Principles of Accreditation

Compliance Report

Chipola College Compliance Audit Report

SACS Core Requirement 2.5

2.5 - Institutional Effectiveness

The institution engages in ongoing, integrated and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Judgment of Compliance

☑ In Compliance

Statement of Rationale for Judgment of Compliance

Chipola College engages in ongoing, integrated and institution-wide, research-based planning and evaluation processes. The college has created a measurable, quantifiable institutional and educational effectiveness program to guide decision-making and ensure fulfillment of its mission. This process is described in our Strategy in the 21st Century, Appendix A in Chipola College 2005-2006 Annual Institutional and Educational Effectiveness, ([1]). All planning and evaluation activities at Chipola are carried out to (1) assess student achievement, (2) evaluate the college’s educational programs, services, policies, and procedures, and (3) use the results to increase student learning and improve college operations.

Chipola’s On-Going, Integrated, Institution-Wide, Research-Based Processes

Background: The Office of Institutional Effectiveness was established in 1986 with a Director of Institutional Effectiveness and renamed the Office of Effectiveness and Planning in 1994. It was expanded to include development in 2003 and is now overseen by the Associate Dean of Development and Planning.

The office has become a vital part of Chipola. Following is the office’s purpose statement: “The Office of Development and Planning serves as a support for other units at Chipola College. Its purposes are (1) to foster good planning and decision-making by evaluating the effectiveness of the institution and its educational and operational units and provide information to help improve the college’s policies, programs, and services, and (2) coordinate efforts to secure external funds to develop and strengthen the college’s ability to fulfill its mission” ([2]).
The 1998 SACS Reaffirmation Committee praised the college’s efforts to document institutional effectiveness, the variety of data available to college units, and the quality of institutional planning documents. The committee made no recommendations in Sections II or III of the Criteria for Accreditation. These efforts were later also cited by the Governor’s Office of Program Planning and Governmental Accountability (OPPAGA), which named Chipola “one of five exemplary institutions” among all state supported colleges and universities in Florida.

In 2003-2004, the college’s focus shifted away from state accountability toward documentation of “institutional” and “educational” effectiveness. Significant effort resulted in identification of learning outcomes for the General Education Core followed by revision of all course syllabi to identify specific learning outcomes and links to specific college-level competencies. See also CS 3.5.1 – College-level Competencies.

In support of campus wide planning, research, evaluation and assessment, the college publishes the Annual Institutional and Educational Effectiveness Report, a compilation of data on institutional indicators which document the college’s efforts to fulfill its mission and live up to the ideals expressed in its vision, mission, philosophy, and goals; (2) provide up to ten years of data for 28 institutional indicators and expected outcomes, and (3) an annual “Accountability Performance Report” that compares Chipola’s performance with state averages on Florida’s mandated Accountability Outcome Measures. The document is arranged according to seven “success factors” and their corresponding institutional goals. Success Factors—as defined by DeAnza College—are “the things which must go right if an organization is to flourish and achieve its goals."

As shown in Table 2.5-1, planning and evaluation events occur systematically and at approximately the same time every year so that results of evaluation can be incorporated into the next year’s budget and plans to improve programs, services, and operations at all levels of the institution.

<table>
<thead>
<tr>
<th>Table 2.5-1</th>
<th>Chipola College Annual Unit Planning and Evaluation Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Office finalizes, publishes, and distributes the Annual Plan to Planning Units.</td>
<td>Aug.-Sept</td>
</tr>
<tr>
<td>Units prepare and submit Operational Unit Plans to Vice Presidents.</td>
<td>Sept-Oct</td>
</tr>
<tr>
<td>Vice Presidents compile and submit file copies to Planning Office.</td>
<td>October</td>
</tr>
<tr>
<td>Operational units carry out plans.</td>
<td>Through June 30</td>
</tr>
<tr>
<td>Planning Office publishes Annual Institutional Report Card of previous year’s results.</td>
<td>January</td>
</tr>
<tr>
<td>Operational Units collect data on unit indicators, evaluate/assess, and seek unit feedback.</td>
<td>Begin February</td>
</tr>
<tr>
<td>Operational Units begin SWOT Analysis (strengths, weaknesses, opportunities, threats)</td>
<td>March</td>
</tr>
</tbody>
</table>
### Table 2.5-1
**Chipola College Annual Unit Planning and Evaluation Cycle**

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units report in Spring Report Meetings and Budget Planning Sessions.</td>
<td>3rd week of April</td>
</tr>
<tr>
<td>Planning and Accountability Committee identifies priorities for Annual Plan</td>
<td>March-April</td>
</tr>
<tr>
<td>Vice President of Finance works with Executive Council to prepare and submit budget.</td>
<td>April-May-June</td>
</tr>
<tr>
<td>Annual Program Reviews conducted by Senior VP for Instruction and Student Services.</td>
<td>By July</td>
</tr>
<tr>
<td>Units submit Unit Report Cards and submit file copies to Planning Office.</td>
<td>July</td>
</tr>
</tbody>
</table>

### Use of Results for Improvement

Chipola’s Annual Plan results from analysis of data at the institutional and operational unit levels. Specific strategies are planned to address institutional priorities during the coming year. These priorities are identified in early spring before budget preparation. The Annual Plan includes only strategies which are new in some way and can be carried out in one year with existing or recently allocated resources. See ([6]) for the 2006-2007 Annual Plan, ([7]) for the 2005-2006 Annual Plan and ([8]) for 2004-2005 Annual Plan. Each strategy is assigned to one or more of the college’s operational units. Completion of activities is documented in Operational Unit Report Cards at the end of the year. In addition, the Institutional Report Card is published annually in January to help college staff and faculty “close the loop” for the current year and plan wisely for the following year. See ([9]) for the 2004, ([10]) for the 2005, and ([11]) for the 2006 Institutional Report Card.

As an aid to both short- and long-term planning efforts, several activities focus campus planning on significant issues. These documents are posted periodically on the Planning Office’s website at ([12]), and bound copies of major documents are provided for unit planners and anyone else who requests them.

Operational Unit Plans, a collection of annual plans by 22 academic, administrative, and student services units, are maintained in departmental offices and in the Office of Institutional Development and Planning. For sample unit plans see ([13]) for Unit Plan 9-A - Information Systems; ([14]) for Unit Plan 5 – Workforce Development; ([15]) for Unit 6 – Student Services; and ([16]) for Unit 4-C – Fine and Performing Arts. Numerous data reports provide guidance and documentation for operational units as they make decisions to modify their programs or services.

### Table 2.5-2
**Operational Planning Units**

<table>
<thead>
<tr>
<th>Planning unit number, name of unit, and unit planner's last name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. President (Prough)</td>
</tr>
<tr>
<td>2. Chipola Foundation (Fuqua)</td>
</tr>
<tr>
<td>9-C Vice President of Human Resources (Davis)</td>
</tr>
</tbody>
</table>
In 2004, the college began to expand its efforts to evaluate “institutional” effectiveness to include more assessment of its “educational” effectiveness. This chart reflects efforts in 2005-2006 to streamline the operational unit planning process. Thirty-one units were collapsed and combined into 23 units as follows:

**Unit 5 - Workforce Development** absorbed 3 units (Public Service, Continuing Education, and Technical Education)

**Unit 7 - Enrollment Services** absorbed 4 units (Registrar/Admissions, Financial Aid, Success Center/Testing, Equity)

**Unit 9 - Management/Administrative Operations** absorbed 5 units (Athletics, Physical Plant, Residence Hall, Pool/Intramurals, Administrative Services/Capital Projects)

In 2006-2007, Unit 4-A Teacher Education/Math/Natural Science were combined, and Unit 4-F was deleted, reducing the number of units to 22.

**Chipola Facts**, an accountability and institutional effectiveness fact sheet, has been published on the second Tuesday of each month for 14 years. Each edition informs trustees, campus employees, and the community of interesting facts about the college. Each edition of **Chipola Facts** ([17]) is mailed to about 200 organizations,
businesses, and individuals within the district and across the state. All these documents and the cycle of planning events help create a culture of inquiry and analysis as the college makes plans for the future.

**Systematic Review of Programs and Services**

Chipola systematically reviews its programs and services as part of its overall institutional and educational effectiveness processes.

**Annual Program Review:** The Annual Program Review process, which occurs annually in June and July, is based on IMM#22 – Program Viability Review ([18a]). Program directors, coordinators, and instructors complete “Questions for Program Review” ([18b]) to report important data and narrative about training programs. Review by the Senior Vice President and academic department directors results in a recommendation to “retain,” “retain one year on probation,” or “cancel” an instructional program.

The greatest benefit of the Program Viability Review is that it strengthens decision making by requiring the compilation of a focused report and analysis of specific information. This allows both qualitative and quantitative evaluation. See ([19]) for the 2005 and 2006 Program Reviews submitted to the District Board of Trustees.

**Operational Unit Planning:** The college has 22 operational units, each of which has a statement of unit purpose, identifies expected outcomes, records longitudinal data on each outcome, notes the source(s) of all data, and relates the work of the unit to the institutional mission. See ([20]) for 2005-2006 Activities to Increase Effectiveness. Each unit planner submits an annual plan of activities to increase unit effectiveness at the beginning of the process and an annual Unit Report Card at the end of the year.

The greatest benefits of Operational Unit Plans are that (1) each unit has specific data to guide its plans for the future, and (2) unit planners are allowed to make oral reports and submit written budget requests directly related to their plans. See ([21]) for a summary of budget requests in 2005-2006 and ([22]) for 2006-2007 budget requests. See ([23]) for SWOT analysis and budget request forms. These are compiled and reviewed by the Budget Review and Development Committee and Executive Council.

**Interrelated Assessment Processes Result in Continuing Improvement**

Essentially, Chipola’s planning and evaluation system includes the following major elements which contribute to continuing improvement:

- Annual updating of *Chipola College 2005-2006 Annual Effectiveness and Accountability Report* ([4]) on effectiveness indicators for study and analysis.
- Annual program review by the Senior Vice President for Instructional and Student Services, assisted by deans and directors ([19]).
• 22 Operational Units with Unit Plans, including statements of purpose, annual collection and reporting of data on unit outcomes, and annual budget requests (CR [22]);
• Annual preparation of Activities to Increase Effectiveness in each unit and corresponding annual unit report cards (CR [20]);
• Preparation of an Annual Plan to Address Institutional priorities (CR [7]);
• Publication of the Annual Institutional Report Card (CR [10]);
• Systematic compliance with state requirements for updating the five-year Capital Improvements Program (CIP) for campus facilities (CR [24]);
• Personnel review by campus supervisors (CR [25]), (CR [26]);
• Budget planning with input from all operational units and the Budget Review and Development Committee. See also CR 2.11.1 – Financial Resources; CS 3.10.1 – Financial Stability; CS 3.10.2 – Submission of Financial Statements; CS 3.10.3 – Financial Aid Audits; and CS 3.10.4 – Control of Finances for more about the work of the Budget Review and Development Committee and the budgeting process.
• 17 Standing Committees and 8 Executive Committees which
  o make end-of-year reports, and
  o make recommendations to a 16-member Governance Council representing faculty, staff, students, and administrators (CR [27]).
• The Planning and Accountability Committee, an Executive Committee with faculty representation from each academic department, makes recommendations for the planning priorities in the coming year's Annual Plan (CR [7]). These are linked to specific strategies for 22 operational units.

Demonstrates Chipola’s Achievement of its Mission.
The college constantly evaluates itself in light of its own mission and according to standards set forth by the Florida Department of Education, accrediting agencies, and its own effectiveness measures and expected outcomes. To document achievement of its mission, Chipola monitors multiple measures on seven success factors and institutional goals which spring directly from the mission and purpose of the institution. Ongoing assessment helps guide decision-making and the pursuit of excellence at all levels.

Documentation:


[3] College-Level Competencies - Chart of Multiple and Varied Assessments
Chipola College 2005-2006 Annual Institutional and Educational Effectiveness

Florida Community College Accountability Outcome Measures

2006-2007 Annual Plan

2005-2006 Annual Plan

2004-2005 Annual Plan

2004 Institutional Report Card

2005 Institutional Report Card

2006 Institutional Report Card

Chipola College website - Planning Department

Operational Unit Plan: 9-A - Information Systems

Operational Unit Plan: 14 - Workforce Development Division

Operational Unit Plan: 6 - Student Services

Operational Unit Plan: 4C - Fine and Performing Arts

Chipola College website - Planning Office, Chipola Facts

Chipola College IMM #22 - Program Viability Review

Questions for Program Review

2005 and 2006 Program Review Results, approved by the District Board of Trustees

2005-2006 Activities to Increase Effectiveness

2005-2006 Budget Requests
2006-2007 Budget Requests

Operational Unit SWOT Analysis and Budget Request forms

Capital Improvements Program (CIP) - Capital Projects

Career and Other Professional Employee Performance Evaluation (form)

Faculty Employee Performance Evaluation (form)

2006-2007 Committee Membership, Purposes, and Tasks, Governance Council Bylaws