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| <h1 style="margin: 0;">Chipola</h1> | <p style="text-align: center;">Volume XV, No. 9</p> | <p style="text-align: right;">October, 2007</p> |
| <h1 style="margin: 0;">FACTS</h1> | <p style="text-align: center;"><i>An Accountability and Institutional Effectiveness Factsheet</i></p> | |

College Prepares for SACS On-Site Committee Visit

President Prough Makes Requests of All Employees

The college is approaching the culmination of almost two years of work to achieve reaffirmation of accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). On October 29-31, Chipola will host a visiting team of seven peer evaluators, including Dr. Jack Allen, a SACS staff member.

“This is an important time in Chipola’s history,” said Dr. Gene Prough. “We must now explain and defend our QEP, one of the most important documents the college has ever produced.” Prough has asked that all personnel be available as requested to assist during the SACS review. He has specifically asked employees and students to do the following:

1. Assist the college’s Host/Site Visit Task Force as requested in preparing for the On-Site Committee visit.

See page 4 for specific Task Force assignments.

2. Know what the QEP commits the college to do for its students. Review the entire document or the Executive Summary before the visit.

See pages 2-3 for the Executive Summary of the QEP. The entire QEP is posted on the college network in “Shares” (S drive) in the “Public” folder. (Open pdf. file “QEP as Published.”)

3. Be available all day on Tuesday, October 30 for group meetings and individual interviews with On-Site Committee members.

A schedule of interviews and meetings will be sent to all employees by Friday morning. Updates will be sent as committee members make other interview requests.

4. Be willing to attend a meeting on Thursday afternoon (October 25) at 2:30 p.m. to prepare for interviews.

You will be notified by Wednesday afternoon if you should attend a meeting.

| Schedule of On-Site Review Committee Visit October 30-31, 2007 |
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| <p>Sunday, October 28</p> <ul style="list-style-type: none"> • Tech staff set up committee workroom and meeting rooms at Microtel Inn and Suites |
| <p>Monday, October 29</p> <ul style="list-style-type: none"> • Hospitality chairs prepare hospitality and refreshments at motel and on campus • College personnel greet visiting team members as they arrive at motel in the afternoon • O’Daniel and Young transport visiting team members from airport • Van driver transports team to dinner at Madison’s |
| <p>Tuesday, October 30</p> <p>8:30 am Team departs motel; drives through campus, and arrives at Public Service Board Room</p> <p>9:00 am Dr. Ward presents overview of QEP; Executive Council and QEP Team answer questions</p> <p>9:30 am Team members arrive at Lit/Language Building work room</p> <p>9:45 am Interviews and meetings begin and continue through 4:00 pm</p> <p>12:00 Culinary students deliver lunch to team (Lit/Language Building)</p> <p>6:00 pm Van driver transports team to dinner at The Grotto</p> |
| <p>Wednesday, October 31</p> <p>8:00 am Team conducts oral Exit Report at motel</p> <p>9:00 am Team departs for airport</p> <p>9:00 am College personnel clear rooms at motel</p> <p>by 12:00 President notifies college personnel of Exit Report results</p> |

| SACS ON-SITE REVIEW COMMITTEE |
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| <p>Mr. David E. Daniel – Chair President, Midland College - Midland, Texas</p> |
| <p>Dr. Ronald B. Head Executive Director of Planning & Information Technology, Tidewater Community College - Earlsyville, Virginia</p> |
| <p>Dr. Hal E. Jenkins, II Dean, College of Education & Human Sciences Mississippi University for Women, Columbus, MS</p> |
| <p>Dr. Russell Lowery-Hart Associate Professor/Executive Director, Quality</p> |

Enhancement & First Year Experience
West Texas A&M University - Canyon, Texas

Dr. Berkley Carlyle Ramsey
President, Danville Community College - Danville, Virginia

Dr. Michael Stoy
Vice President, Academic Affairs & Dean of the Faculty -
Gainesville State College - Gainesville, Georgia

Dr. G. Jack Allen
Associate Executive Director
SACS Commission on Colleges

Executive Summary

Learning to Persist

A Quality Enhancement Plan for Chipola College
(Excerpt from the QEP, pages 1-3)

Chipola College's Quality Enhancement Plan (QEP), *Learning to Persist*, is a proposal to increase student learning and success by (1) implementing Supplemental Instruction (SI) in high-risk courses and (2) developing a required, one-semester-hour First-Year Learning Experience (FYLE) course. Both components are designed to help students become more engaged and persistent in college. The QEP is divided into five sections, each of which is summarized below:

Introduction to the College and Its Community:

Chipola College was established in 1946 as an open-admissions junior college serving five rural counties in the Florida panhandle. Affiliated with the Florida Division of Community Colleges, Chipola awards AA and AAS degrees, Certificates of Training, and BS in Education degrees; the four-year degrees address the critical need for middle and high school math and science teachers. Chipola's unduplicated headcount has ranged in recent years from 2816 to 3293. The college is committed to meeting the educational needs of its district which faces significant technological and social change in the next decade because of development along the Interstate 10 (I-10) Corridor.

Broad-Based Process to Develop the QEP: The QEP resulted from a participatory process led by an eight-member QEP Development Team. QEP development began in January of 2006 and extended through August of 2007. The team studied institutional data, reviewed scholarly literature, and surveyed and interviewed faculty and students. They identified four serious issues to be addressed: (1) a high percentage of under-prepared and at-risk students enroll at Chipola, but the

college's "open door" must remain open; (2) too many students fail to complete their programs of study; (3) specific high-risk courses present barriers for many students; and (4) many students will continue to drop or stop out unless the college changes current practices.

Focus of the Plan on Student Learning: Analysis of a variety of data identified the college's focus, which is failure of most of its Associate degree-seeking students to persist until they graduate. In fact, one study showed that 69% of Chipola's most under-prepared students leave the college within the first year and do not return. After much consideration the QEP Development Team defined *student learning* in the context of the QEP as follows: "The change in students' knowledge, skills, abilities, behaviors, attitudes, and values attributable to SI and FYLE groups." They then narrowed the focus of the QEP to how SI and FYLE could be implemented at Chipola.

The Quality Enhancement Plan: After months of study, Chipola designed a QEP with two new initiatives and the supporting faculty development required for implementation. The purpose of these components is to increase student learning and success in college. The QEP will be fully implemented in Spring 2008.

- **Component I: Supplemental Instruction (SI)** will be based on the University of Missouri-Kansas City model. SI, a peer-assisted academic support service, will provide help in courses that traditionally have a 30% or higher rate of Ds, Fs, or Ws. The SI Leader, a student who previously earned an A in the course with the same professor, will offer regular study sessions and share specific strategies for completing the course. A pilot study of SI was conducted in two high-risk courses in Spring 2007 and will continue with two additional high-risk courses in Fall 2007.
- **Component II: First Year Learning Experience (FYLE)** will be based on the *OnCourse* model. FYLE will increase student persistence by providing entering Associate degree-seeking students a set of well-defined learning opportunities designed to teach students to persist. The one-semester-hour course, led by FYLE mentors and consisting of 15-20 students, will expand the existing one-semester-hour Orientation (SLS 1101) course. Four FYLE mentors will develop the course during Fall 2007 and conduct a pilot study in Spring 2008.

- **Faculty Development** will provide opportunities for novice and seasoned faculty to gain the latest academic and professional knowledge to support the QEP. Summer workshops, guest speakers, and travel to professional meetings will be based on five themes identified by faculty.

Institutional Capability to Initiate and Continue the QEP: Chipola has the capacity and commitment required to implement the QEP as planned. The college has identified the human and financial resources, facilities, and logistical requirements for a successful QEP. In October 2006 Chipola was awarded a U.S. Department of Education Title III-Strengthening Institutions grant for \$1,750,000 which will cover costs for the first two years of planning and pilot studies and the first three years of implementation. Increases in student fees and FTE funding will provide ample financial resources to continue indefinitely the components of the Title III project and the QEP. Separate projected budgets have also been developed for SI, FYLE, and the overall QEP. Budget plans include how these funds will be generated and

expended. Qualified and responsible personnel will implement the QEP.

Broad-Based Involvement to Implement the QEP: Faculty, administrators, staff, and board members are committed to their roles in a successful QEP, which will be implemented through a well planned, five-year college-wide effort. A detailed Action Plan will guide implementation from 2008-2009 through 2012-2013. (See below for this entire section of the QEP.)

Assessment of the QEP: A comprehensive evaluation plan will measure the impact of *Learning to Persist* and guide decisions as the components are implemented. The assessment plan includes (1) an external evaluator who monitors data, visits campus at least twice annually, and submits an annual report to the president; (2) both formative and summative evaluation; (3) quantitative assessment and qualitative feedback from students and faculty; and (4) baseline data on multiple and varied outcomes for SI, FYLE, faculty development, and the overall impact of the QEP.

Broad-Based Involvement to Implement the QEP

(Excerpt from the QEP, pp. 61-63)

As described in “Broad-Based Process to Develop the QEP,” (pp.10-20), the QEP was developed through an inclusive and collegial process. The plan is also being implemented through similar broad-based participation of the college community. The following is a brief summary of ways constituent groups and individuals will be involved in *Learning to Persist*.

- **Students**, of course, will be the most frequent participants and beneficiaries of SI and FYLE. Students will also work as SI Leaders and provide feedback through surveys, focus groups, and other forms of annual assessment activities which incorporate student feedback.
- **Faculty** members will participate as FYLE mentors and teachers of classes where SI is offered. Faculty will also have opportunities to plan and participate in professional development activities included in the QEP. They will provide feedback through surveys, group discussions, and department-level feedback via Council of Chipola Educators (CCE) representatives, Staff and Program Development (SPD) Committee members, and other colleagues who help plan professional development.
- **Student Services Advisors** will assist in creating and establishing the sequence of the FYLE curriculum as an extension of the existing Orientation (SLS 1101), serving as FYLE mentors,

helping assign students to FYLE groups, and providing feedback for assessment and improvement.

- **Librarians** will assist by teaching information literacy to FYLE groups; serving as mentors for FYLE groups; and securing resources for research regarding SI, FYLE, student success, persistence, and other QEP-related topics.
- **Quality Enhancement Coordinator** Dr. Cherry Ward, who also served as QEP Development Chair, was named Quality Enhancement Coordinator in August 2007. She will work with faculty and administrators to facilitate SI and FYLE. She will assist with assessing the QEP and incorporating results of assessment if modifications are needed. She also serves on the Title III Team.

Administrators will facilitate the success of the QEP by providing leadership and organizational support, funding the FYLE and SI components, and providing other administrative assistance.

- **President Gene Prough and Executive Council** will provide leadership to achieve the goals and objectives of the QEP through personnel in departments across the college. See the organizational chart (Figure 18, page 59) for the names and titles of personnel Dr. Prough will hold responsible for implementing an effective QEP.

- **Senior Vice President of Instruction and Student Services** Dr. Sarah Clemmons will assume responsibility for the overall success of the QEP. She will advocate for the plan and lead department directors and other personnel in achieving the goals of the QEP. She also serves on the Title III Team, which positions her to ensure that the QEP is adequately funded and well managed.
- **Associate Dean of Development and Planning/Title III Director** Gail Hartzog will implement the assessment plan, publish data, and provide assistance in coordinating SI and FYLE and the faculty development to support both. She will also incorporate Quality Enhancement as an operational planning unit overseen by the Quality Enhancement Coordinator. As Title III Director, she will ensure that the QEP is funded as described in the Title III proposal. She chairs the Title III Team, approves all expenditures, submits reports to

the U.S. Department of Education, and coordinates site visits by the External Evaluator.

- **Department Directors** arrange faculty teaching schedules in academic departments and will assist in scheduling FYLE mentors, identifying SI classes, and assigning rooms for QEP activities.
- **Administrators of Other Departments and Their Staffs** are also committed to and will provide support for the QEP. These additional departments include, but are not limited to, the following: Human Resources, Information Technology, Physical Plant, Business Office, and Foundation.
- **The District Board of Trustees** will monitor the progress of the QEP through monthly updates, both written and oral. The Board also will make important funding and personnel decisions to facilitate implementation of the QEP.

| SACS Host/Site Visit Task Force Assignments On-Site Committee Review – October 29-31 | |
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| Event or Task | Person(s)/Group(s) Responsible |
| Print and bind paper copies of the QEP and Focused Report; mail to On-Site Review Committee | P. Barfield, J. Cummings, G. Hartzog, C. Edenfield/W. Hill |
| Establish contact with the On-Site Review Committee and request travel plans and food/snack preferences | G. Hartzog, P. Barfield |
| Receive and arrange for interviews and group meetings with college personnel as requested by On-Site Team Members | K. Rehberg, P. Barfield, G. Hartzog, J. Miller, S. Clemmons, others as required |
| Arrange for and coordinate campus guides and escorts for On-Site Review Committee | J. Miller, N. Johnson, SGA and Phi Theta Kappa students |
| Arrange for hotel accommodations at Microtel Inn and Suites | P. Barfield, G. Hartzog |
| Provide hospitality baskets of snack and survival items in motel rooms on On-Site Committee | J. Traynom |
| Prepare refreshments for motel workroom and college meeting area for On-Site Committee | M. Williams |
| Prepare computer work rooms at Microtel and on campus; ensure links to all resources on the college's SACS webpage. | D. Everett |
| Arrange for evening meals for On-Site committee on Monday and Tuesday evenings (Madison's and The Grotto) | J. Riviere |
| Provide transportation from Microtel, drive through campus with O'Daniel as tour guide | Van driver; D. O'Daniel |
| Provide lunch for the On-site Committee on Tuesday; deliver to Literature/Language Building work area. | M. Panichella, Culinary students, J. Riviere |
| Provide transportation from Microtel to dinner on Tuesday night. | H. Fleener, Drivers as required |
| Prepare facilities and grounds and prepare final campus cosmetics | H. Fleener, others as required |
| Prepare and present overview of the QEP when the On-Site Committee arrives on campus; participate in interviews about the QEP as requested | C. Ward, QEP Development Team |
| Provide documentation and participate in interviews about the Focused Report or Quality Enhancement Plan | All college personnel and students as requested |

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