



Facts!

June 2023

***An Accountability and Institutional
Effectiveness Publication***

This month's *Chipola College Facts!* is the final in a series on the assessment of Chipola's Quality Enhancement Plan (QEP) dating back to the 2018 spring semester. This series of *Chipola College Facts!* provides a history of the QEP and a record of events, changes, and outcomes that will be used in the development of the college's QEP Impact Report. The QEP Impact Report will comprise a section of Chipola's Fifth-Year Interim Report submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Evaluation results indicate QEP effectiveness and provide direction for improvement strategies.

Assessment of Chipola College's Quality Enhancement Plan

SACSCOC Core Requirement 7.1 states that colleges must engage "in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission." Additionally, SACSCOC Standard 7.2 requires colleges to develop a QEP that "has a topic identified through its ongoing, comprehensive planning and evaluation processes ... focuses on improving specific student learning outcomes and/or student success ... and includes a plan to assess achievement."

To address core requirements and standards of SACSCOC *Principles of Accreditation*, Chipola College created a QEP titled *Set Goals, Define Purpose, Achieve Success*, which is implemented through the SLS 1401 course, Career and Life Planning. The QEP was completed in the fall 2017 semester. Following planning and training with selected faculty members, the QEP was piloted in the spring 2018 semester. Results of the pilot were used to make improvements to the SLS 1401 course, which was fully implemented the fall 2018 semester. Subsequent evaluation results indicated the need for improvement strategies as shown in the following table.

The data presented in this issue of *Chipola College Facts!* were compiled by QEP Director Dr. Gina McAllister.

Improvement Strategies in Response to Evaluation Results

Project personnel utilize on-going progress monitoring to make data-driven decisions concerning the success of the QEP. Both qualitative and quantitative data are collected and include student coursework assessments, surveys, and institutional reports. Based on analyses of these data, changes were made to the initial structure of the proposed QEP as shown in the following table.

Improvement Strategy	Implementation Semester	Rationale
Shift primary face-to-face instructional responsibility to CareerSource Chipola personnel.	Fall 2019	<ul style="list-style-type: none"> • Student feedback from focus group interviews indicated the desire for more time with a career advisor. • Outcome measures indicated relatively few students with general education (undecided) majors selected a major after completing the SLS 1401 course. • Strengthening the current partnership with CareerSource Chipola provides an opportunity for career-focused personnel to be on campus full-time and provide instruction for the SLS 1401 face-to-face courses. This provides students more opportunities to receive personalized guidance with career decision-making in addition to increasing the number of available instructors.
Revisit scheduling and alignment with SLS 1101 orientation.	Fall 2019	Scheduling, logistics, and varied course delivery options resulted in lack of cohesion between SLS 1401 and SLS 1101. As a result, the courses needed to be offered independently of each other.
Eliminate the following response options from the end-of-course survey: (1) My major was general education (undecided) at the beginning of the semester, and I have NOT made a decision about my major at this time. (2) My major was general education (undecided) at the beginning of the semester, and I have now selected a new major. (3) I had chosen a major prior to beginning this semester, and it has remained unchanged. (4) I had chosen a major prior to beginning this semester, but I now have selected a new major.	Spring 2020	SLS 1401 course completer official enrollment data secured at the beginning of the spring 2020 semester showed that a significantly higher number of students (41%) changed their majors between the beginning of the FA19 semester and beginning of the SP20 semester than was self-reported (8%) on the end-of-course survey. Official enrollment data are a more reliable source for showing possible impact of SLS 1401 on choosing a college major.
Revise SLO 4 to read “80% of the student cohort will select an academic plan and	Spring 2020	After further training and experience with MyCareerShines e-portfolio, it was determined that management of the e-portfolio required additional

complete an associated education plan as evidenced by submission of assignment in the Canvas LMS.”		maintenance of administrative account privileges that were unavailable to all teaching faculty. Utilization of the college’s learning management system, Canvas, proved to be a more practical method of monitoring students’ submissions of coursework related to outcome assessment benchmarks. This also provided a more consolidated procedure for collecting and analyzing outcome measures as student learning outcomes are directly tied to grading rubrics within Canvas.
Collaborate with the SLS 1401 faculty from academic years 2018-19 and 2019-20 to identify and address factors associated with a relatively large number of students failing to submit class assignments.	Fall 2020	Data showed the number of students failing to submit completed SLO assignments to be unacceptably high resulting in skewed outcome assessment results. The numbers are as follows. FA18, SLOs 1-4A: 167 of 1055 assignments (15.8%) were incomplete or not submitted. FA18, SLOs 1-4R: 154 of 1050 assignments (14.7%) were incomplete or not submitted. SP19, SLOs 1-4A: 27 of 172 assignments (15.7%) were incomplete or not submitted. SP19, SLOs 1-4R: 33 of 172 assignments (19.2%) were incomplete or not submitted. FA19, SLOs 1-4A: 122 of 840 assignments (14.5%) were incomplete or not submitted. FA19, SLOs 1-4R: 126 of 840 assignments (15.0%) were incomplete or not submitted. SP20, SLOs 1-4A: 19 of 200 assignments (9.5%) were incomplete or not submitted. SP20, SLOs 1-4R: 26 of 206 assignments (12.6%) were incomplete or not submitted.
Move all sections of the course to online delivery.	Fall 2020	Because of lack of space for social distancing required by COVID-19 mandates, all sections of SLS 1401 were transitioned to online delivery for the fall 2020 semester.
Designate a faculty co-chair.	Fall 2020	SACSCOC requires the QEP to be a faculty-driven initiative. Because Dr. Gina McAllister is no longer a faculty member, Dr. Terolyn Lay has been named co-chair of the QEP.

Revise formula for calculating proficiency outcome measures to include only those students who submitted assignments.	Fall 2020	Up through the 2019 fall semester, the QEP outcomes assessment data pertaining to proficiency levels included all enrolled students. Including students who did not submit assignments in the denominator of outcome calculations negatively skewed results.
Employ a full-time career center and alumni development coordinator to oversee operations of Chipola College career center.	Spring 2021	Results from SLO 4 (students will formulate personal educational plans related to their career goals) continue to fall short of the established benchmark. Assignments related to the benchmark require students to develop a solid education plan and select coursework related to career goals. In response, a decision was made to restructure the current career center operations to include a full-time Chipola College employee as both an SLS 1401 instructor and career center coordinator. The Chipola College career center became fully under the umbrella of Chipola College operations. Unacceptably high non-response rates on surveys and learning assessments linked to the course SLOs were the bases for QEP coordinators to recommend moving to a full-time career center staffed by a trained college employee who will teach the increased number of face-to-face SLS 1401 courses.
Provide training for career center director to receive applicable certifications	Fall 2021	The newly-hired career center director would benefit from training sessions and certifications applicable to career advising and counseling. The director earned the following certifications through training during the 2021 spring and summer semesters. <ul style="list-style-type: none"> • Certified Career Advisor (International Association of Career Advisors) • Career Advisor (Kuder) • Advanced Career Advisor (Kuder) • Career Coach (International Association of Professions Career College)
Use grant funds provided through the Florida College System Foundation to provide scholarships to qualified* SLS 1401 students for the 2021 fall semester.	Fall 2021	Analysis of enrollment data indicated many students were not enrolling in SLS 1401 their initial semester of enrollment.
Incorporate instruction enabling students to (1) understand specific job skills and associated credentials, (2) discover on-the-job experience opportunities, and (3) create digital resumes.	Spring 2022	Florida HB 1507 created s. 1006.75. F.S., which requires each Florida College System institution and their respective student career centers to prepare students for employment. Institutions must, to the extent possible, use state career planning resources to assist students with <ul style="list-style-type: none"> • career exploration and identification;

		<ul style="list-style-type: none"> • distinguishing in-demand jobs and the expected earnings; • understanding specific job skills and credentials; • discovering on-the-job experience opportunities; and • creating digital resumes. <p>Chipola’s faculty and staff were forward-thinking when they developed the college’s QEP in 2017-18. As a result, the QEP addressed the first two requirements of HB 1507 (career exploration and identification, distinguishing in-demand jobs and expected earnings). With the its career center structure and SLS 1401 curriculum, the college will meet all requirements of HB 1507. Since its inception, Chipola’s QEP has evolved in response to economic changes, COVID-19 mandates, outcome data analyses, and legislative priorities. This evolution has resulted in the QEP playing a major role in how the college addresses state legislation and achieves its goals pertaining to student learning and economic development.</p>
<p>Via email from the college’s director of distributed systems, contact students with undecided majors in September and instruct them to schedule a meeting with the career center coordinator October through mid-November. The meeting allows students to discuss their career goals, gain additional information about their aspirations, and attempt to select an appropriate academic major. The career center coordinator monitors those contacted and follows up with non-respondents.</p>	<p>Fall 2022</p>	<p>Although there has been progress in reducing the percentage of students with undeclared majors since the QEP was implemented, the college has not met the 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.”</p>

*Qualified students = First-time-in-college AA or AS degree-seeking students who graduated from a Florida high school in 2020 or 2021. Scholarships were for a minimum of \$102, which is the cost of tuition for SLS 1401. The grant from the Florida College Foundation was provided by funding by the Helios Foundation to promote postsecondary enrollment following an enrollment decline during the COVID-19 pandemic.

2022-23 Course Faculty and Enrollment

During academic year 2022-23, seven sections of SLS 1401 were taught with a total enrollment of 159. Three sections of the course were taught online and four were taught face-to-face on campus. The following table shows the fall 2022 and spring 2023 semester class sections, instructor, delivery mode, and enrollment.

2022-23 SLS 1401, Career and Life Planning				
Semester	Section	Instructor	Delivery	Enrollment
Fall 2022	SLS-1401-002	Belinda Stephens	Face-to-Face	24
Fall 2022	SLS-1401-003	Belinda Stephens	Face-to-Face	12
Fall 2022	SLS-1401-004	Belinda Stephens	Face-to-Face	11
Fall 2022	SLS-1401-701	Belinda Stephens	Online	33
Fall 2022	SLS-1401-702	Belinda Stephens	Online	33
Spring 2023	SLS-1401-001	Belinda Stephens	Face-to-Face	6
Spring 2023	SLS-1401-700	Belinda Stephens	Online	40

2022-23 Outcomes Assessment

Multiple and varied evaluation measures pertaining to the QEP goal, objective, and student learning outcomes comprise the quantitative component of the QEP assessment. Eight benchmarks are used in assessing student attainment of four learning outcomes. In the following four tables are the outcome benchmarks and evaluation results from the 2018 spring semester pilot through the 2023 spring semester.

Prior to the spring 2020 evaluation, calculations pertaining to students' demonstrated levels of proficiency included students who did not submit course assignments, which resulted in negatively skewed results. Beginning with the spring 2020 assessment update, semester and cumulative results of student learning outcome measures included only those students who submitted assignments.

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 Benchmark	Academic Year 2022-23 Results	Cumulative Assessment Results														
<p>Students will identify personal traits, interests, skills, and work values by completing online self-assessment inventories.</p>	<p>QEP SLO1 Assignment: 80% of the student cohort will complete self-assessment inventories as evidenced by submission to their e-Portfolio.</p>	<p align="center">100%</p>	<p align="center">Percentage Students Completing Self Assessment Inventories</p> <table border="1"> <caption>Percentage Students Completing Self Assessment Inventories</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>SP18 Pilot</td> <td>89%</td> </tr> <tr> <td>AY18-19</td> <td>89%</td> </tr> <tr> <td>AY19-20</td> <td>92%</td> </tr> <tr> <td>AY20-21</td> <td>89%</td> </tr> <tr> <td>AY21-22</td> <td>86%</td> </tr> <tr> <td>AY22-23</td> <td>100%</td> </tr> </tbody> </table> <p align="center">■ Percentage Students (Benchmark 80%)</p>	Year	Percentage	SP18 Pilot	89%	AY18-19	89%	AY19-20	92%	AY20-21	89%	AY21-22	86%	AY22-23	100%
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<p>Students will complete a reflection assignment to discuss the results of the self-assessments.</p>	<p>QEP SLO1 Reflection: 80% of the student cohort will demonstrate a level of proficient or exemplary on the self-assessment reflection rubric.</p>	<p align="center">100%</p>	<p align="center">Percentage Students Demonstrating "Proficient" or "Exemplary" Levels on Reflection Rubric</p> <table border="1"> <caption>Percentage Students Demonstrating "Proficient" or "Exemplary" Levels on Reflection Rubric</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>SP18 Pilot</td> <td>100%</td> </tr> <tr> <td>AY18-19</td> <td>97%</td> </tr> <tr> <td>AY19-20</td> <td>98%</td> </tr> <tr> <td>AY20-21</td> <td>89%</td> </tr> <tr> <td>AY21-22</td> <td>96%</td> </tr> <tr> <td>AY22-23</td> <td>100%</td> </tr> </tbody> </table> <p align="center">■ Percentage Students (Benchmark 80%)</p>	Year	Percentage	SP18 Pilot	100%	AY18-19	97%	AY19-20	98%	AY20-21	89%	AY21-22	96%	AY22-23	100%
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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 Benchmark	Academic Year 2022-23 Results	Cumulative Assessment Results														
Students will complete a career research worksheet.	QEP SLO2 Assignment: 80% of the student cohort will complete a career research worksheet as evidenced by submission to their e-Portfolio.	99%	<p align="center">Percentage Students Completing Career Research Worksheet</p> <table border="1"> <caption>Percentage Students Completing Career Research Worksheet</caption> <thead> <tr> <th>Academic Year</th> <th>Percentage Students</th> </tr> </thead> <tbody> <tr> <td>SP18 Pilot</td> <td>82%</td> </tr> <tr> <td>AY18-19</td> <td>87%</td> </tr> <tr> <td>AY19-20</td> <td>89%</td> </tr> <tr> <td>AY20-21</td> <td>87%</td> </tr> <tr> <td>AY21-22</td> <td>78%</td> </tr> <tr> <td>AY22-23</td> <td>99%</td> </tr> </tbody> </table> <p align="center">■ Percentage Students (Benchmark 80%)</p>	Academic Year	Percentage Students	SP18 Pilot	82%	AY18-19	87%	AY19-20	89%	AY20-21	87%	AY21-22	78%	AY22-23	99%
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Students will complete a reflection assignment to discuss the results career research.	QEP SLO2 Reflection: 80% of the student cohort will demonstrate a level of proficient or exemplary on the career research reflection rubric.	100%	<p align="center">Percentage Students Demonstrating "Proficient" or "Exemplary" Levels on Reflection Rubric</p> <table border="1"> <caption>Percentage Students Demonstrating "Proficient" or "Exemplary" Levels on Reflection Rubric</caption> <thead> <tr> <th>Academic Year</th> <th>Percentage Students</th> </tr> </thead> <tbody> <tr> <td>SP18 Pilot</td> <td>75%</td> </tr> <tr> <td>AY18-19</td> <td>95%</td> </tr> <tr> <td>AY19-20</td> <td>95%</td> </tr> <tr> <td>AY20-21</td> <td>97%</td> </tr> <tr> <td>AY21-22</td> <td>99%</td> </tr> <tr> <td>AY22-23</td> <td>100%</td> </tr> </tbody> </table> <p align="center">■ Percentage Students (Benchmark 80%)</p>	Academic Year	Percentage Students	SP18 Pilot	75%	AY18-19	95%	AY19-20	95%	AY20-21	97%	AY21-22	99%	AY22-23	100%
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Assessment of Student Learning Outcome 3

SLO 3 - Students will successfully establish career goals.

QEP Activity	Outcome Benchmark	Academic Year 2022-23 Results	Cumulative Assessment Results														
<p>Students will review research data and complete a career plan worksheet.</p>	<p>QEP SLO 3 Assignment: 80% of the student cohort will complete career plan worksheet as evidenced by submission to their e-Portfolio.</p>	<p align="center">99%</p>	<p align="center">Percentage Students Reviewing Research Data and Completing Career Plan Worksheet</p> <table border="1"> <caption>Percentage Students Reviewing Research Data and Completing Career Plan Worksheet</caption> <thead> <tr> <th>Academic Year</th> <th>Percentage Students</th> </tr> </thead> <tbody> <tr> <td>SP18 Pilot</td> <td>79%</td> </tr> <tr> <td>AY18-19</td> <td>88%</td> </tr> <tr> <td>AY19-20</td> <td>89%</td> </tr> <tr> <td>AY20-21</td> <td>78%</td> </tr> <tr> <td>AY21-22</td> <td>78%</td> </tr> <tr> <td>AY22-23</td> <td>99%</td> </tr> </tbody> </table> <p align="center">■ Percentage Students (Benchmark 80%)</p>	Academic Year	Percentage Students	SP18 Pilot	79%	AY18-19	88%	AY19-20	89%	AY20-21	78%	AY21-22	78%	AY22-23	99%
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<p>Students will complete a reflection assignment to discuss their rationale for career plan.</p>	<p>QEP SLO3 Reflection: 80% of the student cohort will demonstrate a level of proficient or exemplary on the career plan reflection rubric.</p>	<p align="center">100%</p>	<p align="center">Percentage Students Demonstrating "Proficient" or "Exemplary" Levels on Reflection Rubric</p> <table border="1"> <caption>Percentage Students Demonstrating "Proficient" or "Exemplary" Levels on Reflection Rubric</caption> <thead> <tr> <th>Academic Year</th> <th>Percentage Students</th> </tr> </thead> <tbody> <tr> <td>SP18 Pilot</td> <td>100%</td> </tr> <tr> <td>AY18-19</td> <td>97%</td> </tr> <tr> <td>AY19-20</td> <td>97%</td> </tr> <tr> <td>AY20-21</td> <td>96%</td> </tr> <tr> <td>AY21-22</td> <td>100%</td> </tr> <tr> <td>AY22-23</td> <td>100%</td> </tr> </tbody> </table> <p align="center">■ Percentage Students (Benchmark 80%)</p>	Academic Year	Percentage Students	SP18 Pilot	100%	AY18-19	97%	AY19-20	97%	AY20-21	96%	AY21-22	100%	AY22-23	100%
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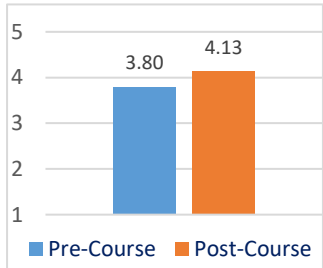
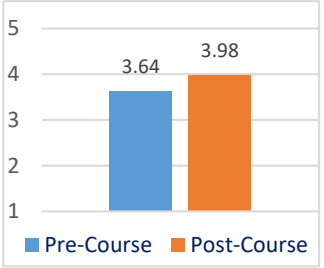
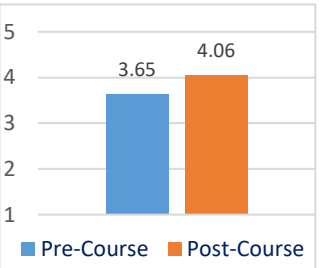
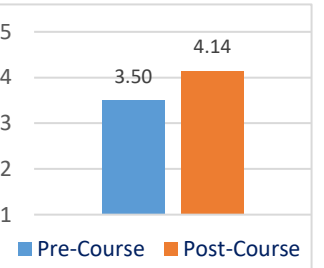
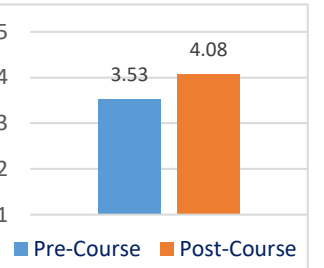
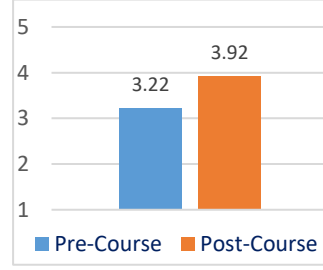
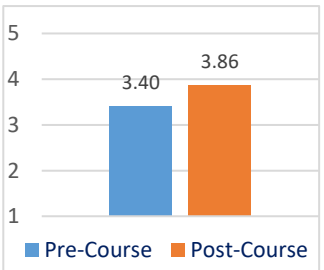
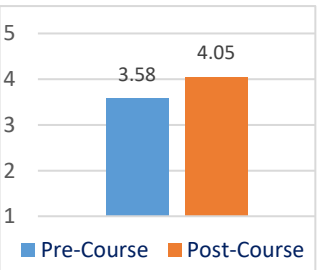
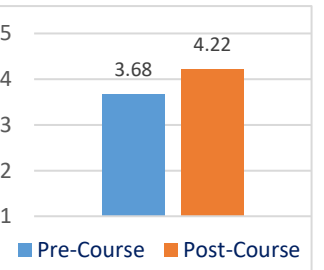
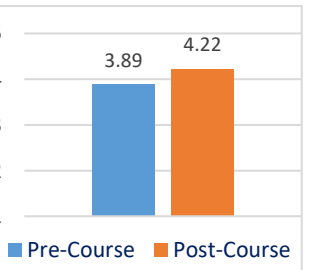
Assessment of Student Learning Outcome 4

SLO 4 – Students will successfully formulate personal educational plans related to their career goals.

QEP Activity	Outcome Benchmark	Academic Year 2022-23 Results	Cumulative Assessment Results														
<p>Student will select an appropriate academic plan related to their career goals and complete an education plan worksheet.</p>	<p>QEP SLO 4 Assignment: 80% of the student cohort will select an academic plan and complete an associated education plan as evidenced by submission of the assignment in the Canvas LMS.</p>	<p align="center">95%</p>	<p align="center">Percentage Students Selecting an Academic Plan and Completing an Education Plan</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Percentage Students</th> </tr> </thead> <tbody> <tr> <td>SP18</td> <td>85%</td> </tr> <tr> <td>AY18-19</td> <td>73%</td> </tr> <tr> <td>AY19-20</td> <td>75%</td> </tr> <tr> <td>AY20-21</td> <td>76%</td> </tr> <tr> <td>AY21-22</td> <td>69%</td> </tr> <tr> <td>AY22-23</td> <td>95%</td> </tr> </tbody> </table> <p align="center">■ Percentage Students (Benchmark 80%)</p>	Academic Year	Percentage Students	SP18	85%	AY18-19	73%	AY19-20	75%	AY20-21	76%	AY21-22	69%	AY22-23	95%
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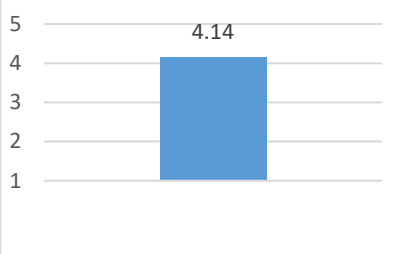
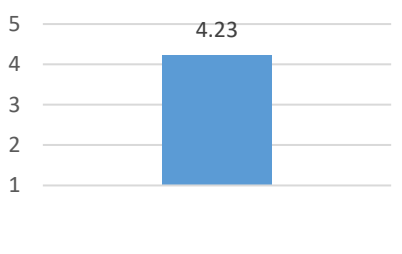
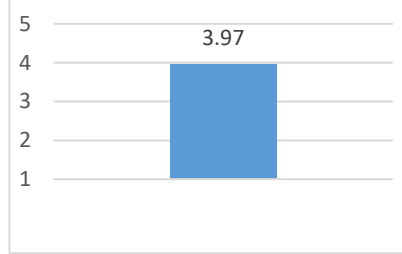
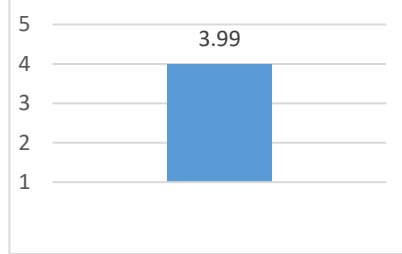
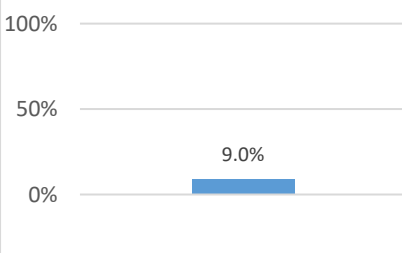
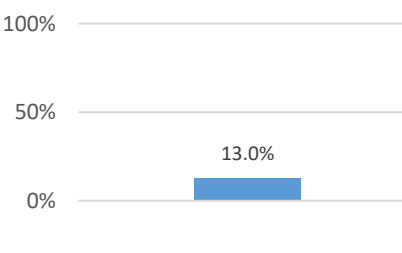
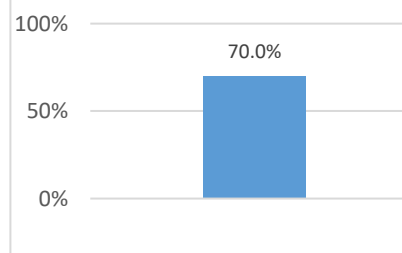
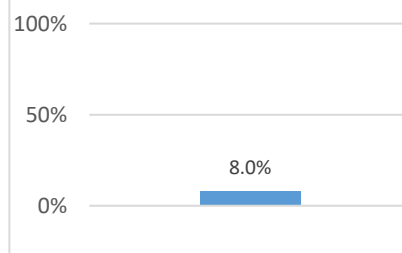
Pre- and Post-Course Career Knowledge Surveys

Pre- and post-course survey results provided insight into the extent to which participating in SLS 1401 impacted students' knowledge pertaining to career choices and related education pathway decisions. Survey results indicated increases in all areas measured by the survey items. Response means are shown in the following graph (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). The average increase between the pre- and post-course survey response means was .48 for academic year 2022-23 compared to .50 and .48 for academic years 2021-22 and 2020-21, respectively.

Academic Year 2022-23 Pre- and Post-Course Career Knowledge Survey Results																																		
Survey Item	Survey Item	Survey Item	Survey Item	Survey Item																														
<p>I have been given opportunities to explore information about career options in order to make informed decisions about my career choice.</p>  <table border="1"> <tr><th>Response</th><th>Pre-Course</th><th>Post-Course</th></tr> <tr><td>Mean</td><td>3.80</td><td>4.13</td></tr> </table>	Response	Pre-Course	Post-Course	Mean	3.80	4.13	<p>I am well informed about the education and training requirements for the career(s) options I am considering.</p>  <table border="1"> <tr><th>Response</th><th>Pre-Course</th><th>Post-Course</th></tr> <tr><td>Mean</td><td>3.64</td><td>3.98</td></tr> </table>	Response	Pre-Course	Post-Course	Mean	3.64	3.98	<p>I am well informed about which college classes would prepare me for career(s) in which I am interested.</p>  <table border="1"> <tr><th>Response</th><th>Pre-Course</th><th>Post-Course</th></tr> <tr><td>Mean</td><td>3.65</td><td>4.06</td></tr> </table>	Response	Pre-Course	Post-Course	Mean	3.65	4.06	<p>I am well informed about where to get information about careers.</p>  <table border="1"> <tr><th>Response</th><th>Pre-Course</th><th>Post-Course</th></tr> <tr><td>Mean</td><td>3.50</td><td>4.14</td></tr> </table>	Response	Pre-Course	Post-Course	Mean	3.50	4.14	<p>I am well informed about salary levels for career(s) in which I am interested.</p>  <table border="1"> <tr><th>Response</th><th>Pre-Course</th><th>Post-Course</th></tr> <tr><td>Mean</td><td>3.53</td><td>4.08</td></tr> </table>	Response	Pre-Course	Post-Course	Mean	3.53	4.08
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<p>I am well informed about which careers will be in demand in the coming years.</p>  <table border="1"> <tr><th>Response</th><th>Pre-Course</th><th>Post-Course</th></tr> <tr><td>Mean</td><td>3.22</td><td>3.92</td></tr> </table>	Response	Pre-Course	Post-Course	Mean	3.22	3.92	<p>I am well informed about where jobs will be available for career(s) in which I am interested.</p>  <table border="1"> <tr><th>Response</th><th>Pre-Course</th><th>Post-Course</th></tr> <tr><td>Mean</td><td>3.40</td><td>3.86</td></tr> </table>	Response	Pre-Course	Post-Course	Mean	3.40	3.86	<p>I am well informed about the work environment for career(s) in which I am interested.</p>  <table border="1"> <tr><th>Response</th><th>Pre-Course</th><th>Post-Course</th></tr> <tr><td>Mean</td><td>3.58</td><td>4.05</td></tr> </table>	Response	Pre-Course	Post-Course	Mean	3.58	4.05	<p>I am well informed about the specific skills required to be successful for careers that interest me.</p>  <table border="1"> <tr><th>Response</th><th>Pre-Course</th><th>Post-Course</th></tr> <tr><td>Mean</td><td>3.68</td><td>4.22</td></tr> </table>	Response	Pre-Course	Post-Course	Mean	3.68	4.22	<p>I am confident that my skills and interests match the career options I am considering.</p>  <table border="1"> <tr><th>Response</th><th>Pre-Course</th><th>Post-Course</th></tr> <tr><td>Mean</td><td>3.89</td><td>4.22</td></tr> </table>	Response	Pre-Course	Post-Course	Mean	3.89	4.22
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End-of-Course Student Survey

Students' responses to an end-of-course survey also provided insight into the impact of SLS 1401 and possible areas for course improvement. Students gave relatively high marks to various aspects of the SLS 1401 course. Students' response means for AY 2022-23 ranged from 3.97 to 4.23 on survey items indicating the extent to which taking SLS 1401 helped them develop attributes needed in making career and education pathway decisions (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). Additionally, 8% of end-of-course survey respondents indicated that they had changed majors between the beginning and end of the semester.

Academic Year 2022-23 End-of-Course Survey Results			
Survey Item	Survey Item	Survey Item	Survey Item
<p>Taking SLS 1401 helped me assess my personal skills, interests, and values related to my career goals.</p> 	<p>Taking SLS 1401 helped me learn how to conduct research about career options.</p> 	<p>Taking SLS 1401 helped me establish my career goals.</p> 	<p>Taking SLS 1401 helped me design a personal education plan related to my career goal.</p> 
Survey Item	Survey Item	Survey Item	Survey Item
<p>My major was general education (undecided) at the beginning of the semester, and I have NOT made a decision about my major at this time.</p> 	<p>My major was general education (undecided) at the beginning of the semester, and I have now selected a new major.</p> 	<p>I had chosen a major prior to beginning this semester, and it has remained unchanged.</p> 	<p>I had chosen a major prior to beginning this semester, but I now have selected a new major.</p> 

Summative Assessment: QEP Objective and Goal

Evaluation results indicate progress toward meeting the QEP objective and goal. Although progress was made, the benchmarks for the percentage decline in students with general education (undecided) and the average increase in the pre-post career knowledge survey items were not met. The benchmark for the percentage of students who changed their major agreeing or strongly agreeing that SLS 1401 helped them make informed decisions about their major was met one out of five years. Implications of summative assessment results include: (1) a course curriculum weakness related to utilizing knowledge gained to make decisions about academic majors and (2) the need to investigate the possibility that students over-estimate their knowledge related to career research and choice at the beginning of course enrollment.

Summative Assessment				
Expected Outcomes	Measure	Success Benchmark	2022-23 Results	Outcomes
<p><u>QEP Objective</u> - Upon completion of SLS 1401, Career and Life Planning, the number of students with a major in general education (undecided) will decrease by 50 percent.</p>	<p>Official student data records indicating designated major (comparison of designated major at time of SLS 1401 enrollment and after completing SLS 1401 measured two weeks into the immediately following spring or fall semester)</p>	<p>50 percent decrease of the baseline</p>	<p>Data were not available in time to include in this issue of <i>Chipola College Facts!</i> and Chipola's SACSCOC Fifth-Year Interim Report.</p>	<p>2018-19: 15% decrease of baseline measure</p> <p>2019-20: 24% decrease of baseline measure</p> <p>2020-21: 28% decrease of baseline measure</p> <p>2021-22: 9% decrease of baseline measure</p> <p>2022-23: Data were not available in time to include in this issue of <i>Chipola College Facts!</i> and Chipola's SACSCOC Fifth-Year Interim Report.</p>

<p><u>QEP Goal</u> - Students will have the knowledge to make informed decisions regarding their career goals and related educational pathways.</p>	<p>Pre/Post Career Knowledge Survey</p>	<p>Average increase of 1 point (on 5-point Likert-type scale) over baseline (average mean of the 10 items on the “pre” portion of survey)</p>	<p>Benchmark not met for AY 2022-23. Average increase in mean responses on pre/post career knowledge survey items was .50 for academic year 2021-22.</p>	<p>2018-19: .33 average increase 2019-20: .47 average increase 2020-21: .48 average increase 2021-22: .50 average increase 2022-23: .48 average increase</p>
	<p>End-of-Course Survey</p>	<p>80 percent of students who change their major will agree or strongly agree that SLS 1401 helped them make informed decisions about their major (80% of responses to survey items Q1 – Q4)</p>	<p>Benchmark was met in AY 2021-22, but not in AY2022-23. 75% of students who changed their major agreed or strongly agreed that SLS 1401 helped them make informed decisions about their major as indicated by their responses to end-of-course survey items Q1 – Q4.</p>	<p>2018-19: 77% agreed or strongly agreed 2019-20: 75% agreed or strongly agreed 2020-21: 67% agreed or strongly agreed 2021-22: 88% agreed or strongly agreed 2022-23: 75% agreed or strongly agreed</p>

Lessons Learned From the QEP

Much has been learned about the delivery and positioning of career-related topics in coursework. While SLS 1401 has proven to be an effective way for students to focus on career planning, logistical issues, such as course scheduling and self-selection into the course, have been a challenge. Faculty teaching assignments for SLS 1401 have also been a concern. Originally, SLS 1401 was taught by faculty from multiple disciplines and later by Career Center staff. Both options for instructors pulled faculty away from other job responsibilities. Moving forward, the college plans to merge primary SLS 1401 career modules into SLS 1101, Orientation. Imbedding the concepts into SLS 1101 solves problems with course scheduling and captures a wider audience since SLS 1101 is a required course for all entering freshman. This option utilizes faculty who are already teaching SLS 1101, preventing a drain of resources from other departments.

An additional consideration for the future of career-related topics is to incorporate instruction and assignments into other existing courses (e.g. ENC 1101). Examples of options included writing a research paper about an occupational area of interest where students can document reliable sources and better understand potential earnings.

Finally, the most significant outcome of the QEP has been the creation of a designated Career Center operated and fully staffed by Chipola College. As the QEP implementation progressed, it became clear that students needed more career counselling resources outside of the SLS 1401 course which could be made available on a more flexible schedule. Prior to the implementation of the QEP, the College relied heavily on part-time staff from other agencies which resulted in limited opportunities for the students to meet with career counseling personnel. Creating a career center fully under the umbrella of Chipola College removed the dependency on outside agencies to provide career counseling services to Chipola College students and made the services available full time.

For information about the Chipola College QEP, contact Dr. Gina McAllister at mcallisterg@chipola.edu.

Chipola College Facts! is a monthly accountability and institutional effectiveness fact sheet published jointly by the Chipola College Assessment, Compliance, and Grants Office and the Office of Information Systems. Its purpose is to facilitate informed decision-making by publishing relevant information throughout the year. For more information, contact Dr. Matthew Hughes at Chipola College, 3094 Indian Circle, Marianna, FL 32446 or at hughesm@chipola.edu.

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