

<h1>Chipola</h1> <hr/> <h1>FACTS</h1>	<p>Volume XVI, No. 3</p>	<p>March, 2008</p>
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Expected Outcomes to Assess Faculty Development in the QEP

The college has worked since January to prepare its SACS *Response to the Report of the Reaffirmation Committee*. According to QEP Coordinator Dr. Cherry Ward, this is the last step in the reaffirmation of accreditation. “We were found in compliance with all SACS Principles,” explained Ward, “and the On-Site Committee praised our QEP. However, we were asked to make clearer how we will assess the professional development which equips faculty to support the QEP.” Ward said the report included the following recommendation:

Recommendation: The On-Site Review Committee recommends that in addition to measures tracking participation in faculty development, the college develop measures to assess the extent to which faculty development contributes to success in meeting SI and FYLE goals and learning outcomes.

According to Ward, a 17-member faculty working group has provided feedback and reviewed drafts of the report. She said every effort has been made to develop multiple and varied assessment measures. Several new assessment instruments have been developed to help gather data from three sources:

- Participant feedback at the end of each on-campus training session. This assessment will include brief surveys developed to assess FYLE and SI workshops.
- Information from existing student surveys and questionnaires. This will include items from the CCSSE and student evaluations of classroom teachers.
- Faculty feedback about the effects of professional development on subsequent teaching. These measures will come from a new form assessing off-campus professional meetings and a faculty addendum to the annual Employee Survey. Faculty will report the impact of new retention, engagement, or teaching techniques.

Ward said the college has retained the original three participation measures of professional development and added 11 measures to assess FYLE training, six for SI training, and 14 in QEP-related professional development to promote student learning.

The report will be submitted to SACS in late March, reviewed by the SACS Committee on Compliance and Reports in April or May, and approved by the Commission on Colleges in June.

Professional Development Participation Measures (As published in the original QEP)		
		Expected Outcome
Objective 1	Increase faculty participation in professional development activities in support of FYLE, SI, and new teaching/learning methods.	
Measure 1	Percent of full-time faculty trained in the Desire to Learn system for blended and on-line learning	90%
Measure 2	Percent of full-time faculty trained in learning styles, alternative teaching styles, and alternative classroom techniques	90%
Measure 3	Percent of full-time faculty trained in mentoring, student engagement, and retention techniques	75%
New Professional Development Objectives, Measures, Data Sources, and Expected Outcomes for the QEP (Developed to strengthen assessment and address the On-Site Committee’s recommendation.)		
		Expected Outcome
Objective 2	Increase student learning and support FYLE and SI by implementing a coordinated program of faculty development that utilizes workshops, institutes, guest speakers, and registration/travel to state, regional, and national meetings and conferences.	
Measures Assessing FYLE-Related Professional Development		
Measure 1	Percent of full-time faculty members who are trained in mentoring, student engagement, and retention techniques.	75%
Measure 2	Percent of participants in FYLE professional development activities who report that FYLE is “likely” or “very likely” to increase student success.	75%
Measure 3	Percent of participants in FYLE professional development activities who report that they are “likely” or “very	

	likely” to <i>serve students better</i> .	75%
Measure 4	Percent of participants in FYLE professional development activities who report that they are “likely” or “very likely” to encourage students to <i>accept self-responsibility</i> .	75%
Measure 5	Percent of participants in FYLE professional development activities who report that they are “likely” or “very likely” to encourage students to <i>discover self-motivation</i> .	75%
Measure 6	Percent of participants in FYLE professional development activities who report that they are “likely” or “very likely” to encourage students to <i>accept self-management</i> .	75%
Measure 7	Percent of participants in FYLE professional development activities who report that they are “likely” or “very likely” to help encourage students to <i>employ interdependence</i> .	75%
Measure 8	Percent of participants in FYLE professional development activities who report that they are “likely” or “very likely” to encourage students to <i>perceive self-awareness</i> .	75%
Measure 9	Percent of participants in FYLE professional development activities who report that they are “likely” or “very likely” to encourage students to <i>appreciate life-long learning</i> .	75%
Measure 10	Percent of participants in FYLE professional development activities who report that they are “likely” or “very likely” to encourage students to <i>develop emotional intelligence</i> .	75%
Measure 11	Percent of participants in FYLE professional development activities who report that they are “likely” or “very likely” to encourage students to <i>believe in themselves</i> .	75%
Measures Assessing SI-Related Professional Development		
Measure 1	Percent of participants in SI professional development activities who “agree” or “strongly agree” that they <i>understand more about how SI works</i> .	75%
Measure 2	Percent of participants in professional development activities who “agree” or “strongly agree” that they are <i>willing to encourage students to participate in SI sessions in high-risk courses</i> .	75%
Measure 3	Percent of participants in professional development activities who “agree” or “strongly agree” that SI can <i>improve student learning at Chipola</i> .	75%
Measure 4	Percent of participants in professional development activities who “agree” or “strongly agree” that SI can <i>decrease the rate of Ds, Fs, and Ws in Chipola’s high-risk courses</i> .	75%
Measure 5	Percent of participants in professional development activities who “agree” or “strongly agree” that SI can <i>increase the likelihood that students will persist to graduation</i> .	75%
Measure 6	Percent of faculty participants in professional development activities who report that they <i>currently do or would allow SI to be offered in high-risk courses</i> .	75%
Measures Assessing QEP-Related Professional Development to Promote Student Learning		
Measure 1	Percent of faculty participating in QEP-related activities who “agree” or “strongly agree” that an off-campus professional development activity <i>will help make me a better teacher at Chipola</i>	75%
Measure 2	Percent of faculty participating in QEP-related activities who “agree” or “strongly agree” that they <i>explored one or more new teaching methods or innovative techniques</i> during off-campus professional development.	75%
Measure 3	Percent of faculty participating in QEP-related activities who “agree” or “strongly agree” that they <i>plan to use new methods</i> as a result of off-campus professional development.	75%
Measure 4	Percent of faculty participating QEP-related activities who “agree” or “strongly agree” that they <i>learned about new ways to engage students in learning</i> during an off-campus professional development activity.	75%
Measure 5	Percent of faculty participating QEP-related activities who “agree” or “strongly agree” that they <i>learned ways to help students persist in college</i> during an off-campus professional development activity.	75%
Measure 6	Percent of faculty respondents reporting <i>I learned new techniques or skills</i> during on-campus or off-campus professional development activities during the past year.	75%
Measure 7	Percent of faculty respondents reporting <i>I have used new techniques in my classes</i> as a result of an on-campus or off-campus professional development activity.	50%
Measure 8	Percent of students reporting that their instructors <i>stimulated interest in the subject</i> .	85%
Measure 9	Percent of students reporting that their instructors <i>encouraged class discussion/ participation</i> .	85%
Measure 10	Percent of students reporting that their instructors <i>showed enthusiasm for teaching</i> .	85%
Measure 11	Percent of students reporting that their instructor <i>was a good teacher</i> .	85%
Measure 12	College performance on CCSSE Benchmark 4— <i>Student-Faculty Interaction</i> .	62%
Measure 13	College performance on CCSSE Benchmark 5— <i>Support for Learners</i> .	62%
Measure 14	Student responses of "quite a bit" or "very much" that the college provides <i>"the support needed to help you succeed at this college."</i>	76%

Chipola Facts is a monthly accountability and institutional effectiveness factsheet published jointly by the Chipola College Offices of Development/Planning and Information Systems/Technology. Its purpose is to facilitate good decision-making by publishing college-related data at regular intervals throughout the year. For more information contact Gail Hartzog at (850) 718-2342, Chipola College, 3094 Indian Circle, Marianna, FL 32446, hartzogg@chipola.edu