

Our Strategy–In the 21st Century

About Chipola College

Chipola College is a public postsecondary education institution located near the Chipola River in Marianna, Florida. Chipola was established in 1947 as a junior college under Florida's Minimum Foundation Law. It remains part of the Florida Community College System and is the third oldest and third smallest of the state's 28 state-supported community colleges. It serves the citizens of five rural counties in the heart of the Florida Panhandle. Workforce training programs were added in 1967. Workforce training programs have changed through the years to address changes in local workforce needs and employment opportunities.

In 2002 the college responded to landmark legislation allowing community colleges to offer baccalaureate degrees under special circumstances in response to community need. The State Board of Education granted Chipola permission to offer the Bachelor of Science in Secondary Education (BSSE) degree. In June 2003, SACS approved the college's change to a Level II institution. In January 2004, Chipola initiated a unique Teacher Education Program to train middle and high school math and science teachers in a region where there is a critical shortage of qualified math and science teachers.

Chipola is accredited by the Southern Association of Colleges and Schools (SACS) to offer Baccalaureate degrees, Associate in Arts degrees, Associate in Science degrees, Associate in Applied Science degrees, and Certificates of Training.

Chipola College
3094 Indian Circle
Marianna, FL 32446-2053

Dr. Gene Prough, President
2005-2006 Edition

Chipola College Vision

Chipola College promotes learning and student achievement through excellence, opportunity, diversity, and progress.

–Revised from Mission to Vision and Approved by Board of Trustees, June 15, 2004

Our Strategy—In the 21st Century describes the planning process at Chipola College and expresses the philosophy of the college toward self-examination as the key to future success. The Florida Division of Community Colleges' *Accountability Plan*, requirements of the Florida Department of Education, the *Principles of Accreditation: Foundations for Quality Enhancement (2002)* of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the needs of Chipola's five-county district, and the vision of the college itself have contributed to the shaping of *Our Strategy*. The document reflects a philosophy of planning by which the college will be judged locally, at state and national levels, and by the college's major accrediting agency.

Every effort has been made to ensure that *Our Strategy—In the 21st Century* reflects the philosophies and efforts of the U.S. Department of Education's *Strategic Plan 2002-2007* and the *No Child Left Behind Act*, the goals of the Florida Department of Education, the Florida Legislature in *FS 240.342—Community College Efficiency and Effectiveness*, and the State Board of Education's efforts to create a seamless K-20 education system in Florida. Many themes are interwoven through the documents and agencies cited above, but two recurring trends underlie all of them and are at the heart of the push by Americans for nationwide educational reform: (1) the responsible expenditure of tax dollars to produce students who become productive citizens of a global society, and (2) the establishment of standards and the collection of longitudinal data to document success.

After the state-level reorganization and placement of public schools, community colleges, and state universities under a single State Board of Education, a new dialogue developed among leaders at all levels. After the Florida Legislature created an opportunity for community colleges to offer selected baccalaureate degrees in response to local workforce needs, Chipola was granted the opportunity to offer Bachelor's degrees to address Florida's critical shortage of qualified math and science teachers.

Highlights of 2005-2006

Chipola experienced significant growth in 2005-2006, the year of increased enrollment, renovation and occupation of the Student Services and Administration Buildings, a *SUCCEED. Florida* Grant to strengthen and expand the Teacher Education Program, significant increases in library resources, and more faculty involvement in curricular matters, including focus on assessment of the General Education core, college-level competencies, and revision of syllabi into a common format.

Measuring the Effectiveness of Chipola College

Chipola College has created a measurable, quantifiable process by which institutional and educational effectiveness can be demonstrated. This process results from efforts to carry out the mandates of Florida's accountability legislation, to capture the spirit of the Division of Community Colleges' *Accountability Plan*, and to fulfill accreditation requirements. All institutional and educational effectiveness activities at Chipola are carried out to accomplish two ultimate goals: (1) evaluate the college's instructional programs, policies, processes, and services, and (2) use the results of evaluation to improve them.

The *evaluation and assessment* activities include systematic evaluation of the college according to seven success factors. Twenty-eight performance indicators and expected outcomes to help measure success. These indicators and outcomes are "measurable" in the strictest sense and are published annually in the *Institutional Effectiveness and Accountability Plan and Progress Report*. Systematic assessment activities assess

The *improvement* stage of the process includes the formulation of strategy and direction based on the annual reports on the college's 28 performance indicators and the formulation of priorities to be addressed in an annual plan. Operational units of the college develop annual plans of activities to increase unit effectiveness. All decisions regarding changes in policies, programs and services are influenced by the gathering, publishing, and disseminating of college-related data.

Evaluation and improvement are both integral parts of the assessment of Chipola's efforts toward meeting the needs of the citizens of its five-county district and the students, faculty, and staff of the college. The process is organized into five divisions which reflect administrative organization and facilitate the use of information in decision-making:

- 1. *Institutional Effectiveness***—including student, administrative, peer, and self evaluations, opinion surveys, dissemination of information about SACS' requirements, compliance with Florida accountability requirements, development of the annual plan, operational unit planning, the publication of institution-related data, the systematic evaluation of college functions, coordination of the Institutional Planning and Accountability committee, and support the Governance Council and college committees.
- 2. *Educational Programs***—including instructional programs providing Bachelor of Science in Secondary Education, Associate in Arts and Associate in Science degrees, Certificates of Training, Public Service, Continuing Education, public service training, continuing education, off-campus instruction (including dual enrollment), distance learning and independent studies, professional development, faculty selection and assignment, student records, academic functions of the library, computer-based instructional resources and services, and other instruction-related components.
- 3. *Educational Support Services***—including library service functions, instructional support, enrollment services (admissions, registration, financial aid, and testing), student development (academic and career advising, disabled student services, recruitment, student activities, and intramurals), student retention efforts, entering student orientation, Tech Prep and Talent Search grant projects, Career Center activities, and other services to students.

4. *Administrative Processes*--including financial resources (budget planning and control, accounting, auditing, purchasing and inventory), technology growth and development, data processing and state reports, college policies, campus communications, disbursement of grants and contracts, facilities and grounds (space management, custodial services, safety and security, campus/facilities planning, risk management/insurance), intercollegiate athletics, and other organization-related activities.

5. *Planning, Development and Government Relations*--including marketing, publishing, public/community relations, the Chipola Foundation, alumni relations, human resources coordination of grant writing and resource development, community relations with business, industry, government, and other planning and development activities.

Role of Accrediting Agency Requirements

Chipola was accepted for membership and fully accredited as a Level I institution (junior college) by the Southern Association of Colleges and Schools (SACS) in 1957 and has maintained continuous accreditation since that time. Following approval of the Florida Legislature, an application for substantive change to become a Level II institution (baccalaureate degree-granting institution) was approved by SACS in June 2003. The requirements by SACS that institutions document their effectiveness and plan for their own improvement remain at the center of all institutional effectiveness activities and dictate the evaluation and improvement processes of the institution. The college's initial five-year plan was put in place and functioning early in 1988 following recommendations from the SACS *Report of the Reaffirmation Committee*. By the mid-1990's, the process had shifted to seven institutional goals with specific indicators to measure achievement, an Annual Plan to address five or six priorities for the year, and operational unit plans of activities to improve operations at the unit level.

The college initiated its most recent Self-Study in January of 1996, conducted an extensive evaluation of all areas of the institution, published the *1996-98 Self-Study Report*, addressed the findings of college committees, hosted a 14-member Reaffirmation Committee in March of 1998, and was reaccredited in December of 1998. The Reaffirmation Committee Report praised the college's planning and evaluation efforts, the variety of data available for college units, and the quality of college planning documents. The report made no recommendations to improve institutional effectiveness and accountability efforts at Chipola. The Director of Institutional Effectiveness and Planning was invited to present two sessions at the SACS 1998 Annual Meeting: (1) a forum session on organizing and conducting a successful comprehensive Self-Study, and (2) a round table discussion for self-study directors from other institutions in the self-study process. Chipola's self-study documents were also placed on display in a resource room throughout the annual meeting, and planning documents were mailed to over 50 schools in 1999.

From one to three faculty or administrators serve on Reaffirmation Committee visits each year. Chipola also sends at least one representative to the annual SACS Convention. During 2000 SACS initiated an extensive evaluation and revision of the *Criteria for Accreditation*. Chipola participated in the Criteria Review Project by submitting written suggestions and by sending two representatives to feedback sessions in Orlando and Atlanta. The college continued to participate in the Criteria Review Project during 2001 and had a voting delegate present at the 2001 annual meeting to vote for the new

Standards. The Associate Dean of Development and Planning served on the Planning Committee for the Annual Meeting in Nashville and was invited to participate in the Peer Review Training following the meeting. She has served on several On-Site Review Teams since 2002.

Impact of Florida Community College Accountability

A second important factor in the college's planning and evaluation process has been *Florida Statute 240.324*, which became law in 1991 and set in motion the community college accountability process. The statute states the following:

It is the intent of the Legislature that a management and accountability process be implemented which provides for the systematic, ongoing improvement and assessment of the quality and efficiency of the State Community College System. Accordingly, the State Board of Community Colleges and the community college boards of trustees shall develop and implement a plan to improve and evaluate the instructional and administrative efficiency and effectiveness of the State Community College System.

Section 12—FS 240.324(1)

The system-wide Division of Community Colleges' Accountability Plan is based on five student outcome measures, and each of the state's 28 community colleges has been required to develop its own institutional plan to "provide for the systematic, ongoing improvement and assessment of...quality and efficiency," as required by the law. Though state accountability reporting requirements have changed in the last year, data on the original measures are still reported. Chipola continues to monitor and publish its performance.

One of Chipola's biggest challenges has been the development of a single, unified, functional plan which guides the college in meeting the accreditation requirements for institutional effectiveness and requirements of state-mandated accountability (*FS 240.324*). The college's efforts have focused on the "continuous study, analysis and appraisal" cited by SACS and the "instructional and administrative efficiency and effectiveness" cited in the accountability law.

Background of the Present Planning Process

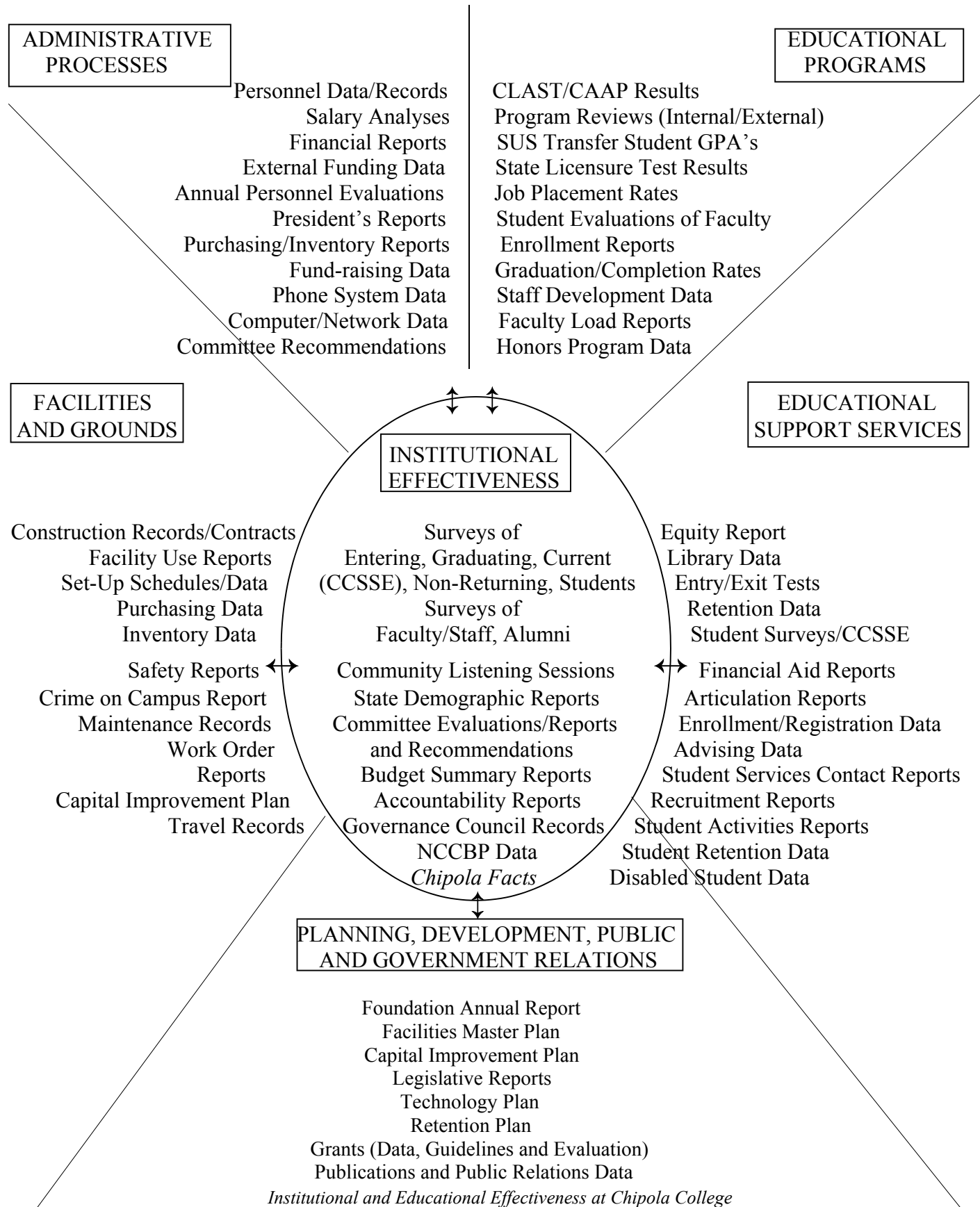
The retirement of several senior administrators and the arrival of a new president in 1995 brought a new administrative arrangement with three emphases: (1) shared decision-making through the establishment of a Governance Council and the revamping of college committees, (2) a closer linking of planning and budgeting, and (3) more aggressive effort to gain legislative support and improve facilities.

These processes were further refined when the current president took office in October 2002. The reorganization realigned areas of responsibility to streamline college processes and revised the operational unit structure, but no major changes were made in the existing planning cycle, documents, or process.

Illustration 1 (page 7) shows Chipola's exchange of information to evaluate instructional and administrative areas of the college. Also illustrated are six major areas of operation, sources of information, and their links to the overall institutional effectiveness process. Data flow freely between and among areas of the college as units assess student learning, evaluate unit performance, carry out plans for improvement, conduct SWOT analyses, and prepare budget requests.

Illustration 1

AREAS OF EVALUATION AND SOURCES OF INFORMATION



Administrative Responsibility for Planning and Evaluation

The Associate Dean of Development and Planning is responsible for coordinating and tracking assessment and evaluation activities at the college in addition to her grant writing and project development responsibilities. In close consultation with the Data Center, the associate dean serves more as a data-gatherer and disseminator of information than as an analyst or advisor. The Institutional Planning and Accountability Committee approves all planning documents, establishes annual priorities, and evaluates planning and evaluation efforts. The associate dean also meets regularly with operational unit planning groups to formulate the college's annual plan and help units develop activities to increase their effectiveness. Duplicate copies of all unit plans are kept in the Development and Planning Office.

Operational Unit Planning

Operational planning and evaluation occur in the college's operational units and incorporate a college-wide commitment to review and change. The most important data sources are shown in Illustration 1 (page 6) and are used to carry out the process shown in Illustration 2 (page 12).

The Associate Dean of Development and Planning meets with planning groups and administrative staff throughout the year as plans are developed by departments, committees, or task forces. As part of the regular planning cycle, meetings are held systematically with each group at approximately the same time every year. The associate dean also schedules annual operational unit luncheon and report meetings spring as part of budget preparation.

Annual Unit Planning and Evaluation Cycle

Planning Office finalizes, publishes, and distributes the Annual Plan to Planning Units.....	August-September
Units prepare and submit Operational Unit Plans to Planning Office and Vice Presidents.....	September-October
Operational Units carry out plans.....	Through June 30
Planning Office publishes Annual Institutional Report Card of previous year's results.....	January
Operational Units collect data on unit indicators, evaluate/assess, and seek unit feedback.....	Begin February
Operational Units conduct SWOT Analysis (strengths, weaknesses, opportunities, threats).....	March
Units report in Vice Presidents' Report Meetings and Budget Planning Sessions.....	March--mid-April
Planning and Accountability Committee identifies priorities for next year's Annual Plan.....	March-April
Budget Review and Development Committee reviews priorities for next year's Annual Plan.....	April
Vice Presidents/Executive Council prepare and submit budget.....	April-May-June
Annual Program Reviews conducted by VP for Instruction/Student Services.....	By July 30
Operational Units complete Unit Report Cards and submit file copies to Planning Office.....	By July 30

Operational Units

(Unit number, title, and name of unit planner)

Executive Leadership Units

1. President's Office (Prough)
2. Chipola Foundation (Fuqua)
- 9-C Human Resources (Davis)
- 9-G Public Relations/Publications (Craven)

Instruction and Student Services Units

- 3 Vice President of Instruction/Student Services (Clemmons)
- 4 Associate VP of Instruction/Baccalaureate Development/University Center (Myers)
- 4-A Teacher Education Program (Myers)
- 4-B Library/Distance Learning (Houston)
- 4-C Fine and Performing Arts (Stadsklev)
- 4-D Health Sciences (Wheeler)
- 4-E Social Science/Business/Technology (Spires)
- 4-F Mathematics/Natural Science (Cleveland)
- 4-G Literature/Language (Clemmons)
- 5 Dean of Workforce Development (Riviere)
- 6 Dean of Student Services (Miller)
- 6-A College Reach Out Program—CROP (Duncan)
- 6-B Single Parent/Displaced Homemaker (Parramore)
- 6-C Talent Search/Partners (J. Riviere)
- 7 Dean of Enrollment Services (Roberts)
- 8 Associate Dean of Development and Planning (Hartzog)

Institutional Operations Units

- 9 Vice President of Operations (O'Daniel)
- 9-A Information Systems/Technology (Everett)

Fiscal Operations Units

- 10 Vice President of Finance (Young)

Planning and Evaluation Documents

Our Strategy—In the 21st Century—(this document) is published annually as an appendix to the Annual Institutional and Educational Effectiveness Report. Its purposes are to (1) express the college's philosophy of and commitment to planning, (2) describe the planning and evaluation process, (3) document changes in the process, and (4) provide a context for institutional and educational effectiveness activities.

Institutional Effectiveness and Accountability Plan and Progress Report—a collection of data on effectiveness indicators with goals, objectives and rationale statements. The indicators measure the college's success on seven success factors. The Florida Accountability Outcome Measures are included among the indicators. When available by publication date, an appendix (white pages) includes the college's most recent performance on Florida's Accountability Outcome Measures.

Operational Unit Plans— a collection of annual plans prepared by the college's operational units. Each plan includes a statement of unit purpose, identifies expected outcomes for each unit purpose/ goal, identifies documentation sources, and relates the work of the unit to the institutional purposes. Each unit planner submits an annual plan of activities to increase the effectiveness of the unit at the beginning of the process and an annual Unit Report Card at the end of the year. Units were realigned and re-numbered after the Administrative reorganization of July 2003. Slight changes in the configuration of the units were also made in 2004.

Annual Plan—specific strategies (actions to be taken) to address institution-wide planning priorities during the year. The priorities are identified in the spring before budget preparation. The annual plan is developed *after* budget allocations have been made to departments and includes only strategies, are *new* in some way and can be carried out in *one year* with *existing* resources. Each strategy is assigned to one or more operational unit(s).

Chipola College Institutional Report Card—a summary report published annually in the spring (as soon as all data are available) to reflect the following about the college's performance during the previous year:

1. Whether the College achieved its goals and objectives.
2. Chipola's performance on the college's effectiveness indicators and accountability outcome measures.
3. A summary of strategies in the Annual Plan to address planning priorities.
4. A summary of the previous year's operational unit improvement activities.
5. Planning priorities for the next year.

Recent History of the Institutional Mission and Purpose Statement

Extensive committee discussion surrounded the mission statement during 1993, but no revisions were made. During the fall of 1995, the Governance Council led in efforts to revise the Statement of Philosophy and Purpose which had been adopted on February 21, 1989. A select committee drafted a revision of the statement, which was tentatively approved by the District Board of Trustees. Then over a hundred citizens attended five listening sessions in district counties. Final changes in the statement did not suggest any shift in the college's commitment or programs, but created more of a statement of educational philosophy or vision. That version was approved by the District Board of Trustees on July 16, 1996.

The Planning and Accountability Committee appointed a subcommittee to undertake a fifth-year review of the mission statement. At the request of the President, a subcommittee of the Governance Council was invited to work cooperatively in developing a draft of a statement. The draft was reviewed and refined for final adoption by the District Board of Trustees on June 18, 2002.

In response to the Substantive Change Committee's recommendation, the college re-labeled sections and made slight revisions to make clearer the college's baccalaureate degree-granting status.

The following version was approved on June 15, 2004:

Chipola College Statement of Purpose

Motto

A Higher Degree of Success

Vision

Chipola College promotes learning and student achievement through excellence, opportunity, diversity, and progress.

Mission

Chipola is a comprehensive public college whose mission is to provide accessible, affordable, quality educational opportunities to the residents of Calhoun, Holmes, Jackson, Liberty and Washington counties and to all others who choose to attend. The college creates a student-oriented atmosphere of educational excellence and maintains an intellectual environment which inspires the full development of each individual's goals, abilities and interests. Because there is no substitute for quality instruction, the college empowers faculty members to establish and achieve the highest possible standards. The college also promotes a strong working relationship with communities, businesses, state agencies, and other educational institutions.

Chipola provides the following:

- Educational programs which include general and pre-professional classes leading to the Associate in Arts degree for transfer into baccalaureate degree programs;
- Selected baccalaureate degree programs which produce educated and capable professionals;
- Workforce Development programs leading to Associate in Science degrees, Associate in Applied Science degrees, and Certificates of Training to prepare students for careers;
- Continuing Education programs related to professional and personal development; and
- A broad range of enrollment and student services and instructional and administrative support to facilitate student success.

--Adopted June 15, 2004

Success Factors and Institutional Goals

Chipola has adopted the following success factors and institutional goals:

Success Factor 1: Quality Educational Programs

Institutional Goal 1: Provide quality instruction in academic, workforce development, and continuing education programs, including sufficient instructional support to meet the needs of students.

Success Factor 2: Effective Marketing, Recruitment, and Enrollment

Institutional Goal 2: Present the college and its programs in positive ways, making every effort to attract and enroll as many students as possible by marketing the college in a variety of methods and enrolling students in efficient and customer-oriented ways.

Success Factor 3: Student Retention, Satisfaction, and Completion

Institutional Goal 3: Provide a wide-range of academic, developmental and support services to help retain students in programs by increasing the percentage of students who remain continuously enrolled through completion of a degree or certificate.

Success Factor 4: Responsible Resource Management

Institutional Goal 4: Promote the responsible management of resources by maintaining sound fiscal operations, seeking additional resources, improving college facilities, and providing an environment conducive to progressive implementation of technology.

Success Factor 5: Staff and Organizational Development

Institutional Goal 5: Encourage staff and organizational development by supporting an efficient and productive work environment where employees demonstrate competence, integrity, and professional excellence.

Success Factor 6: Community Involvement and Development

Institutional Goal 6: Foster strong community involvement and workforce development by supporting local and state economic growth and encouraging civic, cultural, recreational, and service activities.

Success Factor 7: Post-Chipola Student Satisfaction and Success

Institutional Goal 7: Maintain a strong reputation for promoting student satisfaction and long-term success by equipping students with the knowledge and skills necessary to pursue their goals and become more productive citizens.

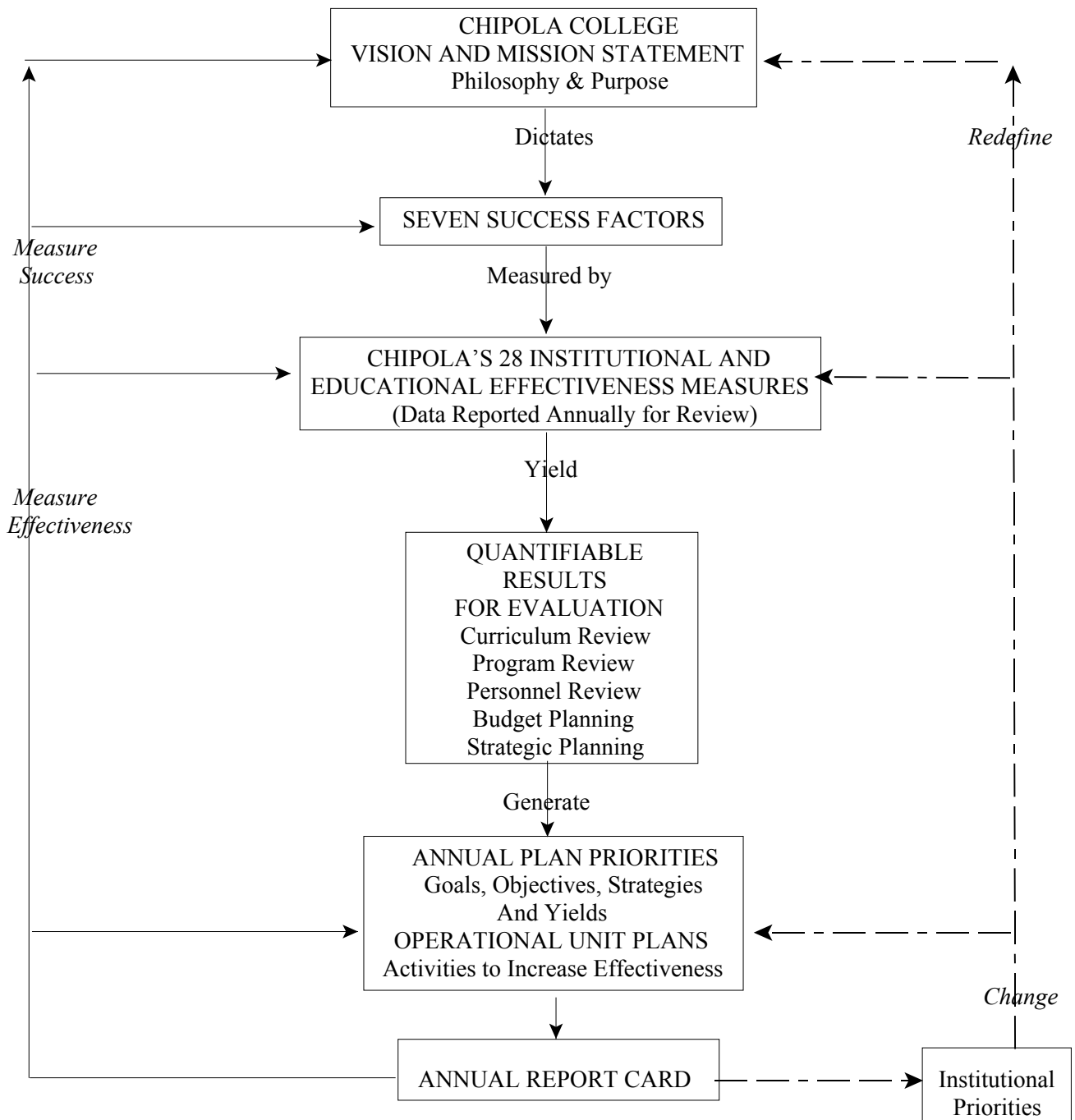
Success Factors are "the things that must go right for the organization to flourish and achieve its goals."

Seven Critical Success Factors and Indicators of Effectiveness

Chipola has identified seven success factors—areas of performance and indicators of effectiveness by which the community and the College itself can judge success. In short, success factors are, as defined by DeAnza College: "what must go right if an institution is to flourish and achieve its goals." Success on these factors is measured by effectiveness indicators, which monitor and measure how well the college is performing relative to its own mission and purpose. These indicators are quantifiable results which provide a structure for review and evaluation of Chipola's key areas. Some of these indicators are also Division of Community Colleges' Accountability Outcome Measures. Others are from sets of data sent to the college in state reports which compare Florida's 28 community colleges. Some indicators are national exams and surveys which allow comparison to national norms for other small rural community colleges. Many are data unique to Chipola, generated by college personnel specifically for analysis of the programs and services at Chipola. Ultimately, all measure Chipola's success in seven critical areas. Annual updates on these indicators are reported each year in the Institutional Report Card. These indicators are reviewed periodically by the Planning and Accountability Committee.

The Model of Institutional and Education Effectiveness

Evaluation and Improvement
at Chipola College



Source: Hudgins, James, citing Grossman and Duncan, p. 43

Chipola College's Indicators of Institutional and Educational Effectiveness

Following are Chipola's 28 indicators which help measure the college's success. All of the Florida Accountability Outcome Measures have been incorporated, along with other internal and external data to reflect the college's effectiveness in achieving goals and objectives. The Institutional Planning and Accountability Committee annually conducts an evaluation of the planning process, the format of planning documents, and the institutional indicators of the Master Plan.

SUCCESS FACTOR 1: QUALITY EDUCATIONAL PROGRAMS: ACADEMIC AND WORKFORCE DEVELOPMENT

Institutional Goal 1: Provide quality instruction in academic, workforce development, and continuing education programs, including sufficient instructional support to meet the needs of students.

- INDICATOR 1: Grade Distributions
a. Grade Distribution (Summary of all grades in all classes)
b. Grade Distribution by academic departments (monitored in depts.)
- INDICATOR 2: Collegiate Assessment of Academic Proficiency (CAAP) Test
a. CAAP Test Results
- INDICATOR 3: University Transfer Student GPAs
a. GPAs of Students Who Transferred *Before* Completing 60 Hours
b. GPAs of Students Who Transferred *After* Completing 60 Hours
- INDICATOR 4: State Licensure Examinations
a. Emergency Medical Technician (EMT)
b. Licensed Practical Nursing (LPN)
c. Registered Nurse (RN)
d. Correctional Officer
e. Law Enforcement
f. Firefighting
g. Cosmetology
- INDICATOR 5: Program Reviews
a. Associate in Science degree programs
b. Certificate programs
c. Other College Programs
- INDICATOR 6: Student Outcomes (Self-Assessment)
b. College-Level Competencies
c. Department-Level Competencies

- INDICATOR 7: d. Computer and Calculator Skills
Library Resources and Services
a. Non-Salary Expenditures per FTE
b. Circulation and Attendance
c. Use of Electronic Resources
d. Library Attendance

- INDICATOR 8: Full-Time/Part-Time Faculty-to-Student Contact Hour Ratio
a. Full/Part Time College Credit Hour
b. Full/Part Time Faculty Clock Hour
c. Full/Part Time Faculty—Total (All Instruction)

SUCCESS FACTOR 2: MARKETING, RECRUITMENT, AND ENROLLMENT

Institutional Goal 2: Present the college and its programs in positive ways, making every effort to attract and enroll as many students as possible by marketing the college in a variety of methods and enrolling students in efficient and customer-oriented ways.

- INDICATOR 9: Headcount Enrollment
a. Academic and Professional Student Enrollment Headcount
b. Continuing Education and Public Service Summary Headcount and Continuing Education Summary (including non-credit, non-CEU)
c. Unduplicated Headcount Enrollment
d. Prior-Year In-District High School Graduates

- INDICATOR 10: Full-Time Equivalent (FTE) Enrollment
a. Advanced and Professional FTE
b. Occupational and Career FTE

- INDICATOR 11: Minority Student Enrollment (Compared to College District Population)
a. Total College Enrollment (Ratio of Minority Enrollment)
b. First-Time-in-College (Ratio of Minority Recruitment)

INDICATOR 12: Disabled Student Enrollment (by Disability Type)

- INDICATOR 13: Off-Campus Access to Courses and Programs
a. Total High School Dual Enrollment
b. Total Independent Study/Distance Learning Courses Available

SUCCESS FACTOR 3: STUDENT RETENTION, SATISFACTION AND COMPLETION

Institutional Goal 3: Provide a wide-range of academic, developmental and support services

to help retain students in programs, by increasing the percentage who persist through completion of a degree or certificate.

- INDICATOR 14 : Graduation/Completion Rates
- a. Total Graduates in AA Programs
 - b. Total Graduates in AS and AAS Program
 - c. Total Completions in Certificate Programs
 - d. Total Services to Vocational Preparatory Students (Success Center Summary)
 - e. Total Minority Student Graduation/Completion Rates
 - f. Total Excessive Absence Reports Submitted by Faculty

- INDICATOR 15: Community College Survey of Student Engagement (CCSSE) Student Engagement
- a. Active and Collaborative Learning
 - b. Student Effort
 - c. Academic Challenge
 - d. Student-Faculty Interaction
 - e. Support for Learners

- INDICATOR 16: Financial Aid
- a. Total Amount Aid Awarded Through Chipola Foundation (Scholarships/Grants)
 - b. Total Amount Aid Awarded Through Financial Aid Office (All Aid)

- INDICATOR 17: Student Satisfaction (Survey Responses)
- a. Quality of Teaching
 - b. Quality of Services
 - c. Overall College Experience

**SUCCESS FACTOR 4: RESPONSIBLE RESOURCE
MANAGEMENT**

Institutional Goal 4: Promote the responsible management of resources by maintaining sound fiscal operations, seeking additional resources, improving college facilities, and providing an environment conducive to progressive implementation of technology.

- INDICATOR 18: Non-Enrollment or Completion-Based Fiscal Resources (Non-FTE)
- a. Restricted Funds Expenditures (Grants and Student Activity Fees)
 - b. Chipola Foundation Assets

- INDICATOR 19: Budget Allocations and Expenditures
- a. Budget Proportions -- #1 (Personnel, Current Expense, Capital Outlay)
 - b. Budget Proportions -- #2 (Direct Instruction Costs, Support Costs)

- c. Costs for Direct Instruction
- d. Budget Allocations (Contingency Fund and Fund Balance)

INDICATOR 20: Facilities (Capital Improvement Plan and Legislative Budget Requests)

- a. New Construction Funds
- b. Renovation and Remodeling Funds

INDICATOR 21: Other Resources

- a. Availability and Arrangement of Parking
- b. Annual Total Work Orders
- c. Annual Total Package Deliveries
- d. Annual Summary of Technology and Computer Resources

SUCCESS FACTOR 5: STAFF AND ORGANIZATIONAL DEVELOPMENT

Institutional Goal 5: Encourage staff and organizational development by supporting an efficient and productive work environment where employees demonstrate competence, integrity, and professional excellence.

INDICATOR 22: Employee Growth and Professional Development

- a. Expenditures for Staff and Program Development
- b. College Course Work Completed
- c. New Degrees Earned

INDICATOR 23: Employee Satisfaction

- a. Salary and Benefits Increases
- b. Employee Opinions/Attitude Toward Workplace (Survey Results)

INDICATOR 24: Employee Job Performance/Evaluations

- a. Administrative Employees
- b. Career Employees

SUCCESS FACTOR 6: COMMUNITY INVOLVEMENT AND DEVELOPMENT

Institutional Goal 6: Foster strong community involvement and work force development by supporting local and state economic growth and encouraging civic, cultural, recreational, and service activities.

INDICATOR 25: On-Campus Community Contact

- a. Continuing Education and Public Service Headcount
- b. Continuing Education Summary (including non-CEU, non-credit)
- c. Membership in Community Support Organizations and Advisory Committees
- d. Community Use of College Facilities

- INDICATOR 26: Community Support of College-Sponsored Activities
- a. Funds Generated or Raised by Fine and Performing Arts
 - b. Funds Generated or Raised by Athletics and Pool
 - c. Total Funds Generated or Raised

SUCCESS FACTOR 7: POST-CHIPOLA STUDENT SATISFACTION AND SUCCESS

Institutional Goal 7: Maintain a strong reputation of promoting satisfaction and long-term success by equipping students with the knowledge and skills necessary to pursue their goals and become more productive citizens.

- INDICATOR 27: Training Program Job Placement Rates
- a. AS/AAS Degree Graduate Placement
 - b. Certificate Completer Placement
 - c. Other AS/AAS and Certificate Program Participants (Leavers) Also Placed

INDICATOR 2: University Transfer Student GPAs
 [Repeated from Success Factor #3 because this indicator reflects the quality of the academic program as well as post-Chipola student satisfaction and success.]

- INDICATOR 28: Former Student Satisfaction
- a. Current-Year Graduates
 - b. Non-Returning Students (when survey is administered)
 - c. Alumni and Other Former Students (when survey is administered)

**Practical Applications of Chipola's
 Evaluation Model and Improvement Methods**

James L. Hudgins, President of South Carolina's Midlands Technical College, which dealt effectively with state-mandated accountability legislation, says the following in a 1992 Presidents' Academy Award-Winning article, "Institutional Effectiveness--A Strategy for Renewal," which appeared in the *Community College Journal*:

Perhaps more important than identifying the indicators of effectiveness and gathering data to demonstrate the achievement of the College's educational goals is how institutions, their governing boards, and government agencies use these data. Philip B. Crosby observes, 'It isn't what you find, it's what you do with what you find.' To gain college wide support of institutional effectiveness and to enhance the work climate of the institution, institutional effectiveness data must first be used for celebration--then for correction.

Most colleges that have had extended experience with institutional effectiveness are pleased that the findings generally demonstrate educational results that bring

commendation to the institution. The institution should look for ways to recognize individuals and departments that make significant contributions toward the achievement of the college's mission. However, when data demonstrate excessive cost, undesirable outcomes and lack of correlation between resources and college mission, college leaders must be courageous enough to act. Otherwise, the planning and evaluation process will lack credibility. (Hudgins 44)

Early in the spring semester of 1993, the Accountability Committee and four Institutional Effectiveness Committees identified the characteristics of a plan which the faculty and staff of Chipola College would be willing to support. This ideal plan is described in Illustration 3. Every effort has been made to see that these characteristics are reflected in *Our Strategy—In the 21st Century*. Chipola College is committed to self-evaluation in light of its own mission and to a strategy which helps the college to "flourish and achieve its goals" as it moves into the future in the 21st Century.

Illustration 3
Characteristics of the Ideal Plan

- 1. The plan must be broad based.**
Every segment of the college community must have opportunity for input into the goals and procedures (i.e., students, faculty, staff, administration, trustees, community, etc.)
- 2. The plan must be comprehensive.**
Every aspect of the college's work must be addressed, especially student services, where student opinions are important, and fiscal resources so that college funding can be addressed.
- 3. The plan must incorporate external indicators for decision making.**
State-generated data like the Department of Education information in the Accountability Report and must be used to measure the college's performance.
- 4. The plan must use internal indicators for decision-making.**
Information which is available or could be gathered on campus must be incorporated into a unified planning process. (Some examples include, but are not limited to enrollment reports, student/faculty load reports, results of student surveys at varying stages of enrollment, employee satisfaction surveys, community surveys, and job placement reports.)
- 5. The plan must be functional, practical, and data-driven.**
The plan must be a unique creation for and by Chipola Junior College. It must address the philosophy, purpose and mission of the college and then chart a course which can be followed in implementing the mission.

—Accountability and Institutional Effectiveness Joint Committees, Spring, 1993