Target advising
10. Self-efficacy – believing they belong
11. Professional development

The topic refinement process continued, and at the point of this initial literature review, the SIT was focused on three broad activities tentatively identified for the QEP: (1) orientation course focused on careers and educational pathways, (2) holistic faculty mentoring, and (3) curriculum-wide embedded career-related assignments. Of course, these ambitious components were eventually narrowed and focused into a more manageable plan.

Modifying and Narrowing the QEP's Focus

The Strategies and Implementation Team continued its work through the spring 2017 semester when, based on its findings and subsequent discussions, it recommended to the president that the QEP topic be modified to "Helping Students Develop Skills to Make Informed Decisions Regarding Career Goals and Educational Pathways." The president approved the recommendation, and work continued on developing specific strategies around the revised QEP focus and purpose.

Arriving at QEP Goal, Outcomes, and Actions

The process of arriving at goals, outcomes, and actions proved to be a tedious and challenging process. In fact, the Strategies and Implementation Team used a significant portion of both the fall 2016 and spring 2017 semesters in efforts to complete its task. Team members were very deliberate in their efforts to ensure that the **QEP focus was on student learning** and that it **supported the college mission**. After much debate, the SIT finally identified the following overall QEP goal: *To enable students to make informed decisions regarding their career goals and related educational pathways*.

At its January 17, 2017 meeting, the SIT agreed on a base plan of pre-implementation activities and a five-year implementation plan (Appendix B). The team then began identifying relevant professional development activities and approved student learning outcomes. As a result of its work, however, at its January 31 meeting, the team members determined that the scope of the QEP was still too broad. By late February, the team had reduced the planned activities and modified the student learning outcomes.

The development phase had come to a close as the college moved closer to producing the final QEP document and organizing for the initial steps of implementation. (For a more detailed discussion of this stage of QEP development, see Appendix C.)

PHASE III: ORGANIZING FOR IMPLEMENTATION OF THE QEP

In early March 2017, new leaders were identified to oversee the preparation of the final QEP document and organize for the first steps in implementing the plan.

Appointing a QEP Director and Advisory Teams

The College President appointed Dr. Gina McAllister, a professor in the School of Education, to serve as the QEP Director. The president also approved a reduction in Dr. McAllister's course load. Dr. McAllister received the findings and conclusions of the SIT, which had met its charge and was phased out soon thereafter.

In July 2017, Dr. McAllister recommended to the president that two QEP advisory teams – one comprised of faculty members and the other of administrators – be created to finalize and implement the QEP. Each academic department and several administrative divisions are represented on the advisory teams appointed by the president.

QEP Faculty Advisory Team	
Name	**Department/Constituency**
Glenda Bethel (Instructor, Computer Science)	Business & Technology
Latresha Bighem-Moore, (Instructor, Sociology)	Social & Behavioral Sciences
Chastity Duke (Associate Professor, Nursing)	Health Sciences
Terolyn Lay (Assistant Professor, Biology)	Mathematics & Natural Sciences
Josh Martin (Assistant Professor, Music)	Fine & Performing Arts
Paige Vanderwerf (Instructor, Cosmetology)	Workforce Development
Rachel West (Professor, English)	Literature/Language

QEP Administrative Advisory Team	
Name	**Division/Constituency**
Melissa Cauley (Director of Student Services)	Student Affairs
Vikki Milton (Director of Learning Resources)	Distance Education and Library
Matt White (Director of Distributed Systems)	Information Systems

Adopting a QEP Slogan

In March 2017, students were asked to participate in a contest to identify a QEP slogan. (See Appendix D for slogan contest rules.) The contest, which featured students in short "teaser" videos posted on the college's YouTube channel, began March 13 and ended March 28. Students were able to submit their suggestions via the college's learning management system, Canvas. The SIT selected six submissions to include in a student poll, which was open to students through Canvas. Nearly 600 students voted, and the winning slogan was "You've got a destination. We've got a map." The student who submitted the winning slogan received a $100 prize from the college; students who submitted the second and third place entries received $50 and $25, respectively. The winning slogan assisted with the development of a navigation and GPS theme for the QEP. Modern-day perceptions of navigation and GPS are often associated with navigation systems and smart phone technologies with which most students are very familiar. The title of the QEP (*GPS - Set **G**oals, Define **P**urpose, Achieve **S**uccess)* and corresponding smart phone logo resulted from the idea presented in the winning slogan.

Refining and Focusing the QEP

From April through July 2017, Dr. McAllister led activities to finalize the QEP. During July, a decision was made to reduce the scope of the plan from the three-prong approach recommended by the Strategies and Implementation Team and focus on a single approach with four student learning outcomes. The rationale for further modifying the proposed QEP resulted partially from an on-campus advisory visit by the college's SACSCOC Vice President and presentations at the 2017 SACSCOC Institute on Quality Enhancement and Accreditation. Although the actions and outcomes recommended by the SIT were further modified and narrowed, the QEP goal remained focused on enabling students to make informed decisions regarding career goals and educational pathways.

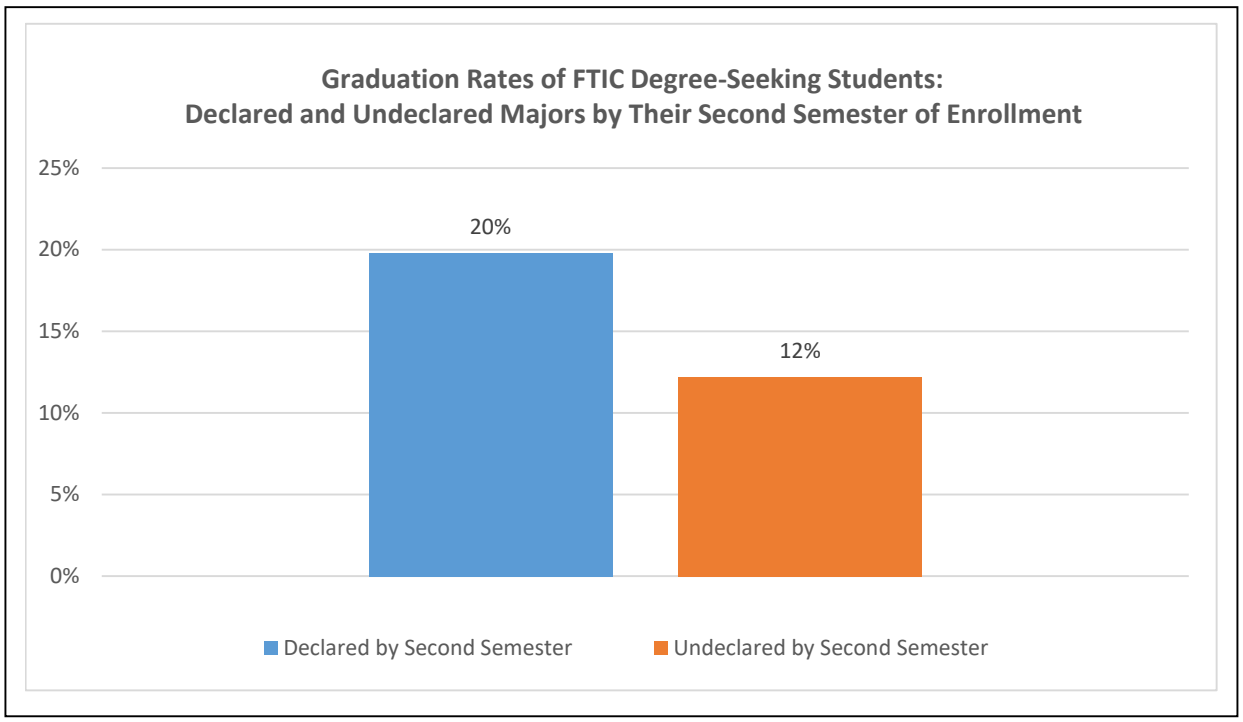
Finalizing the QEP

The revised QEP actions are now clearly focused on implementing a new two credit hour course, SLS 1401, Career and Life Planning. This course includes self-assessments and other learning experiences that allow students to examine in-depth their career interests and develop competencies needed in making informed decisions about career goals and related educational pathways. All first-time-in-college degree-seeking students will take the course during their initial semester of enrollment.

Faculty members have been identified to develop the course curriculum during the fall 2017 semester and pilot the course during the spring 2018 semester. The college has made arrangements to compensate the faculty members for curriculum development activities and to modify the class schedule to accommodate piloting the course. The course will be fully implemented the fall 2018 semester.

In addition to revising the planned actions initially recommended by the Strategies and Implementation Team, a QEP objective has been identified and student learning outcomes modified to reflect SLS 1401 course content. The QEP objective is: *Upon completion of SLS 1401, Career and Life Planning, the number of students with general education (undecided) majors will decrease by 50 percent.*

Institutional data clearly support the plan to implement a course that assists students in making decisions about career goals and the educational pathways. As shown in the following table, among first-time-in-college degree-seeking students from the 2013 and 2014 fall semesters, the highest percentage of graduates were those who had identified a college major other than “general education” by the beginning of their second semester.



Source: Chipola OIS: ftic_declared_maj_gradrate_comparison_Drl (combined data from Fall 2013 / Fall 2014)

While multiple elements of the QEP were revised during the development process over the last two years, the broad-based and collaborative effort has resulted in a manageable **QEP that focuses on learning outcomes and the environment supporting student learning.** By enabling students to make informed decisions regarding their career plans and educational pathways, **the QEP will help accomplish the college mission** of providing access to quality learning opportunities toward degrees and certificates and facilitating the economic, social, and cultural development of the college's service area.

LITERATURE REVIEW

Background

To ensure that the proposed strategies of the QEP were based on sound educational research and best practices, in spring 2016, the Strategies and Implementation Team (SIT) conducted a broad-based review of literature on topics related to career development and effective advising practices. At the time of the literature review, the SIT was focused on three areas of activities it had identified for the QEP: (1) redesigned pathway-focused orientation courses, (2) holistic faculty mentoring, and (3) curriculum-wide embedded career-related assignments.

However, since the initial literature review, the scope of the QEP activities has been narrowed to a two credit hour course that includes self-assessments that encourage students to examine in depth their career interests and other learning experiences which enable students to make informed decisions when establishing career goals and related educational pathways. This course (SLS 1401, Career and Life Planning) will be piloted in both on campus and online formats during the spring 2018 semester for all first-time in college (FTIC) degree-seeking students during their initial semester of enrollment. The refined scope of the QEP activities and corresponding goals, objectives, and outcomes is reflected in the literature review presented in this section.

Though the scope and specific activities of the QEP have been refined and modified, the goal of the Chipola College QEP remains to enable students to make informed decisions regarding their career goals and educational pathways. The extent to which four student learning outcomes and the QEP objective are achieved will provide evidence of goal accomplishment.

The need for students to develop their decision-making skills related to career goals and educational pathways is indicated by institutional data including: (1) lower-than-expected

retention and completion rates, (2) students' responses on the Community College Survey on Student Engagement (CCSSE) regarding the extent to which Chipola helps them develop their career goals, and (3) average number of excess hours of credit some students have earned by at the time they graduate, especially AS degree recipients.

New efforts to help students develop career and pathway decision-making skills supports the college mission to provide access to high quality learning opportunities leading to degrees and certificates and to facilitate economic development in the service area. The QEP activities also align with Goal 4 and Objective 4.1 of the 2017-2018 Chipola College Master Plan, which directly support the college mission:

- Goal 4: Prepare students for careers
- Objective 4.1: Prepare students to make informed career and education decisions

Review of Literature Related to QEP Goal, Outcomes, and Activities

The primary strategy in accomplishing the QEP goal will be to implement a new course for FTIC degree-seeking students during their initial semester of enrollment. The course, SLS 1401, Career and Life Planning, will be piloted in the spring 2018 semester and will include self-assessment activities and other learning experiences designed to help students make informed decisions about their career goals and related educational pathways. Full implementation of the course will be in the fall 2018 semester. The following are findings in the literature that support: (1) the assertion that students who have clear career goals and pathways to achieving those goals are more likely to succeed in their educational pursuits, and (2) the rationale on which student activities in SLS 1401 are based.

Literature Review: Career Goals and Student Success

Vocational or career development is the "maturation of an individual leading to an increased ability to accurately assess personal aptitudes and interests as related to career role" (Barrick & Hughes, 1992). ("Career development" and "vocational development" are used interchangeably in this section.) Eli Ginzberg theorized that the process of selecting a career

goal begins around age 11 and typically continues for ten or more years with each related decision connected to experiences of the individual. Ginzberg et al. (1951) identified the third phase of career development as the "realistic period" and described it as the time when individuals, beginning about age 18, seek to identify opportunities and limitations of career choices.

Like Ginzberg, Donald Super was instrumental in promoting an understanding of the career development process. In his early work, Super identified five stages of career development, one of which is the exploration stage. According to Super, the exploration stage generally begins during adolescence and runs through the mid-twenties when individuals are gaining an understanding of their aptitudes and interests in relation to formulating their future career goals. Super theorized that individuals proceed through three "tasks" during the exploration stage: (1) crystallization of a career preference during which time a tentative career goal is identified, (2) specification of a career choice, and (3) implementation, which includes academic or other preparation required to work in the selected career field (Super, 1963, p. 84).

A wide range of educational research supports the urgency of for a structured and intentional set of steps to help students focus on and commit to a career goal. For example, according to Fouad, et al. (2016), "college is a significant time for undergraduates to declare majors and choose career paths. For many undergraduates, choosing both a major and a career path is challenging." Citing the work of Gati, Krausz, and Osipow (1996), Fouad, et al. reported that among the reasons why undergraduates experience difficulties making decisions regarding careers and college major are (1) having too many options, (2) not exploring enough options, and (3) not feeling prepared to make these decisions.

Feldman (2005) reported that promoting career development of freshmen students aids in improving student retention rates. Tinto (1987) identified the lack of clear career goals and related academic focus as factors positively related to students stopping out or dropping out of college. Wyckoff (1999) reported that perhaps the most significant factor associated with

student persistence and degree completion is their commitment to educational and career goals.

Helping students develop or affirm their career goals is best accomplished early in a student's enrollment. In a 2013 article, the *Chicago Tribune* reported that colleges are "increasingly under pressure to help students focus on their career preparation earlier than ever before, a reflection of the current environment of rising tuition, higher student debt and uncertain job prospects for college graduates." The article cites several examples of major universities implementing activities to help entering freshmen focus on career goals and academic pathways (Cohen, 2013).

Responses from Chipola's students on the fall 2016 Entering Student Survey support the rationale for implementing a course to assist first-time-in-college students in making career and educational pathway decisions. When asked if they needed help identifying a college major or career goal, 100% of survey respondents selected the "yes" or "maybe" response option.

State law also provides rationale for implementing a course to facilitate students' career development. Chipola's entering students have the option of selecting "general education" as a college major if they are undecided; however, Florida statute requires students in an AA degree track to select a baccalaureate degree major by the time they earn 30 semester credit hours.

Although the literature review, and the QEP itself, emphasized the importance of students having a solid rationale for identifying their career goals and selecting college majors, having a general education major should not be equated with having low career aspirations. In a review of relevant research, Cuseo (2005) reported that:

> Students who *change majors* have also been classified under the generic rubric, "undecided," and they, too, are commonly deemed to be at risk for attrition. However, research has not demonstrated that risk for college withdrawal is associated with doubt or indecision about an initial major and eventual change of that major. In fact, some studies demonstrate

> that students who change majors actually display higher rates of retention (persistence to graduation) than non-changers. For instance, research reported by Micceri (2002), based on student tracking of major changers in the Florida State University System, revealed that students who change majors at least once during their college experience proceed to graduate at a rate ranging between 70-85%, while students who hold on to their original major display a retention rate of 45-50% (p.3).

Therefore, the research findings that show students who enter college without having a declared major are not more at risk of dropping out support Chipola's position that the development of knowledge and skills needed to make informed career and pathway decisions may be manifested in the changing of one's major. It was this reasoning that led the college to identify the percentage of students who change majors after participating in SLS 1401 as an indication of the possible positive impact of the course.

Fouad, et al. (2016) provide further support for Chipola's approach to helping students develop skills in making career and educational pathway decisions and for related faculty development, which comprises a significant component of the college's QEP. According to Fouad, et al.:

> It is important for professionals in higher education to not only understand [difficulties undergraduates experience in making decisions about careers and college majors], but also to develop and implement strategies to help students accomplish these developmental milestones. In doing so, higher education professionals can promote students' academic success and contribute to increased retention rates by encouraging students to engage in the behavioral and adaptive components of career exploration and planning (p. 460).

In their research, Fouad, et al., found that a college major/career planning course focused on encouraging students to think critically about their majors and career goals through exploratory activities and behaviors related to decision-making had a positive impact on students' occupational engagement. According to the researchers (Fouad, et al.)

> This result supported the idea that participating in a career course could give students more knowledge and resources to use when making a career-related decision. Our findings suggest the importance of developing major/career planning courses focusing on occupational engagement and specific aspects of student career construction (p. 463).

Krieshok, Black, and McKay (2009) defined occupational engagement as "taking part in behaviors that contribute to the decision maker's fund of information and experience of the larger world" (p. 284). Although some activities that facilitate occupational engagement may take place in a work setting (e.g., internships, employer interviews, job shadowing), the career exploratory assignments and self-assessment activities in the SLS 1401 course would also contribute to students' occupational engagement.

Literature Review: Career-Focused Learning Experiences

Bujold (1979) built upon the theories of Ginzberg and Super by advocating a "functional approach" to conceptualizing the career development and occupational choice processes. According to Bujold, individuals must be capable of formulating inferences, interpreting information, and testing career goals to successfully explore occupational choices. In a 2004 research study, Schreiner (2004) found that career planning from a foundation of strengths awareness had a significant positive impact on students' career decision-making self-efficacy. Kuh et al. (2008) reported that when students are engaged in educationally purposeful activities during their first year of enrollment, they are more likely to persist in their enrollment between their first and second years. The works of Bujold, Schreiner, and Kuh et al. support Chipola's

rationale for incorporating self-assessment activities and career-focused learning experiences into the SLS 1401 course.

Many sources identify factors that students should consider when selecting career goals and college majors. These sources provided information used in developing certain aspects of SLS 1401 assignments designed to develop students' analytical skills regarding career goal and pathway choices.

Tri-County Technical College in Pendleton, SC identified "things to consider in choosing a major and career" on its website (Tri-County Technical College, n.d.). Included in its advice to students were the following:

1. Think about where you live, or where you want to live, and make sure there are jobs in your chosen major available.
2. Choose a career that fits who you are.
3. Get firsthand knowledge before you choose a major.
4. Figure out how much time and money you can devote to your education.
5. Think about the salary you need.
6. Think about future opportunities.
7. Understand the demands and expectations of your career choice.
8. Be realistic. Be honest. And do what's right for you. (tctc.edu/Considers_in_Choosing_Career.xml)

According to Mariama-Arthur (2015), "[I]t's common to agonize over a career choice, even when your education, skills, and experience point you in a single direction. But, once you've gotten all of your options on the table, it's important to make an informed decision." Mariama-Aurthur goes on to identify questions one should consider when making career choices:

1. Do I have the competency necessary to be successful?

2. Am I passionate about the work?

3. Will I have the lifestyle that I want?

4. What's the current salary and earning potential?

5. What is the culture like? (www.blackenterprise.com/career/5-essential-factors-to-consider-when-selecting-a-career/)

On its Career Center webpage, the University of California-Berkley identifies five factors for students to consider when making decisions about career goals and college majors (University of California-Berkley, n.d.):

1. Typical job duties
2. Training and educational requirements
3. Job outlook
4. Salary ranges
5. Major employers in the occupation

(https://career.berkeley.edu/Plan/Research)

UC-Berkley goes on to identify where students can find information about occupations and employment trends, including O*NET and the Occupational Outlook Handbook.

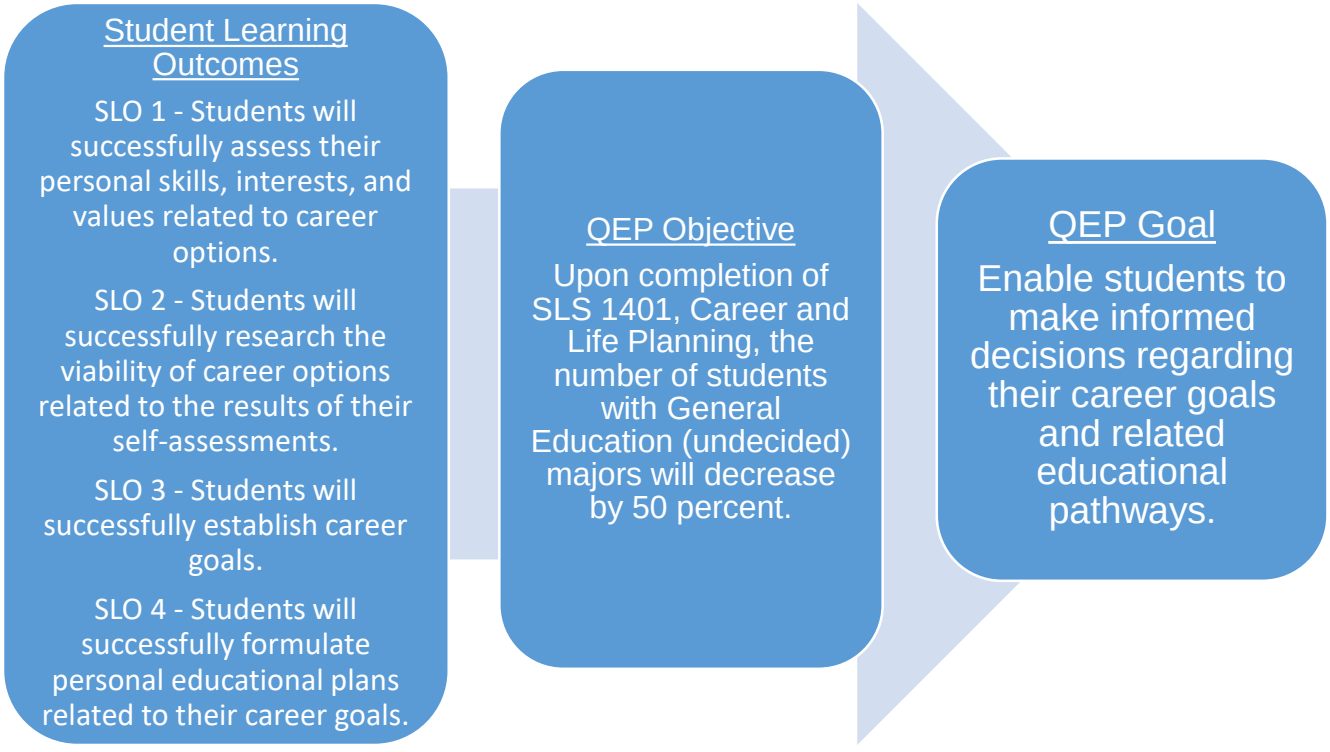
Literature Review: Summary

The literature clearly supports Chipola's decision to promote student persistence by implementing a course to facilitate further career development of first-time-in-college degree-seeking students during their initial semester of enrollment. Drawing upon career development theory, relevant research, and scholarly writings, Chipola College will conduct a pilot of SLS 1401, Career and Life Planning, during the 2018 spring semester. SLS 1401 will include self-assessments, assignments, and other learning experiences that aid students in identifying their vocational interests and aptitudes and in developing skills needed to make informed decisions about career choices and educational pathways to achieve their career aspirations.

DESIRED STUDENT LEARNING OUTCOMES

The QEP **focuses on learning outcomes** that indicate the development of students' abilities to make informed decisions regarding their career goals and educational pathways. Student learning will be supported through a variety of learning experiences incorporated into a two credit hour course, SLS 1401, Career and Life Planning, which will begin with a pilot in spring 2018 semester. Supported by research and best-practices, the QEP Strategies and Implementation team identified the student learning outcomes as **indicators of success** toward achieving the ultimate goal of the QEP. The student learning outcomes specifically address the goal of the QEP by identifying **measurable cognitive activities** that engage first-time in college (FTIC) students in exploration and analysis of personal characteristics related to their career goals. Additionally, a culminating **measure of success** is articulated in the QEP objective which is to decrease the number of entering students who remain uncertain about their major by the end of their first semester.

The table below illustrates the pathway to achieving the QEP goal.



STUDENT LEARNING OUTCOMES AND RATIONALE

The student learning outcomes (SLOs) are strategically sequenced to ensure that students are given the opportunity to build on their acquired knowledge as they progress toward attainment of the QEP objective and, ultimately, achievement of the QEP goal.

SLO 1 - Students will successfully assess their personal skills, interests, and values related to career options. The purpose of SLO 1 is to ensure students are provided the opportunity to **acquire foundational knowledge** about themselves through self-exploration. In *Using Career Interest Inventories to Inform Career Planning*, the National Collaborative on Workforce and Disability for Youth (NCWD) explains that self-exploration is a critical first step in helping students set goals and make informed education and career plans (NCWD, 2011). The knowledge acquired by achieving this outcome will provide students with the necessary tools to continue their personal educational and career development.

SLO 2 - Students will successfully research the viability of career options related to the results of their self-assessments. The next SLO establishes a framework for students to identify the relationship between their self-assessment results and potential career plans. It is important for students to have a **structured learning environment** that helps them connect "who they are" with "what they are good at" in order to **make informed career decisions**. Research suggests there is a strong link between self-understanding and career development (Chen, 1998). Upon successful demonstration of this outcome, students will obtain knowledge of potential career and workforce opportunities as they relate to their personal strengths and interests.

SLO 3 - Students will successfully establish career goals. The establishment of a career goal is a process that involves many steps. SLO 3 is designed to engage students in the process of solidifying a career pathway by utilizing knowledge gained in previous learning

activities. The establishment of a career goal will serve as evidence that the student is able to synthesize multiple aspects of the career development process into a personal goal.

SLO 4 - Students will successfully formulate personal educational plans related to their career goals. The establishment of a career goal is not a final step in helping students achieve success in their journey into the workforce. Students must **gain knowledge** to help them understand the educational requirements that will lead to employment in their chosen career field. Chipola College has created well-defined academic plans for students to use as guides for selecting appropriate coursework related to their career goal. However, course selection is only one piece of educational planning. Students must also recognize the non-cognitive, psychosocial factors that contribute to decisions related to educational pathways (e.g., social support, motivation, etc.). These factors play a significant role in helping students make decisions related to course load, format, etc. Therefore, in order to achieve this outcome, students must learn how to incorporate both given academic expectations (academic plans) and psychosocial, non-cognitive factors (social support, motivation) to formulate the best personal educational plan to achieve their career goals. Fortunately, in the co-requisite course SLS 1101, Orientation, (taken prior to SLS 1401), students will have taken a non-cogitative assessment, *SuccessNavigator* (sample student report in Appendix E*)*. Students will use the results of this assessment to assist them in completing their personal education plans.

QEP OBJECTIVE AND RATIONALE

Objective: Upon completion of SLS 1401, Career and Life Planning, the number of students with General Education (undecided) majors will decrease by 50 percent.

Rationale: Research indicates that "more often, initial career goals are changed because students discover that the career they wanted is not really suited to their interests, or their performance in the major that would prepare them for their initial career choice is inadequate (or both). Thus, successful first-year students must begin to achieve clarity about

their career goals" (Upcraft, Gardner, and Barefoot, 2005). Additionally, during their first year of studies, two-thirds of new college students change their mind about their major. Thus, "the vast majority of students entering college are truly undecided about a college major" (Cuseo, Fecas, and Thompson, 2007).

Over the past four fall semesters, 50 percent of FTIC students entered Chipola College with General Studies (undecided) as their major. Based on this data and other factors, it is anticipated that increased student learning opportunities related to educational and career development (presented in SLS 1401) will result in a decrease in the percentage of students who designate General Studies (undecided) as a major.

THE ROLE OF THE QEP IN ACCOMPLISHING THE INSTITUTIONAL MISSION

The QEP topic and expected outcomes are **specific to the institution and its mission, "**Chipola College provides access to quality learning opportunities toward baccalaureate degrees, associate degrees, and certificates and facilitates the economic, social, and cultural development of the college's service area." The community's economic, social, and cultural development are enhanced when students obtain the knowledge and skills needed in making informed decisions about career goals and educational pathways to achieve those goals. This is a foundational step in providing further learning opportunities leading to academic credentials, which, in turn, support development in the college's five-county district.

Further, the QEP student learning outcomes align with 2017-2018 Institutional Master Plan, specifically, Goal 4: Prepare students for careers, and subsequent indicators. The following table illustrates the integration and cohesive alignment between the college mission and the QEP SLOs.

College Mission
Chipola College provides access to quality learning opportunities toward baccalaureate degrees, associate degrees, and certificates and facilitates the economic, social, and cultural development of the College's service area.
Institutional Master Plan Goals and Indicators
Goal 4: Prepare students for careers Objective 4.1 Prepare students to make informed career and education decisions Priority Outcomes 4.1.1 Increase in students reporting that Chipola helped them develop clearer career goals 4.1.2 Increase in students reporting that Chipola helped them gain information about careers
QEP Goal
Enable students to make informed decisions regarding their career goals and related educational pathways.
QEP Objective
Upon completion of SLS 1401, Career and Life Planning, the number of students with General Education (undecided) majors will decrease by 50 percent.
QEP Student Learning Outcomes
SLO 1 - Students will successfully assess their personal skills, interests, and values related to career options. SLO 2 - Students will successfully research the viability of career options related to the results of their self-assessments. SLO 3 - Students will successfully establish career goals. SLO 4 - Students will successfully formulate personal educational plans related to their career goals.

ACTIONS TO BE IMPLEMENTED DURING THE QEP

An action plan has been developed to outline a process for achieving the desired student learning outcomes, QEP objective, and overall QEP goal. Based on institutional data analysis and review of educational literature, QEP team members concluded that first time in college (FTIC) students would benefit from early exposure to self-assessment and career exploration activities. Therefore, it was determined that the foundation for implementing the strategies needed to achieve the goal of the QEP would lie in the redevelopment of a course, SLS 1401, Career and Life Planning, designed to give students the opportunity to conduct self-analyses, identify skillsets, explore related career opportunities, and create associated educational plans.

The following action areas are planned to implement the QEP: (1) Course development/ scheduling and (2) Faculty development/planning.

Plans for Course Development/Scheduling

SLS 1401 – Career and Life Planning - Historically, new students at Chipola College enrolled in a required one-semester hour orientation course, SLS 1101, Orientation. The course is designed to provide students with an overview of strategies for college success and information on educational programs and prospective career choices. The course meets for five weeks, beginning the second week of the semester. The course has traditionally included limited discussion of career planning. However, in order to achieve the goal of the QEP, a more comprehensive and structured approach will be required.

Note: All SLS 1401 course materials, including syllabus, first day handouts, assignments, rubrics, calendar, course outline, surveys, and online components were developed and approved prior to the beginning of the class for the spring 2018 semester.

The decision was made to revisit an existing course, SLS 1401, Career and Life Planning, and utilize it as a platform to provide students with an opportunity to obtain a more comprehensive study of personal and career goals. The course has been part of the curriculum

at Chipola College as an elective in the past but has not been offered in the course schedule in recent years. The syllabus for the two semester hour course contained a course description and learning outcomes that closely aligned with the student learning outcomes of the QEP. However, some changes were needed. Appropriate modifications were made to the syllabus, and a proposal was submitted to the Chipola College Curriculum Committee for approval. Changes were approved, July 27, 2017, and the course was designated as a co-requisite to the required orientation course, SLS 1101. The revised syllabus for SLS 1401 is provided in Appendix F.

Modification of Academic Plans - Chipola College provides its students with specific, clearly defined academic plans related to their designated majors and aligned with requirements of transfer schools. The plans are designed to provide students with suggested coursework for completing their degrees in a timely manner. As expected, any change to the required coursework, like the addition of the proposed new two credit hour course, would require revisions to these plans. Student Services personnel began working on the revisions in July 2017 with plans for revisions to be completed by August 30, 2017. A sample of a modified academic plan is included in Appendix G.

Scheduling - A pilot of the new SLS 1401 is scheduled for spring 2018 (see timeline on page 42). The existing SLS 1101 Orientation course schedule has already been published for spring 2018. The new co-requisite, SLS 1401, will be added to the schedule and will be offered during the same time slots as SLS 1101. SLS 1101 will meet for the first five weeks of the semester, followed immediately by the SLS 1401 course for 10 weeks. Enrollments for SLS 1101 class sections are set to a limit of 50 students. In order to lower the faculty-to-student ratio for the SLS 1401 course, two sections of SLS 1401 will be scheduled for each SLS 1101 class section with a limit of 25 students. The purpose of this limit is to allow opportunities for SLS 1401 faculty to provide for one-on-one career advising/counseling for the students. Strategic scheduling of SLS 1401 prevents scheduling conflicts. The students' assigned time for SLS

1401 is correlated with the required SLS 1101 to avoid scheduling problems. Online sections are available for students who are unable to choose on-campus options. The same schedule process will be utilized during the planned full implementation for fall 2018. The following table displays the proposed spring 2018 pilot schedule. (Because of lower-than-anticipated spring 2018 enrollment, the number of sections was reduced to one on-campus and one online).

Spring 2018 Schedule for Pilot Study SLS 1401-Career and Life Planning			
SLS 1101 Orientation 1/5/2018-2/15/2018	**SLS 1401 Career and Life Planning 2/20/2018-5/25/2018**	**Times**	**Instructors**
SLS 1101 001	SLS 1401 001	TR 9:00 AM-10:15 AM	
	SLS 1401 002		
SLS 1101 002	SLS 1401 003	TR 1:30 PM-2:45 PM	
	SLS 1401 004		
SLS 1101 003	SLS 1401 005	W 5:30 PM-8:30 PM	
	SLS 1401 006		
SLS 1101 700	SLS 1401 701	Online	
	SLS 1401 702		

Plans for Faculty Development/Planning

Fall 2017 - A team of six faculty members (including the QEP Director) has been assembled to begin course development during the fall 2017 semester. This group will participate in professional development activities and meet regularly throughout the fall 2017 semester to create class schedules and assignments. They will also develop rubrics and receive training to ensure interrater reliability when scoring the rubrics.

Following are the pilot faculty team members:

Faculty Member	*Academic Department*
Glenda Bethel	Business &Technology
Latresha Bighem-Moore	Social & Behavioral Sciences
Terolyn Lay	Mathematics & Natural Sciences
Gina McAllister	Teacher Education (QEP Director)
Kurt McInnis	Literature/Language
Rachel West	Literature/Language

(Note: Faculty Pilot Team membership is subject to modifications due to potential changes in faculty course load requirements.)

During the fall 2017 semester, the pilot faculty team will meet to develop specific assignment details and class activities for the SLS 1401 course pilot for spring 2018. These meetings will be led by the QEP and the learning resources director. Additional considerations will be made for the SLS 1401 online course with the guidance of the learning resources director. All newly developed online courses at Chipola College undergo rigorous evaluation at least six weeks prior to implementation. The online version of SLS 1401 will be evaluated using the Proficient LMS Standards developed by the eLearning Committee at least six weeks prior to the start of the spring 2018 semester. For assessment purposes, rubrics will be developed to align with assignment requirements prior to the beginning of the spring 2018 semester. Special sessions will be held to train the pilot team members on using the rubrics with special focus on ensuring interrater reliability. Student work samples will be graded by pilot team members and results will be entered into a spreadsheet designed to calculate the mean agreement between raters.

Chipola College has free access through the Florida Virtual Campus (FLVC) to the website, *FloridaShines* (https://www.floridashines.org/). This website contains an array of services including, *MyCareerShines* (https://www.floridashines.org/), a tool for helping students complete self-analyses, align skills and strengths with career options, and explore local, state, and national employment trends. Additionally, the tool offers a repository for managing assessments and pertinent career development activities with an e-Portfolio. A screenshot of the *MyCareerShines* student portal is located in Appendix H.

*MyCareerShine*s will be a foundational component of the revised SLS 1401 course. Training representatives from *MyCareerShines* will work closely with faculty members to offer professional development activities including workshops and webinars. Faculty involved with the course will complete *Career Advisor Training*, a ten-hour, self-paced module that provides information about theory and best-practices for career advisors. This training aligns with the

MyCareerShines product that will be utilized in the course. Academic advisors will also complete the training.

During the fall 2017 semester, the faculty pilot team will create assignments for SLS 1401 using the tools available through *MyCareerShines* and other related online resources. *MyCareerShines* tools provide a framework for accomplishing the tasks required to achieve the SLOs. Additionally, the faculty pilot team will develop/identify survey instruments and create assessment rubrics for data collection to measure the student learning outcomes.

In order to increase students familiarity with community businesses/industry, governmental entities, and other organizations, a campus-wide survey will be conducted to obtain suggestions for speakers for SLS 1401. Suggestions will also be collected from CareerSource Chipola. Suggested speakers will be contacted and a list will be compiled into a speaker pool. Speakers from this list will be incorporated into various SLS 1401 class sessions. Speakers will be recorded via video and the recordings will become part of the course content for future use.

The following table displays a list of course materials to be developed prior to the spring 2018 pilot:

Course Materials to be Developed for the QEP			
Student Learning Outcomes	**Course Materials**	**Resources**	**Date Completed**
SLO 1 - Students will successfully assess their personal skills, interests, and values related to career options.	Assignment 1 – Student Self-Assessment Reflection 1 (with rubric)	Jung Survey (Myers-Briggs free alternate) *Kuder Career Interest Assessment* *Kuder Skills Confidence Assessment* *Kuder Work Values Inventory* CareerFitter https://www.careerfitter.com	December 2017
SLO 2 - Students will successfully research the viability of career options	Assignment 2 – Career Research Worksheet	*MyCareerShines* (Suggested Occupations Tool) *O*NET Online* https://www.onetonline.org	December 2017

related to the results of their self-assessments.	Reflection 2 (with rubric)	Occupational Outlook Handbook https://www.bls.gov/ooh/ Career Research Advice https://www.monster.com/ Regional Demand Occupations List http://www.floridajobs.org	
SLO 3 - Students will successfully establish career goals.	Assignment 3 - Career Plan Worksheet Reflection 3 (with rubric)		December 2017
SLO 4 - Students will successfully formulate personal educational plans related to their career goals.	Assignment 4 – Education Plan Worksheet Reflection 4 (with rubric)	Chipola College Academic Plans *SuccessNavigator* Results (from co-requisite course SLS 1101)	December 2017
Additional Course Materials	Pre/Post Career Knowledge Survey End of Course Survey Community Speaker List	*SurveyMonkey* Campus-wide survey	December 2017

Spring 2018 Pilot – The faculty pilot team will teach the SLS 1401 courses for the pilot semester (spring 2018), assess results, and provide feedback for revisions prior to full implementation in fall 2018. The faculty pilot team will meet once a month during the spring 2018 semester to share information about the progress of the pilot course. The team will gather information regarding any proposed changes for the course and use the information to modify course materials for the upcoming fall 2018 full implementation. Additionally, the faculty pilot team will analyze the data collection and assessment processes to determine the feasibility of the proposed assessment methods. Modifications will be made as necessary to ensure the most accurate and reliable data are collected.

Summer 2018 – Prior to the fall 2018 implementation, a team of faculty members will be assembled to teach the SLS 1401 course. Faculty will be given the opportunity to volunteer to teach one or more sections of SLS 1401 as the class sections fit into their current teaching schedule. Based on previous enrollment numbers from fall 2017, it is estimated that there is a need for 17 sections of SLS 1401 for fall 2018. These faculty members will participate in a summer training workshop to obtain information about the requirements for the course and to

discuss data collection procedures. Members of the faculty pilot team will lead the summer training workshop and serve as instructional mentors to the fall 2018 faculty members. Faculty selected to teach SLS 1401 during the fall 2018 semester will complete the ten-hour CAT - Career Advisor Training prior to the beginning of the semester. Additionally, selected SLS 1401 faculty team members will attend the 2018 National Career Development Association (NCDA) annual conference. This conference will provide opportunities for SLS 1401 faculty to network with career development facilitators from other institutions, as well as participate in professional development workshops. This opportunity will help participants to gather new information about career development strategies that may be included in the fall 2018 SLS 1401 course.

Fall 2018 – The SLS 1401 faculty team will teach the SLS 1401 courses for the fall 2018 semester. The team will meet monthly to discuss the course and share best practices. Instructional mentors will answer questions and provide guidance. Data collection processes will be continually reviewed, and data will be gathered for assessment purposes. Ongoing professional development sessions will occur based on the identified areas of need.

Schedule of Training Activities

The following table presents a timeline for the professional development activities planned for the pilot and full implementation of the SLS 1401 course including scheduled training activities, participants, internal resources, and external resources used in the training.

Training Activities for QEP Personnel				
Activity	**Date(s)**	**QEP Personnel/ Participants**	**Internal Resources**	**External Resources**
Faculty Pilot Team Implementation and Training Meetings	Aug. – Dec. 2017	Dr. Gina McAllister, QEP Director Faculty and staff with assigned QEP responsibilities	College facilities and technology	
Joint meeting with Regional Workforce Board	Oct. 17, 2017	SLS 1401 instructors Academic advisors	Session leaders: • Mr. Darwin Gilmore, Dean of	Session leaders: • Ms. Andra Cornelius,

leadership, economic development officials, and college workforce development advisory councils Meeting will focus on occupational demand and economic development outlook for state and college service area		Faculty and staff with assigned QEP responsibilities	Workforce & Economic Development • Dr. Gina McAllister, QEP Director • Dr. Sarah Clemmons College President College facilities and technology	Senior Vice President, Business & Workforce Development, CareerSource Florida (keynote speaker) • Mr. Richard Williams, Director Career Source Florida Financial support: • Region 3 Workforce Board
Kuder Career Advisor Training	Dec. 2017 Jan. 2018	Dr. Gina McAllister Mr. Kurt McInnis Mr. Joc Calloway Ms. Glenda Bethel Dr. David Hilton	Training modules $500.00	Kuder Career Advisor Training
	Spring, Summer 2018	FA 18 SLS 1401 instructors	Training modules $2,000	
MyCareerShines orientation	Dec. 6, 2017	Deans (5) Full-time faculty (26) QEP administrative team	Internal facilitator: Dr. Gina McAllister College facilities and technology	Mr. Spence Savoy, Florida Field Trainer for Kuder Certified Career Advisor
Interrater Reliability Training	Feb. 13, 2018	SLS 1401 Spring 2018 Instructors Faculty Pilot Team	Internal facilitator: Dr. Gina McAllister College facilities and technology	
	June 2018	SLS 1401 Fall 2018 Instructors		
CareerSource Florida Overview, Resources, and Support for QEP Success	March 7, 2018	All faculty members Industry advisory council members College advisors QEP administrative team	Internal facilitator: Mr. Darwin Gilmore, Dean of Workforce and Economic Development	Ms. Michelle Denard, CareerSource Florida President
QEP CoMPASS plan development and evaluation	March 2018	Dr. Gina McAllister Dr. Pam Rentz Mr. Matt White	Internal trainer: Dr. Matthew Hughes, Dean of	

		Ms. Vikki Milton	Assessment, Compliance and Grants College facilities and technology	
MyCareerShines training	June 2018	All Fall 2018 SLS 1401 instructors	Internal facilitator: Dr. Gina McAllister College facilities and technology	Ms. Maggie Miller, Florida Field Trainer for Kuder Certified Career Advisor
NCDA Conference	Summer 2018	Selected SLS 1401 Instructors/Advisors	Travel Expenses: TBA (based on # or participants)	
CareerSource Chipola (WIOA-funded regional workforce development board and one-stop center) Chipola College Career Resource Center ongoing resources training for SLS 1401 instructors	Ongoing	All SLS 1401 instructors	College facilities and technology Internal facilitator: Dr. Gina McAllister	External facilitator: Sonia Ubias, Customer Service Professional assigned to Chipola College on-campus office of CareerSource Chipola (staffs the Chipola College Career Resource Center, salary shared between CareerSource Chipola and Chipola College)

Focus of QEP Personnel Training

Training activities for QEP personnel will focus on five areas: (1) increasing awareness of regional and state workforce needs and opportunities, (2) career advising, (3) learner evaluation and interrater reliability, (4) utilizing MyCareerShines and associated instructional activities and assignments, and (5) QEP planning and assessment within the institutional model.

An initial step in QEP personnel training will involve collaboration with regional workforce board leadership to strengthen the connection between the QEP initiatives and regional

employment needs and occupational demand projections. Although there had been previous meetings and communications among Chipola's career-technical faculty, this new collaboration will result in opportunities for QEP personnel to participate in joint meetings with the Regional Workforce Board and promises opportunities for future related meetings and conferences.

To ensure that SLS 1401 is successful in achieving the QEP's overall purpose, QEP personnel will provide training opportunities for instructors of the SLS 1401 course to include workshops and sessions on career advising provided by MyCareerShines (the foundational online resource selected for SLS 1401). Further, all instructors who teach SLS 1401 will be required to complete interrater reliability training and Kuder Career Advisor Training (online career advisor training program).

Summary

Members of Chipola's faculty and staff will participate in training activities directly related to QEP implementation. The college has in place a training plan that ensures faculty members are prepared to teach SLS 1401 and other college personnel are prepared to assess the impact of the QEP effectively and implement improvement strategies as needed.

QEP IMPLEMENTATION TIMELINE

Year 1

QEP Implementation Timeline	
Summer 2017 QEP Development	
Continue QEP development with assistance of QEP Advisory Teams	Dr. Gina McAllister, QEP Director Dr. Matthew Hughes, Assessment, Compliance, & Grants, Dean QEP Advisory Teams
SACSCOC Preliminary Visit – Receive guidance from the college's SACSCOC Vice President	
Attend SACSCOC Summer Institute, Austin, TX	Dr. Gina McAllister, QEP Director Dr. Matthew Hughes, Assessment, Compliance, & Grants, Dean
Finalize QEP documents for SACSCOC	Dr. Gina McAllister, QEP Director Dr. Matthew Hughes, Assessment, Compliance, & Grants, Dean QEP Advisory Teams
Fall 2017 QEP Promotion and Preparation for Spring 2018 Pilot	
Focus on the QEP during August Back-to-School activities and faculty/staff meetings at beginning of semester	Dr. Sarah Clemmons, College President Dr. Gina McAllister, QEP Director All Other Employees
Begin SLS 1401 Course Development • Assignments • Class Schedule • Rubrics • Canvas (LMS) setup • Online Setup • eLearning Committee approval of online SLS 1401 section	Dr. Gina McAllister, QEP Director Vikki Milton, Learning Resources Director Faculty Pilot Team eLearning Committee
Conduct Monthly Meetings with Faculty Pilot Team (5 Faculty members including QEP Director)	Dr. Gina McAllister, QEP Director Vikki Milton, Learning Resources Director Faculty Pilot Team
Conduct Career Development Training (MyCareerShines)	Faculty Pilot Team
Conduct Interrater Reliability Training	Faculty Pilot Team
CAT – Career Advisor Training	Faculty Pilot Team
Spring 2018 SLS 1401 Pilot	
Pilot five sections of SLS 1401*	Faculty Pilot Team
Hold monthly feedback meetings	
Conduct end-of-semester student focus group sessions (to obtain feedback on course)	
Collect initial data collection/analysis/reports	Dr. Gina McAllister, QEP Director Faculty Pilot Team
Prepare semester summary report for submission in Chipola Facts	Dr. Gina McAllister, QEP Director
Prepare fall course schedule for SLS 1401	Dr. Jayne Roberts, Vice President, Student Affairs Dr. Gina McAllister, QEP Director

*Lower-than-anticipated enrollment reduced the number to two sections.

Year 2	**Summer 2018 Preparation for Full Implementation – Fall 2018**	
	Complete data analysis from spring 2018 Pilot	Dr. Gina McAllister, QEP Director Faculty Pilot Team
	Determine revisions for fall 2018 full implementation based on assessments	Dr. Gina McAllister, QEP Director Dr. Matthew Hughes, Assessment, Compliance, & Grants, Dean QEP Advisory Teams Faculty Implementation Team
	Assemble Instructional Team for fall 2018 Implementation	
	Conduct Summer Instructional Team Workshop	Dr. Gina McAllister, QEP Director Faculty Pilot Team
	Complete CAT – Career Advisor Training	SLS 1401 Fall 2018 Instructors
	Attend National Career Development Association Conference	Dr. Gina McAllister, QEP Director Faculty Pilot Team
	Fall 2018 SLS 1401 Full Implementation	
	Incorporate revisions based on Summer 2018 assessments	Dr. Gina McAllister, QEP Director Faculty Pilot Team
	Offer/teach 17 sections of SLS 1401	Faculty Implementation Team
	Meet monthly with SLS 1401 faculty	
	Collect and analyze data	Faculty Implementation Team Dr. Gina McAllister, QEP Director
	Prepare semester summary report for submission in Chipola Facts	Dr. Gina McAllister, QEP Director
	Compile assessment reports	
	Modify plan as needed based on assessments	Dr. Gina McAllister, QEP Director Faculty Implementation Team
	Spring 2019 SLS 1401 Full Implementation	
	Incorporate revisions based on fall 2018 assessments	Dr. Gina McAllister, QEP Director Faculty Pilot Team
	Continue offering/teaching SLS 1401	Faculty Implementation Team
	Collect and analyze data	Faculty Implementation Team Dr. Gina McAllister, QEP Director
	Compile assessment reports	Dr. Gina McAllister, QEP Director
	Prepare semester summary report for submission in Chipola Facts	
	Modify plan as needed based on assessments	Dr. Gina McAllister, QEP Director Faculty Implementation Team
	Summer 2019 Implementation Analysis	
	Continue to compile/analyze data	Dr. Gina McAllister, QEP Director Dr. Matthew Hughes, Assessment, Compliance, & Grants, Dean QEP Advisory Teams Faculty Implementation Team
	Evaluate success of QEP implementation and revise as needed	
Years 3-5	**Ongoing Implementation/Analyses Fall 2019-Summer 2022**	
	Continue to offer/teach SLS 1401	Faculty (may vary based on need and availability)
	Continue data collection/analysis	Dr. Gina McAllister, QEP Director
	Prepare semester summary report for submission in Chipola Facts	
	Compile assessment reports	
	Modify plan as needed	Dr. Gina McAllister, QEP Director Dr. Matthew Hughes, Assessment, Compliance, & Grants, Dean
	Conduct summative evaluation	
	Prepare 5-Year Impact Report	

ORGANIZATIONAL STRUCTURE FOR IMPLEMENTING THE QEP

The QEP is designed to support the college mission and subsequently align with institutional goals included in the college master plan. Therefore, the college's administrative structure provides for **broad-based oversight** of the QEP with reporting processes in place to provide the College President and Board of Trustees with timely updates on the progress of the plan. Implementation activities and assessment results will be integral parts of an annual reporting required by the college's Assessment, Compliance, and Grants office. The QEP has been established as an operational unit and will be incorporated into the college's ongoing assessment and planning system. This means the QEP Director will prepare an annual CoMPASS plan and participate in budget hearings during each spring semester. Further, as the plan is revised and analyzed, the college's financial team, led by the president and vice president of finance, will monitor financial needs to ensure that resources are available for ongoing implementation.

QEP Director – The QEP Director administers all parts of the QEP with **oversight** from the Vice President of Instructional Affairs. The QEP Director's responsibilities include the following:

- Works with faculty, administration, and staff to guarantee a successful development, submission and implementation of the QEP
- Provides feedback to college administration and other stakeholders
- Collaborates with the Assessment, Compliance, and Grants office to ensure alignment of QEP goals/activities with the college master plan and SACSCOC requirements
- Provides oversight of data collection
- Prepares progress and assessment reports to demonstrate accomplishment of established benchmarks
- Documents QEP activities and outcomes in preparation for the summative assessment (5-year Impact Report)
- Provides leadership of professional development activities required to implement the goals of the QEP
- Leads activities of QEP faculty teams
- Manages the QEP budget
- Collaborates with college public relations personnel to promote QEP initiatives

QEP Advisory Teams - The QEP Director receives input and support from two advisory teams. A Faculty Advisory Team has been established with representation from all college academic departments. Team members will serve as liaisons to the respective departments to provide information updates about QEP activities, including regular reports during faculty and staff meetings. They will also provide input on decisions regarding any changes or modifications indicated by assessment results. The table below provides a list of Faculty Advisory Team members.

QEP Faculty Advisory Team	
Name	**Department/Constituency**
Glenda Bethel (Instructor, Computer Science)	Business & Technology
Latresha Bighem-Moore, (Instructor, Sociology)	Social & Behavioral Sciences
Chastity Duke (Associate Professor, Nursing)	Health Sciences
Terolyn Lay (Assistant Professor, Biology)	Mathematics & Natural Sciences
Josh Martin (Assistant Professor, Music)	Fine & Performing Arts
Paige Vanderwerf (Instructor, Cosmetology)	Workforce Development
Rachel West (Professor, English)	Literature/Language

An administrative advisory team has also been established to support the QEP Director. This team consists of three administrators from divisions with key roles in the implementation and on-going activities of the QEP. The Director of Student Services will be heavily involved in assisting with course scheduling, data collection, and SLS 1101 course alignment with SLS 1401. The Director of Learning Resources will provide assistance with course development, professional development activities, and approval of the online version of SLS 1401. The Director of Distributed Systems will provide IT support as well as oversee data collection from student records. The table below displays the members of the team.

QEP Administrative Advisory Team	
Name	**Division/Constituency**
Melissa Cauley (Director of Student Services)	Student Affairs
Vikki Milton (Director of Learning Resources)	Distance Education and Library
Matt White (Director of Distributed Systems)	Information Systems

Course Development/Instructional Teams – A team of faculty members (Faculty Pilot Team) has been established to develop SLS 1401 (fall 2017) and provide instruction for the spring 2018 pilot course. The QEP and Director of Learning Resources will oversee this process. After the pilot is complete, a team of QEP faculty members will be selected for the full implementation of SLS 1401 planned for fall 2018. The Faculty Pilot Team members are listed below:

Faculty Member	*Academic Department*
Glenda Bethel	Business & Technology
Latresha Bighem-Moore	Social & Behavioral Sciences
Terolyn Lay	Mathematics & Natural Sciences
Gina McAllister	Teacher Education (QEP Director)
Kurt McInnis	Literature/Language
Rachel West	Literature/Language

Executive Team – The existing college Executive Council will function as the executive team for the QEP. This will ensure effective implementation of the QEP because the College President and highest ranking administrators serve on the Council. Responsibilities include assisting with oversight of the implementation processes, monitoring assessment reports, ensuring compliance and cooperation in departments, and managing resources. The Executive Council will ensure accountability for the overall success of the QEP. The QEP Director will be accountable to the QEP executive team with immediate reporting responsibilities to the Dean of Assessment, Compliance & Grants and the Vice President of Instructional Affairs.

Personnel Resources and Staffing Plan – The college has sufficient personnel resources and a detailed plan to ensure adequate staffing for all aspects of the QEP. Evidence of sufficient personnel resources and a related plan are found in the assignment of personnel to carry out instructional, administrative, and data collection, management, and analysis for assessment functions.

Staffing Plans for the QEP - Employees are assigned various responsibilities directly related to implementing, maintaining, and improving the Chipola College Quality Enhancement

Plan. The assignment of QEP responsibilities to administrators, faculty, advisors, and support personnel ensures that the college has dedicated sufficient personnel resources and staffing for all aspects of the QEP.

QEP Instructional Personnel. The spring 2018 pilot will include both online and on-campus sections of SLS 1401. Teaching assignments will be finalized with consideration given to the current instructional load and class schedules of the instructors. A pool of 20 employees (faculty, advisors, and teaching administrators) have been identified to teach SLS 1401. The number of individuals identified to teach the course ensures that excessive course and work overloads are not a factor and that a sufficient number of instructors will be trained and available to serve the incoming FTIC students. In the fall 2017 semester, 190 FTIC AA degree-seeking students enrolled at Chipola. With 20 qualified full-time employees available to teach SLS 1401, the faculty to student ratio would be 1:9.5 if the fall 2018 FTIC enrollment mirrors that of the fall 2017 semester. The table below shows the SLS 1401 instructional pool.

SLS 1401 Instructional Personnel		
Dr. Santine Cuccio	Mr. Kurt McInnis	Ms. Sherry Klanjac
Ms. Glenda Bethel	Dr. Rachel West	Ms. Sarah Gambill
Dr. Gina McAllister	Ms. Latresha Bighem-Moore	Dr. Karen Lipford
Dr. Terolyn Lay	Dr. Amanda Clark	Mr. Richard Hinson
Mr. Joc Calloway	Ms. Casey Dowgul	Ms. Carol Saunders
Dr. Matthew Hughes	Dr. Steve Givens	Ms. Georgia Ashmore
Dr. David Bouvin	Dr. Jeff Bodart	

In consultation with the QEP Director, the College President and the Vice President of Instructional Affairs considered employing an additional full-time instructor to teach SLS 1401. The decision was made, however, to use full-time employees to teach the course because the strategy connects new freshmen with the advising staff, with administrators from various campus departments, and with members of the faculty who might teach these students in future

semesters. The strategy of introducing new freshmen to an array of college personnel can benefit students by increasing their engagement with the faculty and staff.

Role of Advising Personnel in Implementing SLS 1401. Chipola College employs four academic advisors who consult with and assist students with course selections and class schedules. Additionally, students who declare a major in the School of Education are advised by that school's faculty. Academic advisors are responsible for the important task of ensuring that all first-time-in-college AA degree-seeking students are enrolled in SLS 1401 during their first semester of enrollment. Additionally, students who have not declared a major upon the completion of 30 semester hours will be assigned a specific college advisor. The advisors are located in the Student Affairs Division where Dr. Jayne Roberts, Vice President of Student Affairs, has administrative and supervisory responsibility. Ms. Melissa Cauley, Director of Student Services, supervises the academic advising function within the division.

Personnel With Responsibilities for Student Advising in Relation to SLS 1401*	
Employee	Position
Ms. Melissa Cauley	Director of Student Services, Student Advisor
Mr. Joc Calloway	Student Advisor
Ms. Nancy Johnson	Student Advisor
Mr. Dan Sims	Student Advisor

*Does not include School of Education faculty.

QEP Administrative Personnel. Qualified personnel are assigned administrative responsibilities for day-to-day QEP implementation, assessment, and improvement. Individuals with direct administrative duties are assisted and supervised by senior-level college staff. As shown in the table below, certain administrative responsibilities overlap with assessment functions, including data collection, management, and analysis. These administrators' QEP responsibilities do not result in excessive work overloads.

Direct Administration of the Chipola College QEP		
Employee	Position	Administrative Responsibilities
Dr. Gina McAllister	Professor, School of Education QEP Director	• Coordinate activities of QEP Faculty Advisory Team and QEP Administrative Advisory Team • Oversee data collection and assessment related to SLS 1401 student learning outcomes • Perform QEP data analysis, assessment, and reporting
Ms. Vikki Milton	Director of Learning Resources	• Collect and manage SLS 1401 student learning outcomes data via Canvas, the college's learning management system (LMS)
Mr. Matt White	Director of Distributed Systems	• Manage student database, including longitudinal student data • Assist with data analysis, assessment, and reporting
Ms. Shawn Keihn	Instructional Affairs Department Associate	• Collaborate with academic division chairs to create class schedules and SLS 1401 teaching assignments
Ms. Shanda O'Bryan	Comptroller	• Supervise process of approving and allocating fiscal resources to support the QEP • Conduct recording and reporting of accounting activities pertaining to QEP
Ms. Laurel Foran	Accounts Payable Staff Assistant	• Process purchase requisitions pertaining to QEP
Ms. Elissa Severson	Assessment, Compliance, and Grants Department Associate	• Provide QEP clerical and administrative support services
Dr. Matthew Hughes	Dean of Assessment, Compliance, and Grants SACSCOC Accreditation Liaison	• Coordinate institutional planning, assessment, and reporting with QEP assessment and reporting • Manage QEP budget in consultation with the QEP Director

Oversight by Senior-Level Administrators

Administrators at the highest level of the institution are committed to ensuring the successful implementation of the QEP. (1) The College President, Dr. Sarah Clemmons, will monitor progress by requiring regular reports on the progress of the QEP. She will also report on the QEP regularly to the College District Board of Trustees. (2) Dr. Pam Rentz, Vice President of Instructional Affairs, has leadership and overall supervisory responsibility for the instruction, assessment, and improvement of the QEP, especially the instructional delivery of

SLS 1401. (3) The Vice President of Administrative and Business Affairs, Mr. Steve Young, is responsible for fiscal matters associated with the QEP, including supervising department personnel and budgeting funds to support QEP implementation, administration, assessment, and continued operation. (4) Dr. Jayne Roberts, Vice President of Student Affairs, has leadership and overall supervisory responsibility for student admissions, advising, and registration functions. (5) The Associate Vice President of Information Systems, Mr. Dennis Everett, supervises data collection and data management associated with student enrollment and matriculation, and ensures that data reports are available for appropriate QEP assessment.

Appointment of QEP Advisory Teams

In addition to assigning direct administrative responsibilities to college personnel, the College President, Dr. Sarah Clemmons, also appointed six faculty members – one from each academic area – to serve on the QEP Faculty Advisory Team. Dr. Clemmons also appointed three administrators to serve on the QEP Administrative Advisory Team. Advisory teams play important roles during the QEP implementation phase by providing feedback and assisting with assessment and improvement strategies.

Staffing Plans for QEP Assessment

QEP Assessment Personnel. Qualified personnel are assigned responsibilities for QEP data collection, management, and analysis for assessment. Chipola College developed and implemented a detailed plan ensuring that adequate staff and practices are in place to manage the QEP effectively and then collect, manage, and analyze data in the QEP assessment process.

Chipola's QEP assessment involves several employees across different academic and administrative units of the college. The compilation of student learning outcomes data begins with the SLS 1401 faculty. Faculty members evaluate student assignments and record results through Canvas, the college's learning management system. Other college personnel with responsibilities for data collection, management, and analysis for QEP assessment include Dr.

Gina McAllister, Ms. Vikki Milton, Mr. Matt White, and Ms. Elissa Severson. Additionally, Dr. Matthew Hughes is charged with coordinating institutional assessment and QEP assessment.

- Dr. Gina McAllister, QEP Director, oversees the data collection and QEP assessment process. Dr. McAllister is also responsible for monitoring SLS 1401 course evaluations administered each semester and for conferring with the appropriate academic and administrative unit department heads regarding needed improvement strategies for instructional personnel and course content. The QEP Director also meets regularly with the SLS 1401 faculty to receive feedback and discuss possible course modifications. Dr. McAllister is granted release time equivalent to one-half of her required teaching load to serve as the QEP Director.
- Ms. Vikki Milton is the college's Director of Learning Resources. Ms. Milton has administrative responsibilities for Canvas, the college's learning management system. Student assignments are entered by course instructors into Canvas. Ms. Milton works with the QEP director and course instructors to ensure that assessment rubrics are correctly utilized from within Canvas, which streamlines the data collection process. Ms. Milton is responsible for managing the student learning outcomes database, developing relevant reports for college and QEP personnel, and for assisting with the assessment of student learning outcomes. Ms. Milton is also a member of the QEP Administrative Advisory Team appointed by the College President.
- Mr. Matt White is charged with managing student enrollment records pertaining to the QEP. Student records are populated with data collected through the Jenzabar enterprise resource planning software. Mr. White supports the QEP assessment process by conducting data queries, including those used in determining changes in the percentage of students declaring the "general education" major after completing SLS 1401. Mr. White is also a member of the QEP Administrative Advisory Team appointed by the College President.

- Ms. Elissa Severson is Department Associate in the Assessment, Compliance, and Grants Department and is supervised by the dean of that department who also serves as the college's SACSCOC Accreditation Liaison. Ms. Severson provided administrative support services throughout the development of the QEP and is familiar with the design, purpose, goals, and assessment methods required to evaluate the QEP. She provides continuing administrative support for the QEP Director in addition to her departmental duties.
- Dr. Matthew Hughes, Dean of Assessment, Compliance, and Grants/SACSCOC Accreditation Liaison, helps coordinate assessment and planning for the college, including the QEP. Because the QEP is an integral part of the college's overall improvement plan, Dr. Hughes is responsible for incorporating QEP assessment results into the annual institutional assessment process and subsequent Institutional and Educational Outcomes Report. The QEP has been established as an operational unit of the college and incorporated into the colleges overall CoMPASS (Chipola Model for Planning, Assessment, and Sustained Success) planning process.

Summary

The SLS 1401 course, Career and Life Planning, was developed to address Chipola's QEP goal, which is to enable students to make informed decisions regarding their career goals and related educational pathways. The teaching assignments do not result in excessive work overloads for any employee. A pool of 20 qualified college employees are tentatively assigned SLS 1401 teaching duties for the fall 2018 semester, with the final number dependent on enrollment. The number of instructors assigned to SLS 1401 ensures that none are burdened with excessive course and work overloads and that an adequate number of instructors is available to serve incoming FTIC AA degree-seeking students.

The Chipola College President assigned QEP-specific responsibilities to several members of the administrative staff. Responsibilities are in a variety of areas, including data

collection, management, analysis, and reporting; fiscal procedures; and planning and assessment. In addition, the President assigned a Department Associate the responsibility of providing administrative support for the QEP Director. QEP-related duty assignments are within the normal scope of work for the administrative staff and do not result in work overloads.

Dr. Gina McAllister was appointed as the QEP Director by President Dr. Sarah Clemmons. Dr. McAllister was granted release time equivalent to one-half of her required teaching load to serve as the QEP Director. The release time and the assignment of QEP-related duties to a number of administrative personnel ensure the Dr. McAllister is provided the personnel support needed to be effective in carrying out her role as QEP Director.

RESOURCES TO IMPLEMENT THE QEP

The college is committed to providing the fiscal, human, and physical resources necessary for successful implementation. The following section outlines budget estimates for implementation over the next five years.

QEP BUDGET NARRATIVE

Anticipated Revenues - $402,201

In addition to base state revenues of $321,201, which have been committed over the next five years, it is anticipated that the implementation of the QEP will result in an estimated increase in student retention of at least six percent over the five-year period. This equates to an additional $81,000 in increased revenue over the five year period.

Anticipated Expenses - $402,201

Personnel (QEP Director) **($148,655)** –The expense estimates presented for the QEP director are derived from a percentage of the director's current faculty salary. During QEP years 1 and 2, the QEP director will be released from one-half of the current required contract teaching load to oversee the implementation of the QEP initiatives. In subsequent years 3-5, the release time will be decreased to one-fourth of the current teaching load requirements.

SLS Development **($4,500)** – During fall 2017, the Faculty Pilot Team will be compensated with a stipend for developing SLS 1401 (including assignments, rubrics, and class schedules). Additionally, the team will participate in meetings and training sessions as presented in previous sections.

SLS Faculty **($170,000)** -- During the spring 2018 pilot, the Faculty Pilot Team will teach five sections of SLS 1401. (Two sections were implemented in response to lower-than-anticipated enrollment.) The course is a two-semester credit hour course which equates to four faculty load points. The budget estimate for year 1 reflects the salary amounts for the spring 2018 semester. The budget estimates for years 2-5 reflect on-going faculty salary amounts for

instruction of approximately 20 sections of SLS 1401 per year. (Note: Faculty load points will be applied to the current required 72 points of teaching load as required by faculty contract.

Operating Expenses - ($79,046)

QEP Director Training **($14,000)** – The budget reflects expenses for the QEP director's professional development and training. This budget amount includes, but is not limited to, SACSCOC conferences and institutes, career development workshops, and other appropriate training.

QEP Faculty Professional Development ($26,546) - Professional development expenses for members of the faculty teams (as described in previous sections) are included in the amounts presented in this section of the budget.

Promotion **($3,500)** – Promotional expenses for the QEP will include banners, advertising, give-away items, etc. to aid in dissemination of information and promote awareness of the QEP campus-wide.

Materials **($15,000)** – It is anticipated that there will be a recurring need for instructional materials throughout the implementation of the QEP.

Software and Licensing Fees **($20,000)** – SLS 1401 students will be required to utilize various software products for self-assessments (e.g. *SuccessNavigator*) and career research in order to achieve the student learning outcomes for the QEP. While many of the resources are available at no cost to the student, some resources have associated fees.

Five Year QEP Budget Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5	
	17-18	**18-19**	**19-20**	**20-21**	**21-22**	**Total**
Revenues						
Base State Appropriations	$ 73,703	$ 99,161	$ 52,215	$48,778	$47,344	$321,201
FTE Funding Generated						
by Retention			25,000	27,000	29,000	81,000
Total Estimated Revenue	73,703	99,161	77,215	75,778	76,344	$402,201
Expenses:						
Personnel						
QEP Director *	41,203	42,011	21,410	21,814	22,217	148,655
SLS Development	4,500					4,500
SLS Faculty	10,000	40,000	40,000	40,000	40,000	170,000
Total Personnel Costs	55,703	82,011	61,410	61,814	62,217	323,155
Operating Expenses						
QEP Director Training	5,000	4,000	3,000	1,000	1,000	14,000
QEP Professional Development	5,000	5,000	5,000	3,000	3,000	26,546
Promotion	1,000	1,000	500	500	500	3,500
Materials	3,000	3,000	3,000	3,000	3,000	15,000
Software Licenses & Fees	4,000	4,000	4,000	4,000	4,000	20,000
Total Operating Costs	18,000	17,150	15,805	13,964	14,127	79,046
Total Estimated Expenses	73,703	99,161	77,215	75,778	76,344	402,201
Revenues over Expenses	$ -	$ -	$ -	$ -	$ -	$ -
*- These amounts represent the estimated percentage of time necessary for QEP related activities						

ASSESSMENT OF THE QEP

The goal of the QEP is to enable students to make informed decisions regarding their career goals and related educational pathways. In order to determine whether or not the goal has been accomplished, assessment of the QEP centers around two questions: (1) How do we define success? (2) What types of data will we collect to determine success?

First, **how do we define success?** As previously discussed, approximately one-half of FTIC students entering Chipola College list General Education (undecided) as a major. Further, a review of literature revealed that two-thirds of students who declare a major are likely to change their major. This indicates that these students may actually be unsure of their major choice (Cuseo, Fecas, and Thompson, 2007). Therefore, **successful implementation** of the QEP would first result in a reduced number of students with General Education majors. Additionally, **successful implementation** should help students feel more confident with their chosen career path if they are given the opportunity to become more informed about the major they have chosen. Therefore, an overarching objective has been established to articulate the definition of success of the QEP: *Upon completion of SLS 1401, Career and Life Planning, the number of students with General Education (undecided) majors will decrease by 50 percent.*

Next, **what types of data will we collect to determine success?** Assessment of the QEP is separated into formative and summative data collection processes.

Formative Assessment – Assessment of individual student learning outcomes will occur each semester within SLS 1401. The SLO's are sequenced to build upon the knowledge obtained in the previous learning opportunity. There are two primary assessment strategies to be used as formative assessment of the student learning outcomes. First, SLO activity completion rates will be monitored by SLS 1401 faculty via the *MyCareerShines* reporting tool. The goal is an 80 percent completion rate of all required activities. Second, upon completion of each SLO activity, the students will create a narrative reflection assignment that will be

submitted into Chipola College's learning management system, Canvas. SLS 1401 faculty will assess the reflection utilizing an approved rubric to determine the level of mastery of the student learning outcome. The goal is for 80 percent of the cohort students to demonstrate mastery at the proficient or exemplary level. Serious consideration has gone into the sequence, intent, and exact wording of each SLO. This ensures the development of assessment indicators that indicate clearly whether each expected outcome has been achieved. This will facilitate efficient assessment, planning, and improvement throughout the QEP.

SLO 1 - Students will have the opportunity to complete self-assessments, a first step in career development. Students will use the tools provided by *MyCareerShines* and other online self-assessment activities. The results of these assessments will be submitted into their *MyCareerShines* e-Portfolios and faculty members will monitor assessment completion rates. Upon completion, students will prepare a personal reflection to discuss their results and related career options. Reflections will be submitted into Canvas where they will be assessed using a rubric designed to measure the proficiency level of the student learning outcome.

Assessment of Student Learning Outcome 1		
SLO 1 - Students will successfully assess their personal skills, interests, and values related to career options.		
QEP Activity	**Outcome Assessment Benchmark**	**Resources to Achieve Expected Outcome**
Students will identify personal traits, interests, skills, and work values by completing online self-assessment inventories. Students will complete a reflection assignment to discuss the results of the self-assessments.	80% of the student cohort will complete self-assessment inventories as evidenced by submission to their e-Portfolio. 80% of the student cohort will demonstrate a level of proficient or exemplary on the self-assessment reflection rubric.	Jung Survey (Myers-Briggs free alternate) *(http://www.humanmetrics.com/cgi-win/jtypes2.asp)* *Kuder Career Interest Assessment (MyCareerShines)* *Kuder Skills Confidence Assessment (MyCareerShines)* *Kuder Work Values Inventory (MyCareerShines)* CareerFitter https://www.careerfitter.com

SLO 2 - Students will have the opportunity to research careers that correspond with their self-assessment. Students will again use the tools provided by *MyCareerShines* and other online resources to research information about careers. They will utilize a worksheet that contains guided questions related to careers. The worksheet will be submitted into their *MyCareerShines* e-Portfolio, and faculty members will monitor student submission rates. Upon completion, students will prepare a personal reflection to discuss the findings of their career research. Reflections will be submitted into Canvas where they will be assessed using a rubric designed to measure how proficient students are at self-assessing their skills, interests, and values.

Assessment of Student Learning Outcome 2		
SLO 2 - Students will successfully research the viability of career options related to the results of their self-assessments.		
QEP Activity	**Outcome Assessment Benchmark**	**Resources to Achieve Expected Outcome**
Students will complete a career research worksheet. Students will complete a reflection assignment to discuss the results career research.	80% of the student cohort will complete career research worksheet as evidenced by submission to their e-Portfolio. 80% of the student cohort will demonstrate a level of proficient or exemplary on the career research reflection rubric.	*MyCareerShines* (Suggested Occupations Tool) *O*NET Online* https://www.onetonline.org Career Research Advice https://www.monster.com/ Occupational Outlook Handbook https://www.bls.gov/ooh/ Regional Demand Occupations List http://www.floridajobs.org

SLO 3 - Students will utilize the research results from the previous activity to complete a career plan assignment. Students will use the tools provided by *MyCareerShines* and other online resources to answer questions related to careers. They will complete a worksheet to be submitted into their *MyCareerShines* e-Portfolio and faculty members will monitor student submission rates. Upon completion, students will prepare a personal reflection to explain the rationale for their career goals. Reflections will be submitted into Canvas where they will be assessed using a rubric designed to measure students' proficiency at researching career options.

Assessment of Student Learning Outcome 3		
SLO 3 - Students will successfully establish career goals.		
QEP Activity	**Outcome Assessment Benchmark**	**Resources to Achieve Expected Outcome**
Students will review research data and complete a career plan worksheet. Students will complete a reflection assignment to discuss their rationale for career plan.	80% of the student cohort will complete career plan worksheet as evidenced by submission to their e-Portfolio. 80% of the student cohort will demonstrate a level of proficient or exemplary on the career plan reflection rubric.	*MyCareerShines* (Suggested Occupations Tool) *O*NET Online* https://www.onetonline.org Career Research Advice https://www.monster.com/ Occupational Outlook Handbook https://www.bls.gov/ooh/

SLO 4 - Students will map out an educational plan related to their career goal. Students will use Chipola College academic plans as the foundation for their personal education plan and consider work schedules, home support, and other variables when creating their personal education plan. They will complete an educational plan worksheet to be submitted into their *MyCareerShines* e-Portfolio, and faculty members will monitor student submission rates. Upon completion, students will prepare a personal reflection to discuss their decision-making process. Reflections will be submitted into Canvas where they will be assessed using a rubric designed to measure the proficiency level of the students in establishing career goals.

Assessment of Student Learning Outcome 4		
SLO 4 - Students will successfully formulate personal educational plans related to their career goals.		
QEP Activity	**Outcome Assessment Benchmark**	**Resources to Achieve Expected Outcome**
Student will select an appropriate academic plan related to their career goals and complete an education plan worksheet. Students will complete a reflection assignment to discuss decisions related to their education plan.	80% of the student cohort will select an academic plan as evidenced by submission to their e-Portfolio. 80% of the student cohort will complete an education plan as evidenced by submission to their e-Portfolio. 80% of the student cohort will demonstrate a level of proficient or exemplary on the education plan reflection rubric.	Chipola College Academic Plans (e-Portfolio submission)

Summative Assessment – To assess the overall success of the QEP goal and objective, two summative assessment data collection processes will be utilized. First, to assess the QEP objective, u*pon completion of SLS 1401, Career and Life Planning, the number of students with General Education (undecided) majors will decrease by 50 percent,* entering student data records will be analyzed to determine the baseline percentage of students who have designated General Education (undecided) as a major. This data will be collected for **each cohort of students** at the beginning of their first semester (prior to taking SLS 1401). Upon completion of each semester of SLS 1401, student data records will be compared to the baseline to determine percentage of students who are still designated as General Education (undecided). The measure of success is a **decrease of 50 percent** of the baseline percentage. Additionally, as indicated in previous sections, students with designated majors may not have had the opportunity to make **informed decisions** about their major. Students will complete an end-of-course survey to provide information about their change of major and their perceived impact of SLS 1401 on that decision. The survey will contain From/To sections with dropdown boxes containing a list of majors. Students will also rate their level of agreement on questions related to the impact of SLS 1401. The measure of success will be **at least 80 percent of students** who change their major will agree or strongly agree that SLS 1401 helped them make informed decisions about their major. Data will be collected from the pilot and subsequent semesters, and the target level will be reassessed as warranted.

Second, students will be administered a pre/post Career Knowledge Survey to determine their perceptions of their knowledge of career and education information to make informed decisions (QEP Goal). The students will rate their level of agreement with a series of career and education related questions on a 5-point Likert-type scale. Baseline data will be established based on the results of the pre-survey given at the beginning of the SLS 1401

course. A measure of success will be an overall **increase of one point** over the baseline on the post-survey. A draft of the survey is included in Appendix I.

Summative Assessment		
Expected Outcomes	**Measure**	**Success Benchmark**
QEP Objective - Upon completion of SLS 1401, Career and Life Planning, the number of students with General Education (undecided) majors will decrease by 50 percent.	Student data records indicating designated major (comparison of major designation prior to SLS 1401 vs. completion of SLS 1401)	50 percent decrease of the baseline
QEP Goal - Students will have the knowledge to make informed decisions regarding their career goals and related educational pathways.	Pre/Post Career Knowledge Survey End-of-Course Survey	Increase of 1 point (on 5 point Likert-type scale) over baseline 80 percent of students who change their major will agree or strongly agree that SLS 1401 helped them make informed decisions about their major

Institutional Indicators to Assess Long-Term QEP Impact - While the success of the QEP will be indicated in assessment of whether students learn specific skills and can perform specific tasks, other institutional data will also indicate the overall impact of the QEP. For example, the college will monitor retention and graduation rates to detect changes over time. Responses to specific CCSSE items will also be monitored to detect changes in student opinions. Questions about the design and effectiveness of QEP strategies will be added to the Annual Graduating Student Survey and Annual Employee Survey. The progress of the QEP also will be monitored and analyzed using the existing SWOT analysis format established by Chipola College. A Compass plan will be developed for use in contingency planning for the QEP. These institutional indicators will help determine the long-term impact of the QEP on the college, its students, and its overall effectiveness.

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APPENDICES

APPENDIX A – QEP TOPIC SURVEY

Chipola College
QEP Topic Survey

1 - Please select the QEP topic that you believe would have the greatest positive impact on student success at Chipola College.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Helping students to succeed in foundational or "gateway" courses	(3)	25	26.32%		1.85
Preventing students from dropping out	(2)	31	32.63%		
Helping students develop clearer career goals	(1)	39	41.05%		
				0 25 50 75 100	Course

Return Rate	Mean	STD
95/96 (98.96%)	1.85	0.81

APPENDIX B – FIVE YEAR IMPLEMENTATION PLAN

Pre-Implementation	Year One 2017-2018	Year Two 2018-2019	Year Three 2019-2020	Year Four 2020-2021	Year Five 2021-2022	Notes
Fall	Administer baseline pre-test for fall incoming freshmen (201710)	Administer pre-test – 201810	Administer pre-test – 201910	Administer pre-test – 202010	Administer pre-test – 202010	
	Professional development for faculty/staff	Administer post-test to 201710 end of semester	Administer post-test to 201810 end of semester	Administer post-test to 201910 end of semester	Administer post-test to 201210 end of semester	
Spring	Administer baseline pre-test for spring incoming freshmen (201720)	Administer pre-test – 201820 Workshops Seminars	Administer pre-test – 201920	Administer pre-test – 202020	Administer pre-test – 202120	
Begin development of pre-test/post-test	Targeted classes develop assignments & assessment methods?	Administer post-test to 201720 end of semester	Administer post-test to 201820 end of semester	Administer post-test to 201920 end of semester	Administer post-test to 202020 end of semester	
Summer			Analysis of accrued data			
Finalize pre-test/post-test						

APPENDIX C – QEP DEVELOPMENT PROCESS SUMMARY

Chronology of the Process of Developing the Topic, Goals, Objectives, and Learning Outcomes of *GPS - Set Goals, Define Purpose, Achieve Success,* a Quality Enhancement Plan for the Improvement of Chipola College

Phase 1: Selecting the QEP Topic

In August of 2015, the QEP Development Team was appointed to begin the work of identifying a key issue to be addressed in the QEP. The team's first meeting was held on September 29, 2015. By December the team had collected a variety of institutional data and begun its analysis. In April and May, 2016, the team made presentations to employees, students, and the Board of Trustees. These groups were asked to vote for one of the following three potential topics:

- Helping Students Succeed in Gateway Courses
- Preventing Students from Dropping Out
- Helping Students Develop Clearer Career Plans.

Based on results of the vote, the QEP Development Team recommended to the Executive Council the QEP topic, "Enhancing Student Persistence through Career Guidance and Intrusive Advising." The Executive Council gave final approval to the topic, "Improving Student Persistence through Career Guidance and Advising."

Phase 2: Developing the QEP

In August 2016, with the topic selected, a QEP Strategies and Implementation Team (SIT) was appointed to continue the work. The SIT conducted a broad-based literature review, including the identification of best practices related to student persistence, career development, and advising. In October 2016, the literature review and best practices subcommittees presented their findings. The subcommittees organized their report into the following areas pertinent to the QEP topic:

12. Student engagement – learning communities
13. Student engagement – service learning
14. Student engagement – mentorship (peer, faculty/staff, other)
15. Freshman experience – student success courses
16. Freshman experience – study skills courses
17. Freshman experience – orientation
18. Freshman experience – developing career goals
19. Freshman experience – tutoring
20. Target advising
21. Self-efficacy – believing they belong
22. Professional development

At the time of the literature review, the SIT was focused on the following three broad components it had tentatively identified for the QEP:

- An orientation course focused on careers and educational pathways,
- Holistic faculty mentoring
- Curriculum-wide embedded career-related assignments.

A significant portion of the 2016 fall semester was spent developing the original QEP goal, outcomes, and actions to be taken as part of the plan. Eventually, after much debate and consultation with the college president, the SIT identified the following QEP goal:

Initial Goal: To Enable Students to Make Informed Decisions Regarding Their Career Goals and Related Educational Pathways.

Using information from its review of related literature and best practices, the SIT determined that three major ambitious components should be included in the plan:

- Require mandatory advising appointments after the first year or upon 30 hours of course completion.
- Incorporate assignments throughout the curricula that would connect students with the CareerSource Chipola Career Resource Center.
- Implement a faculty advising program where students are assigned a faculty advisor based on declared major.

After the initial QEP goal and plan components were settled, the SIT began the process of identifying outcome measures. The student learning outcomes subcommittee presented the following measures for discussion:

- Percentage of students able to identify on-campus resources available to aid in career decisions
- Percentage of students able to identify a personal career path and goal
- Percentage of students able to identify their advisor and where to attain advising services
- Percentage of students enrolled in gateway courses able to identify effective study strategies
- Percentage of students able to identify resources available to finance their education
  Percentage of students able to identify effective time management strategies

At its January 17, 2017 meeting, the SIT agreed on a basic plan for pre-implementation activities and a five-year implementation plan. The team began identifying professional development activities and approved four student learning outcomes. However, at its January 31 meeting, the team determined that the scope of the QEP was still much too broad for implementation.

Throughout February 2017, the SIT continued refining QEP outcomes, actions, and assessment measures. By early March, the team had settled on the following three expected student learning outcomes to be achieved:

Expected Learning Outcomes

- Graduates will have utilized at least one on-campus resource to aid in career placement.
- Students will identify a personal career path and goal.
- Students will demonstrate an awareness of career options within the Chipola College service area.

The team also recommended the following slight rewording of the topic: “Helping Students Develop Skills to Make Informed Decisions Regarding Career Goals and Educational Pathways.”

The plan was still evolving as it continued to take shape. Eventually, major components were identified, and an early draft of the QEP document was developed.

Phase 3: Organizing for Early Implementation

In March 2017, the college began to organize for early implementation of the QEP by appointing Dr. Gina McAllister as QEP Director. In July 2017, Dr. McAllister recommended appointment of two QEP advisory teams, one of faculty members and the other of administrators. During mid-summer 2017, major revisions took place as the new QEP Director engaged these teams in finalizing the QEP.

To make the plan more manageable, its scope was further refined from the three-pronged approach originally recommended by the SIT. The rationale for this major modification was derived from an on-campus advisory visit by the college’s SACSCOC vice president and presentations at the 2017 SACSCOC Summer Institute on Quality Enhancement and Accreditation.

Finally, by early August 2017, the QEP had been sufficiently narrowed and refined into a manageable plan likely to achieve its goal, objective, and expected outcomes. The overall goal remained focused on enabling students to make informed decisions regarding careers. In addition, the following objective and expected learning outcomes had been refined and modified to reflect course content to be taught in SLS 1401, Career and Life Planning:

Final QEP Objective

- Upon completion of SLS 1401, Career and Life Planning, the number of students with General Education (undecided) majors will decrease by 50 percent.

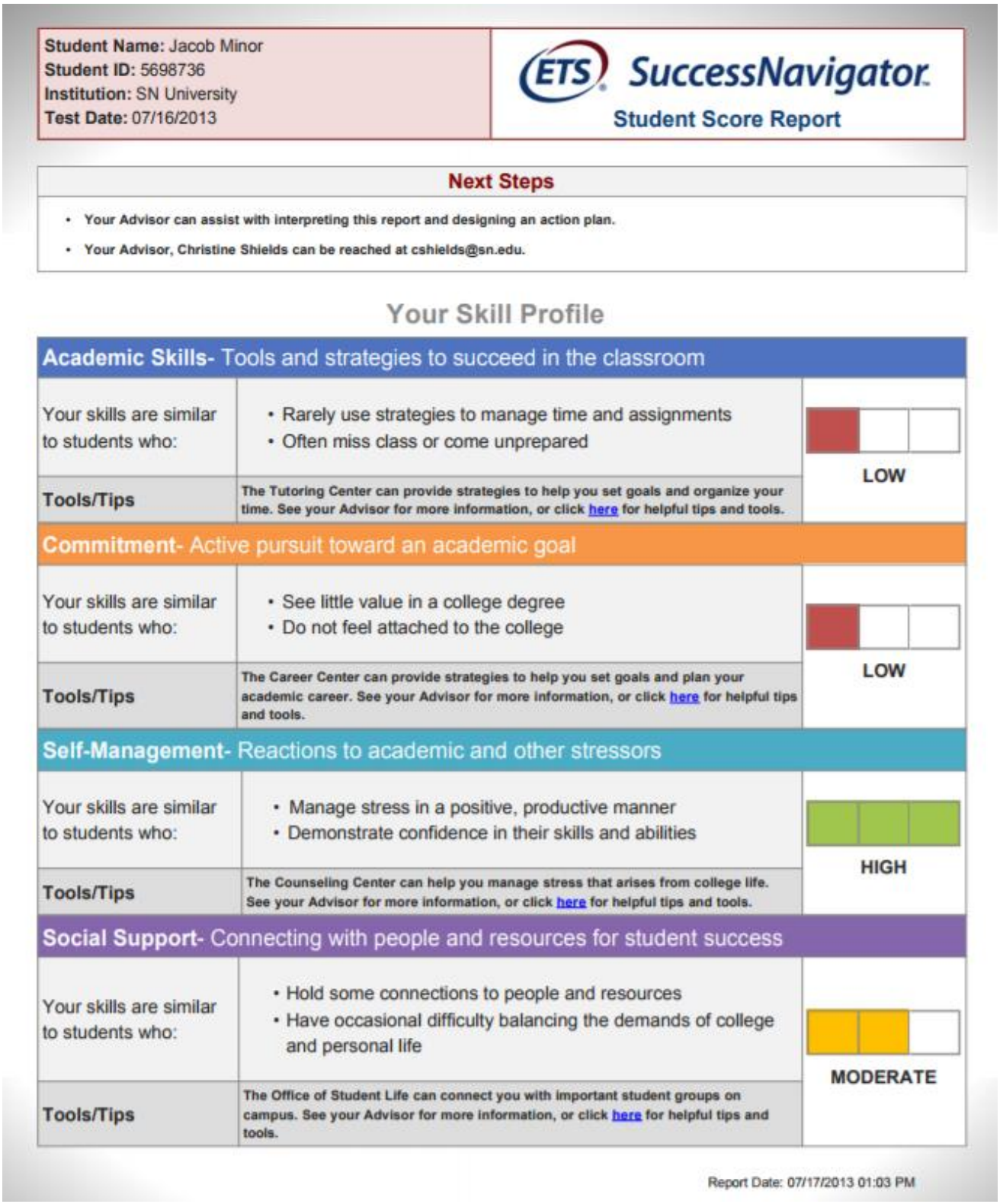
Final QEP Student Learning Outcomes

- Students will successfully assess their personal skills, interests, and values related to career options.
- Students will successfully research the viability of career options related to the results of their self-assessments.
- Students will successfully establish career goals.
- Students will successfully formulate personal educational plans related to their career goals.

APPENDIX D – QEP SLOGAN CONTEST RULES AND REGULATIONS

1. All slogans submitted become the property of Chipola College.
2. No slogans may be trademarked by other products, corporations or institutions.
3. Slogans must not contain profanity.
4. If more than one submission is identical (or nearly identical) in language, the time/date stamp will determine the entrant to whom it belongs.
5. The top ten slogans, as determined by the QEP Strategies and Implementation Team, will be put forth for a student vote.
6. The winning slogan is subject to modification without submitter's permission.
7. Only students that are currently enrolled may enter the competition.

APPENDIX E – SAMPLE *SUCCESSNAVIGATOR* REPORT



Student Name: Jacob Minor
Student ID: 5698736
Institution: SN University
Test Date: 07/16/2013

ETS SuccessNavigator
Student Score Report

Next Steps

- Your Advisor can assist with interpreting this report and designing an action plan.
- Your Advisor, Christine Shields can be reached at cshields@sn.edu.

Your Skill Profile

Academic Skills- Tools and strategies to succeed in the classroom		
Your skills are similar to students who:	• Rarely use strategies to manage time and assignments • Often miss class or come unprepared	LOW
Tools/Tips	The Tutoring Center can provide strategies to help you set goals and organize your time. See your Advisor for more information, or click here for helpful tips and tools.	
Commitment- Active pursuit toward an academic goal		
Your skills are similar to students who:	• See little value in a college degree • Do not feel attached to the college	LOW
Tools/Tips	The Career Center can provide strategies to help you set goals and plan your academic career. See your Advisor for more information, or click here for helpful tips and tools.	
Self-Management- Reactions to academic and other stressors		
Your skills are similar to students who:	• Manage stress in a positive, productive manner • Demonstrate confidence in their skills and abilities	HIGH
Tools/Tips	The Counseling Center can help you manage stress that arises from college life. See your Advisor for more information, or click here for helpful tips and tools.	
Social Support- Connecting with people and resources for student success		
Your skills are similar to students who:	• Hold some connections to people and resources • Have occasional difficulty balancing the demands of college and personal life	MODERATE
Tools/Tips	The Office of Student Life can connect you with important student groups on campus. See your Advisor for more information, or click here for helpful tips and tools.	

Report Date: 07/17/2013 01:03 PM

Detailed Skill Profile

			Students with similar skills:	Next Steps:	Skill Level:
Academic Skills	*Meeting Class Expectations*	Doing what's expected to meet the requirements of your course including assignments and in-class behavior.	Rarely show up to class, seldom complete assignments, and rarely finish work in a timely manner	• Work on monitoring deadlines and completing assignments on time. • Come to class on time and prepared. • For more strategies, click here .	LOW
	Organization	Strategies for organizing work and time.	Regularly use and update a planner, create and complete tasks on to-do lists, and stick to a schedule	• Use your strengths to take on leadership positions. • Continue to use organizational tools to stay on top of assignments. • For more strategies, click here .	HIGH
Commitment	*Commitment to College Goals*	Perceived value and determination to succeed and complete college.	Have trouble setting and meeting academic goals and finds little value in a college degree	• Work on defining educational and career goals. • Engage in goal-directed behavior. • For more strategies, click here .	LOW
	Institutional Commitment	Attachment to and positive evaluations of the school.	Feel little attachment or loyalty to their school	• Try to uncover the reason you feel disconnected. • Assess your knowledge of campus activities and resources. • For more strategies, click here .	LOW
Self Management	*Sensitivity to Stress*	Tendency to feel frustrated, discouraged, or upset when under pressure or burdened by demands.	Manage, adapt, and cope with course demands and daily life	• Offer to help others who are struggling with stressful situations. • Employ stress-management strategies when facing high-stress situations. • For more strategies, click here .	HIGH
	Test Anxiety	General reactions to test-taking experiences, including negative thoughts and feelings (e.g. worry, dread).	Effectively manage test-related stress and rarely feel anxiety or negative thoughts before, during, or following a test	• Share methods of handling test anxiety with others. • Monitor for test anxiety and take action if it occurs. • For more strategies, click here .	HIGH
	Academic Self-Efficacy	Belief in one's ability to perform and achieve in an academic setting.	Doubt academic abilities, lack confidence in skills, and feel unprepared for the demands of school	• Reflect on skills and methods used in the past to overcome challenges. • Employ strategies to work effectively in order to build confidence. • For more strategies, click here .	LOW
Social Support	*Institutional Support*	Attitudes about and tendency to seek help from established resources.	Do not know when help is needed, rarely ask questions, are unaware of resources on campus, and never use support	• Figure out what is causing an unwillingness to ask for help. • Get comfortable asking questions and using campus resources and support. • For more strategies, click here .	LOW
	Barriers to Success	Financial pressures, family responsibilities, conflicting work schedules, and limited institutional knowledge.	Have a strong network of support and know whom to talk to when a problem occurs	• Offer advice to others who are having trouble balancing obligations. • Continue managing your responsibilities to avoid feeling overwhelmed. • For more strategies, click here .	HIGH
	Connectedness	A general sense of belonging and engagement.	Rarely feel a strong sense of belonging, do not feel close to others, and have trouble relating to people inside and outside the classroom	• Work on your ability to relate to peers on campus. • Increase your level of engagement in college life and campus events. • For more strategies, click here .	LOW

APPENDIX F – SLS 1401 REVISED SYLLABUS

CHIPOLA COLLEGE
COURSE SYLLABUS
Chipola's website: www.chipola.edu

COURSE TITLE: Career and Life Planning

COURSE NUMBER: SLS 1401

COURSE DESCRIPTION (with prerequisites):
A course designed for first-time in college students to help them plan realistic career and life goals through the development of self-evaluation, career awareness and career decision-making skills. Students engage in a series of exercises which stimulate thinking about and planning for the future, much of which is done in small groups. The current job market is explored. 2 semester hours credit

NAME(S) OF INSTRUCTORS:
TBD

EFFECTIVE ACADEMIC YEAR:
2017-2018

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:
TBD

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

APPENDIX G – SAMPLE OF REVISED ACADEMIC PLAN

This Associate in Arts (AA) degree program has been designed for students who have not selected a major or have not decided on which college or university they will attend after earning the AA degree.

General Education Requirement

I.	Social Science	6 hrs.
II.	Natural Science	6 hrs.
III.	Mathematics	6 hrs.
IV.	Communications	6 hrs.
V.	Humanities	9 hrs.
VI.	General Ed. Elective	3 hrs.
Total		36 hrs.

While academic advisors, faculty and staff provide significant academic planning and related assistance to students, completion of all degree requirements, and the process of monitoring progress to that end, is ultimately the responsibility of the student.

ACADEMIC PLAN: Associate in Arts Degree

General College

Code 1005 **Program Length** 60 credits

2017-2018

For more information Contact:

Student Affairs
Chipola College
(850) 718-2266

Entrance Requirements

STUDENTS SHOULD BE AWARE THAT DELAYING THE CHOICE OF MAJOR AND TRANSFER SCHOOL COULD MEAN ONE OR TWO EXTRA SEMESTERS AT CHIPOLA; IT MAY ALSO AFFECT FINANCIAL AID

All first time in college (Fall 2015 and beyond) students are required to successfully complete two years of the same foreign language in high school or two semesters of the same foreign language at the college level before the associate degree is awarded. Home School students must demonstrate competency through competency testing.

FRESHMAN YEAR

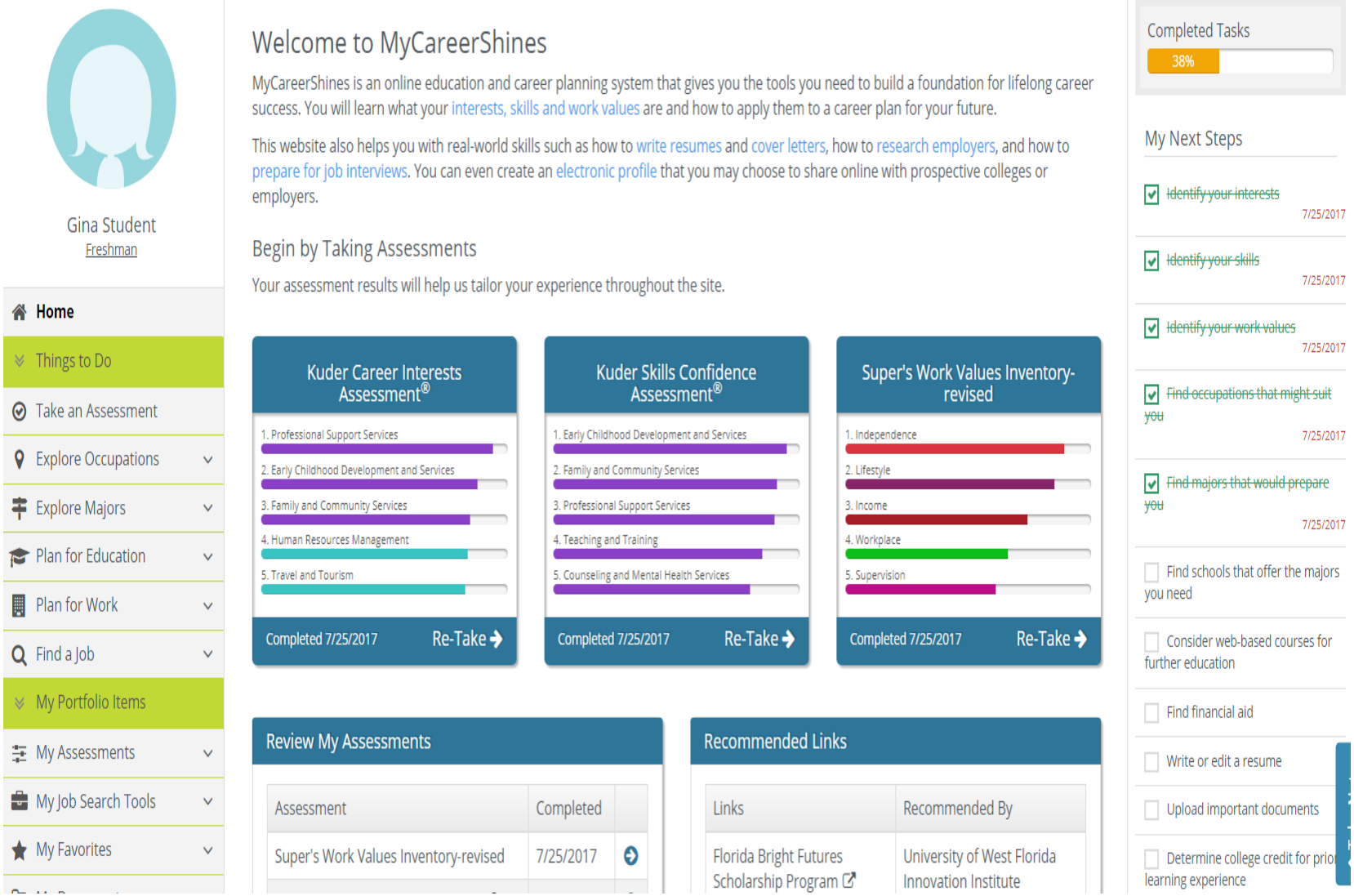
1st Semester		Sem. Hrs.	2nd Semester		Sem. Hrs.
ENC 1101[1]	English Composition I	3	ENC 1102[1]	English Composition II	3
XXX XXXX[2]	NATURAL SCIENCE CORE	3	CGS 1060	Intro to Microcomputer Use	3
XXX XXXX[3]	SOCIAL SCIENCE CORE	3	or XXX XXXX	or ELECTIVE	
XXX XXXX[4]	MATHEMATICS CORE	3	XXX XXXX	NATURAL SCIENCE	3
SLS 1401	Career and Life Planning	2	XXX XXXX	SOCIAL SCIENCE	3
SLS 1101	Orientation	1	XXX XXXX	MATHEMATICS	3
TOTAL		15	TOTAL		15

SOPHOMORE YEAR

1st Semester		Sem. Hrs.	2nd Semester		Sem. Hrs.
XXX XXXX[1]	GORDON RULE WRITING	3	XXX XXXX[1]	GORDON RULE WRITING	3
XXX XXXX[6]	HUMANITIES CORE	3	XXX XXXX[8]	GEN. ED. REQUIRED COURSE	3
SPN 1120[7]	Elementary Spanish I	3-4	SPN 1121[7]	Elementary Spanish II	3-4
or XXX XXXX	or ELECTIVE		or XXX XXXX	or ELECTIVE	
XXX XXXX[5]	ELECTIVE	3	XXX XXXX[5]	ELECTIVE	3
XXX XXXX[5]	ELECTIVE	3	XXX XXXX[5]	ELECTIVE	3
TOTAL		15-16	TOTAL		15-16

[1] Twelve (12) hours of Gordon Rule Writing are required. In addition to ENC 1101 and ENC 1102, choose from the following courses to complete the 12 hour requirement: AML 2010, AML 2020, ENC 2210, ENL 2012, ENL 2022, HUM 1020, HUM 2235, SPT 2521, THE 2304 or ENC 1133.
[2] Must choose one course from the following: AST 1002, BSC 1005, BSC 2010, BSC 2085, CHM 1045, ESC 1000, EVR 1001, PHY 1053C, PHY 2048C, PSC 1121.
[3] Must choose one course from the following: AMH 2020, ECO 2013, POS 2041, PSY 2012, or SYG 1000.
[4] Must choose one course from the following: MAC 1105, MAC 1311, MGF 1106, MGF 1107, STA 2023.
[5] Electives: These courses should be prerequisites for the student's intended major.
[6] Choose one of the following: ARH 1000, MUL 2010, THE 1000.
[7] If student has taken 2 credits of Foreign Language in high school then choose elective.
[8] Choose 3 hours from any of the general education courses listed in areas I-V.

APPENDIX H – SCREEN SHOT – *MYCAREERSHINES* WEBSITE



APPENDIX I – DRAFT OF CAREER KNOWLEDGE SURVEY

Career Knowledge Survey

Please rate your level of agree for each statement.

1. I have been given opportunities to explore information about career options in order to make informed decisions about my career choice.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

2. I am well informed about the education and training requirements for the career/s options I am considering.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

3. I am well informed about which college classes would prepare me for career/s in which I am interested.

Strongly disagree	Disagree	Neutral	Agree	Strongly disagree
○	○	○	○	○

4. I am well informed about where to get information about careers.

Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

5. I am well informed about salary levels for career/s in which I am interested.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

6. I am well informed about which careers will be in demand in the coming years.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

7. I am well informed about where jobs will be available for career/s in which I am interested.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

8. I am well informed about the work environment for career/s in which I am interested.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

9. I am well informed about the specific skills required to be successful for careers that interest me.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○

10. I am confident that my skills and interests match the career options I am considering.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
○	○	○	○	○