Principles of Accreditation

Compliance Report

Chipola College Compliance Audit Report

SACS Comprehensive Standard

3.4.9 - Academic Support Services

The institution provides appropriate academic support services.

Judgment of Compliance

In Compliance

As stated in the institutional mission, 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”.[1] In addition, one of the college’s Institutional Goals is to “Provide a wide range of academic, developmental, and support services to help retain students in programs and increase the percentage of students who remain continuously enrolled through completion of a degree or certificate.” All departments of the college work toward achieving this goal.[2]

To support its curriculum, diverse student body, and faculty, Chipola provides a variety of facilities, technology, and instructional support services. These support services are organized and administered to provide easy access for faculty and student users. This is especially important for Chipola’s students who are under-prepared for college-level work and face social issues which place them at risk of failure as well as for others who enroll with outstanding academic credentials and preparation. In fact, Chipola enrolls a higher percentage of Florida Academic Scholars than any other community college in Florida. Therefore, academic support services are essential to all students at Chipola.

Library Services and Resources

Facility: The Chipola Library is housed in a 14,587 square foot building. The Library consists of a basement, main floor, mezzanine, and second floor. The basement houses a television studio and video production room (1095 square feet) as well as the college Public Relations Department and a substation for the local NBC television affiliate.

The Library’s main floor (7928 square feet) houses the reference collection, periodical display and collection, reading area, reference computer lab, main circulation/reference desk, two supplemental reference desks, copier room, audio-visual storage, staff offices, study room, library classroom and restrooms. The main floor has seating for 77 at 13 tables, nine carrels, four sofas, and eight occasional chairs. The library classroom
has seating for 18, as well as a networked computer/DVD/ceiling mounted projector. Groups as large as six can make use of the main floor study room. The office area houses the audio-visual storage area as well as librarian and staff offices. This office area also houses cataloging, book and serials processing, and general library work areas. The reference lab consists of 13 networked computers and a networked printer available for Internet use. A color printer is also available to all computers in the Library. Other services include wireless Internet connectivity for students and staff.

The mezzanine (2367 square feet) houses the circulating book collection. An on-line catalog computer station is located adjacent to the book stacks. Study carrels and occasional chairs are available for seating. The second floor (3197 square feet) contains the Tech Lab, two study rooms, an office and a storage room. The Tech Lab houses 32 networked computers and a network printer. The Tech Center also offers Internet connectivity, Microsoft Office Suite, and specialized software for the Business and Computer Science Departments. The two study rooms can accommodate a total of 22 people and provide TV/VCR/DVD viewing capability.

<table>
<thead>
<tr>
<th>Table 3.4.9-1</th>
<th>Summary of Library Resources as of June 30, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>30,216</td>
</tr>
<tr>
<td>E-Books</td>
<td>38,349</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>68,565</td>
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<tr>
<td>Current Serial Titles</td>
<td>545</td>
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<tr>
<td>Databases Available</td>
<td>100</td>
</tr>
<tr>
<td>Audio-visual Materials</td>
<td>3,005</td>
</tr>
</tbody>
</table>

**Staff:** The Chipola Library is presently staffed by seven full-time employees. The three librarians have American Library Association accredited Master of Library Science degrees and hold faculty or administrative status at the college. These librarians have a combined total of over 64 years experience providing reference services; assisting students, faculty, and community in using library resources; and providing information literacy instruction. The Learning Resources Technology Coordinator upgrades and maintains the Library website, updates publications, and assists with reference instruction. The two career service paraprofessionals have Associate degrees. All staff members take advantage of specialized training through the College Center for Library Automation (CCLA) in reference materials and literacy, as well as training in library operations. The Video and TV Production Director is also a part of the Library staff, providing assistance in producing instructional video and audio-visual technical assistance. See **CS 3.8.3 – Qualified Staff for Library staff resumes.** Library services are further enhanced by student assistants assigned by the Financial Aid Office. Each of these students works about 20 hours per week during the fall and spring semesters.
Cooperative Efforts: Additionally, the college is a member of the Panhandle Library Access Network (PLAN) (3), a non-profit multi-library cooperative that assists libraries by leading and encouraging collaboration, sharing resources, staff development, and innovation. PLAN provides training opportunities throughout the year for all library staff. The college is a member of the College Center for Library Automation (CCLA) consortium (4), which coordinates the collections of 28 community colleges and 11 state universities through LINCC, a library collections management system. CCLA provides professional training on the system for all staff. All faculty, administrators, and staff have been trained to support student research and reference needs (5). For more information about the Chipola Library see CS 3.8.1 – Learning/Information Resources.

Laboratory and Technology Resources
Chipola College is committed to enhancing student learning through the use of technology. Visual and auditory learning are enhanced through the use of instructional multi-media technology. LCD projectors, computers, sound systems, and DVD/VCR combination units are installed in over 55 instructional facilities (6). Instructors’ office computers are loaded with the same core software found on each of the multi-media computers. In addition, shared network drives and instructors’ home folders are accessible at each station. Individual computer labs are located throughout the Chipola College campus (7). These computer labs are customized with hardware and software appropriate to the curriculum offered within each department.

Information Technology Center: The Information Technology Center (Tech Center), located within the college library, offers a broad range of commonly-used software in an open-lab setting. The Tech Center, one of the college’s busiest labs, is staffed with student assistants during library operating hours. The center is supervised by the Learning Resources Technology Coordinator. The hours for the Tech Center are listed and updated on the Library website (8).

Writing Center: The Writing Center consists of two labs in the Literature/Language building with 24 computers in each lab. One lab is primarily for class meetings and the other is “open” for general use. The open lab is additionally equipped with an LCD projector and DVD/VCR combination units. This technology permits additional instruction such as on-line research tutorials from the librarians. Communication Skills I and II, College Preparatory Writing, and College Preparatory Reading classes have a lab session scheduled once a week. The labs enable students to develop reading, grammar, and writing skills via on-line and supplemental computer instruction. In addition, students strengthen their basic computer competencies. The open lab is available to any student. English faculty staff the open lab and offer scheduled help sessions for students who need to refine their writing skills. The current hours for the Writing Center are posted beside each door.

Science Labs: The Teacher Education, Math, and Natural Science Department maintains six science labs. Three biology labs are maintained for instruction in general biology, ecology, microbiology, and anatomy and physiology. Two chemistry labs are
used to teach general chemistry and organic chemistry. One physics lab is maintained for teaching in general physics. Each lab contains supplies and equipment appropriate to the disciplines taught in that lab as well as updated computers for both students and instructors. Honors Program students and their instructors also use the labs to complete honors research projects in various natural science courses.

**Business/Technology Labs:** The three classroom labs located in the Business/Technology Building (Building M) provide support for a variety of computer classes. Appropriate software for these courses is provided through a combination of methods: (1) Chipola maintains a campus agreement that allows the current version of Microsoft Office to be installed on all lab computers campus-wide. (2) The Business and Technology department has an MSDN Academic Alliance license that covers the current versions of Visual Studio and programming tools for programming classes, as well as operating systems for network classes. (3) Several instructors have adopted textbooks that include appropriate course-specific software for student use.

**Computer Systems Technology:** The computer lab in the Workforce Development Building (Building O) provides support for Computer Systems Technology training. This lab provides students hands-on experience necessary to pursue industry certifications in the information technology field. The lab contains white boards, audio/visual equipment, and computers to accommodate various methods of instruction. Additionally, this lab is equipped with workstations for diagnosing and repairing computers. This lab also contains workstations for students to develop skills in computer troubleshooting and repair, software and operating systems, and networking.

**Welding Technology:** The Applied Welding Technology Lab is equipped with 16 welding booths that allow for students to perform individual hands-on applications of welding techniques. Students learn blueprint reading, theory, and metal use in the classroom and move to the lab for application. Practice and mastery of competency skills through demonstration equips students with skills for gainful employment in related industries. The lab is staffed with one instructor and is open Monday through Friday, from 8:00 am until 2:30 pm.

**Electronics and Telecommunications Labs:** The Electronics Lab (Building O) provides support and laboratory experimentation for both AAS and AS Electronic Engineering Technology and Telecommunications Engineering Technology students. An adjacent lab (O-107A) provides audio/video aids for additional training and dry erase boards for classroom lectures. Both these lab areas are “open labs,” providing student access from Monday through Friday during daytime and evening instructional hours. These labs have also been used for in-service training for faculty and the local community. The Workforce Development Building also houses the Electronic Repair Lab (O-107E) for instruction, troubleshooting, and repair for electronics equipment utilized on campus. A small server-controlled lab (O-107F) with electronic trainers also provides for student laboratory experiments in all electronics courses. The Electronics Lab (O-119) is a computer-managed lab supporting computer repair and network cabling courses. These labs are staffed with an instructor and instructional aide.
Telecommunications: The purpose of the Telecommunications Lab in Building N (N-114) is to provide instruction in the pole climbing and safety techniques required in the telecommunications industry. The Telecommunications classroom (N-114C) is a lecture room using audio/video training aids. The fiber-optics lab (N-114D) provides cabling students with hands-on termination and evaluation of various types of fiber-optic cables. Students also use fiber to learn about fusion splicing. The lecture/classroom area (N-111C) provides a classroom area for examinations, lectures, audio/video aids, and hands-on training to all telecommunications students. The Copper Termination Lab (N-111) provides a 16 station platform used to instruct and train students on color coding and terminating copper cables. This lab also allows for instruction with two-directional excavation trainers used for buried cable installation.

Automotive Service Technology: The Automotive Lab utilizes the Automotive/Autotronics teaching system, an interactive software computer-controlled teaching system designed to teach competencies relating to National Automotive Technical Education Foundation/Automotive Service of Excellence (NATEF/ASE) standards. The system unites independent workstations, a competency-based curriculum and uniform NATEF/ASE task requirements. The system’s primary emphasis is electrical/electronic and diagnosis of systems, sub-systems, and components. It integrates applied and practical academics and includes interactive software programs for applied mathematics, algebra, trigonometry and applied physics to provide “real-life,” career-skill problem solving exercises. In addition, the system includes theory, high-tech laboratory and “hands-on” technical education in the workshop to meet specific industry NATEF/ASE identified competencies for a career in the automotive service industry. It is comprised of state-of-the-art software-controlled demonstrators. All teaching devices work together as an interactive, integrated software-controlled system providing theory, practice, and reinforcement that prepares students with knowledge of automotive systems and sub-systems prior to participation in “hands-on” workshop education. As a result, students are able to attain higher skill levels more quickly. Automotive Technology instructors maintain a strong working relationship with representatives of the automotive industry.

Cosmetology: The Cosmetology Lab is designed as a full service salon. It is equipped with 14 cosmetology workstations, of which two are accessible to disabled persons. There are six porcelain sinks, of which one is handicap accessible. There are four manicure stations equipped with air filtration systems and state-of-the-art nail equipment. There is also a facial area with a fully equipped epilatory station; and there is one spa pedicure massage station with pedicure products. The salon design and learning environment provide students opportunities to observe, practice, and perfect services to clients as required by the Department of Education’s Curriculum Frameworks. The lab is stocked with the latest products in the industry and state-of-the-art equipment, including computers for State Board Examination simulation practice. Educational videos and mannequins are available for instruction and practice before students move into the lab salon area. The lab is staffed with one instructor and one assistant.
**Music Lab:** The Music Lab is located in the McLendon Fine Arts Building (Room H-109). It houses a Yamaha Clavinova piano lab consisting of 15 Clavinova pianos, 12 of which are interfaced with computers for students, one with a teacher’s console with a computer, and two used strictly as keyboards. Additionally, there is one acoustic Yamaha piano in the lab. The Music Lab is utilized by the following classes for specific assignments and some in-class work: Sight-Singing I, II, III, IV, Keyboard Harmony I and II, Theory I, II, III, IV, Class Piano, and Music Skills. Additionally, it is used by students individually to gain speed and accuracy with key signatures, intervals, part-writing, music reading, and sight-reading. Finale software appears on some computers to support advanced music composition students (7[7]). The lab is staffed by faculty and is open to all students, though music majors most often use the lab’s resources.

**Public Service Labs:** The computer lab in the Public Service Building has 20 stations and is used primarily for retraining Law Enforcement and Corrections employees in advanced computer applications required by state agencies. The lab is also used for computer based skills training in Law Enforcement classes.

- The Law Enforcement Demonstration Lab is used primarily for Basic Recruit Training and Specialized Training. The lab, which will accommodate thirty students, is composed of a mock courtroom, a crime scene demonstration area, a fingerprint station, and a casting station. All Law Enforcement classes requiring hands-on training utilize the Law Enforcement Demonstration Lab.

- The Corrections Lab is used primarily for Basic Recruit Training and Specialized Training. This lab will accommodate thirty students. The lab is composed of a Sally port, a mock confinement unit, and an inmate housing and dayroom unit. All corrections classes requiring hands-on training utilize the Corrections Lab.

**Nursing Labs:** There are four Skills Lab Learning Centers in the Health Sciences Building. These labs support instruction by providing hands-on learning centers for the Nursing, Emergency Medical Technician (EMT), Paramedic, and Certified Nursing Assistant (CNA) programs. One lab is also utilized by Gulf Coast Community College for Dental Hygiene students. All labs are equipped with technology which enables students to learn clinical skills in a simulated clinical experience. Labs are staffed by class instructors during regular daily operating hours and during evening and weekend hours in some classes. There is also a general purpose “open” computer lab available for Health Science students.

**Individualized Student Academic Support Services**

**Success Center:** Chipola’s Success Center provides appropriate instructional materials and personnel in a learning environment which fosters student success and equips students to achieve career goals. Students attend the Success Center with goals of reentering the workforce or entering certificate or degree programs. This Center serves new, current, and returning students with academic weaknesses, which might prevent
them from achieving academic goals. After testing to identify any academic deficiency, an individualized prescription or plan of work is developed to assist the student in correcting these deficiencies ([9]). Center personnel serve students by tutoring students individually, checking assignments, and administering and scoring unit exams. Students receive immediate feedback after completion of each assignment.

**Math Lab:** The Math Lab is located in close proximity to the mathematics and natural science classrooms. It is a student-oriented, “open” computer lab that was set up initially to improve math completion rates. Today, the Math Lab serves students enrolled in all levels of mathematics and science courses via twenty-five computers and several student tutors. Students use the lab for individual tutorial help, for assistance on make-up assignments, to complete computer assignments for individual courses, and to take advantage of an environment conducive for study. Several specific course-related programs are installed on lab computers. This allows instructors to schedule visits for entire classes throughout each semester, thus providing instruction enhanced by the equipment and software in the lab ([10]). In addition to the supplemental materials available via the computers, math and science videos and DVDs are available for student checkout. Lab scheduling and staffing are under the direction of a mathematics instructor. The student tutors are recommended by the mathematics and science faculty.

**Student Disability Services:** The Office for Student Disability Services provides low tech and high personal intervention. Documented students receive one-on-one assistance to improve study skills and capitalize on the abilities they possess. In recent years, the following strategies have proven beneficial: (1) note takers to attend classes; (2) general tutorial services; (3) special testing services; (4) readers and books on tape; and (5) specialized computer equipment or programs ([11]). Chipola’s Counselor for Student Disability Services developed a handbook for students who have disabilities and a 35-page faculty and staff handbook titled *Guide to Effective and Reasonable Accommodations*. The guide has three functions: (1) heighten awareness, (2) provide basic information, and (3) acquaint readers with the campus and community resources available to assist them in working with students who have a disability ([12]).

**Academic Center for Excellence (ACE):** The ACE is Chipola’s newest academic support service. Added in the spring of 2007, the ACE is a comprehensive learning lab for on-demand tutoring and instructional support for students in all classes. The Center is equipped with computers, other electronic instructional aids, a library of specialized instructional resources, study carrels, tutoring areas, and comfortable seating. The ACE is staffed with a full-time faculty coordinator who recruits, trains, and schedules student tutors. The Center provides a proactive approach to student intervention, central coordination of tutoring services, a high level of student outreach, and a faculty referral system. An ACE Faculty Advisory Committee provides feedback and helps make decisions about the Center’s schedule and services. The ACE is located in three full-size classrooms which have been re-purposed to provide a state-of-the-art learning environment. A fourth adjacent classroom has been equipped for tutoring of special
groups, including student athletes, ESOL, and honors students. The ACE is part of a five-year Title III project funded in 2006 to increase student retention and completion.

Tutoring for Athletes: Tutoring is provided for the student athletes on a regular basis. The students are required to attend regularly scheduled sessions to complete homework assignments, to get assistance on make-up assignments, and to complete computer assignments. The tutoring sessions are supervised by college faculty as part of their teaching load.

Other Instructional Support

Honors Program: Chipola recruits Honors Program students from high schools in its five-county district. The students admitted must have a minimum GPA of 3.5 and a minimum ACT of 23 (SAT score of 1019) ([13]). Each semester, these students are required to complete a one credit-hour honors seminar. Each Honors student also works one-on-one with a faculty member to complete a research project each semester. At the end of each semester, students present their findings through a multimedia presentation to their peers and submit a research paper.

• The Honors Program also offers opportunities for travel, including a brief study abroad. Participating students may earn three hours elective credit. The Honors Program also coordinates the Chipola Lecture Series featuring experts in specialized fields of study. Guest speakers, student seminars, and community debates are part of this effort. The primary goal of the lecture series is to provide an appealing vehicle for interdisciplinary learning, skill building, and career development. These lectures are publicized and open to all Chipola students, faculty, staff, and the local community.

• Service Learning is also an integral part of the Honors Program, which works with the Phi Theta Kappa chapter to coordinate service learning projects each semester. Many local high school students also participate in these projects through cooperative efforts with the Beta Club and National Honor Society.

Science Seminars: Chipola’s Science Seminars expand the science and math curriculum by bringing guest speakers to campus to share their experiences as scientists. The Science Club plans and coordinates the series with assistance from the math and science faculty. These seminars are a cooperative effort and are effective in expanding the academic experiences of Chipola’s students. These seminars are also available to the local community. Invited lecturers have shared knowledge on a variety of course-related topics ([14]).

Social Science Film Series: The Social Science Film Series features films with historic or social content worthy of discussion. Four films are shown each semester. They are scheduled well in advance and shown on Tuesday afternoons. Analysis and discussion seminars follow on the next Wednesday. During discussion, students compare film content to historical record and apply social theory. Diverse perspectives of students and faculty are shared and appreciated. At least a hundred students attend the film
showings each semester. An additional fifty—most of whom have work or family schedules preventing their attendance on Tuesday afternoons—come in during another time to watch films in the Social Science Lab (\[\text{[15]}\]).

**Chipola Artist Series**: Chipola College contributes to the quality of life in the Northwest Florida area through the coordination of a community-supported Artist Series. The Office of the Artist Series is administratively assigned to the Department of Fine and Performing Arts.

This annual four-event Artist Series is underwritten by the college, the Chipola Regional Arts Association, grants, and ticket sales. Concerts, recitals, presentations, and productions vary greatly to attract a diversified audience and to enhance the quality of life and artistic opportunities within the community.

**Spanish Study Abroad**: Chipola College, in conjunction with Intercultural Connection and the Spanish Language Center in Marbella, Spain, offer a study abroad program in Spanish. The participants earn four hours credit in beginning Spanish. Students attend class 22 hours a week for four weeks in Spain. The course is taught by Chipola's Spanish instructor and by native speakers of Spanish with degrees in Spanish Philology, History, and Literature (\[\text{[16]}\]). In this intensive program, class time combined with homework often amounts to more than eight hours of work each day. Students are also taken on excursions each week to Casco Antigua, Malaga, Granada, Ronda, and/or Bolonia.

**Music/Theatre Library**: The Music/Theatre Library is located in the McLendon Fine Arts Building (H-103). At present, the library houses a small collection of LPs, CDs, and DVDs. The library is coordinated by the Director of Theatre and Director of Fine and Performing Arts. The goal of the department is to expand the collection and secure a broader and more complete Music and Theatre Library, housed either in Building H or incorporated into the main college Library. In fact, Chipola has recently entered into an agreement with the Warren D. Allen Music Library at The Florida State University College of Music to be the recipient of any duplicates or discards at no cost. This relationship will move Chipola toward achieving its long-term goal.

**Staff and Program Development**

Chipola College has a well-established Staff and Program Development Program administered by a standing Governance Council committee. See IMM #6 (\[\text{[17]}\]) for college procedures governing staff development.

**Staff and Program Development (SPD) Committee**: The committee may allocate funds for tuition reimbursement, innovator projects, in-service projects, and sabbaticals to extend to faculty the opportunity to develop themselves professionally. Each semester, faculty may submit proposals for funds outside department travel budgets for attending state, national, and international conferences and presentations. These in-service
activities are awarded on a competitive basis by the committee. Attendance is confirmed before reimbursement. Faculty may also apply for funding for innovative projects that directly impact student learning in their academic departments.

**Tuition Reimbursement:** SPD funds help faculty bear the cost of pursuing courses and degrees. Funds are awarded when the coursework is successfully completed and a satisfactory grade earned. Funded coursework enhances professional skills and/or teaching abilities. The Staff and Program Development Committee presents an End-of-the-Year Report to the Governance Council identifying faculty goals, proposals submitted, and evaluations, in accordance with the Governance Council’s procedures and the college mission.

**Tech Prep Mini-Grants:** For the last four years, from 15 to 20 of Chipola’s faculty members have submitted Tech Prep mini-grants for special program development projects. Mini-grant awards in 2006-2007 ranged from $500 to $2,000 for equipment, instructional materials, software, or professional development—including travel. See ([18]) for a list of 14 Chipola faculty who submitted mini-grants for the 2006-2007 competition, during which ten were funded for over $24,000 to strengthen instruction in their departments.

**Chipola Organizations:** Chipola organizations provide numerous faculty development opportunities throughout each year. The opportunities include faculty in-service presentations before classes begin and after classes end each semester. For example, the faculty received in-service recently on the Ethics and Compliance Program and Family Educational Rights and Privacy Act (FERPA). Additionally, groups such as the Council for Chipola Educators (CCE) sponsored workshops on student engagement, and Chipola’s chapter of the Florida Association of Community College (FACC) has sponsored professional development activities on campus and at regional and state meetings. Community colleges share resources by extending invitations to other colleges for not only discipline-specific conferences but also for topics such as Distance Learning and Learning Outcomes Assessment. Recently, Pensacola Junior College conducted a workshop for Chipola staff on Distance Learning courses and the State Distance Learning Consortium. Community College Library Association (CCLA) representatives come to Chipola’s campus on a regular basis for technology updates. Additionally, faculty members write grants and participate in collaborative activities with other state and national agencies such as Florida Environmental Protection Agency, National Science Foundation, and Internal Revenue Service.

**Faculty Meetings:** Monthly faculty meetings offer another opportunity for professional development. See ([19]) for sample Faculty Meeting agendas. Each meeting includes informative presentations and in-service from various departments such as Information Systems offering Identity Theft workshops and Network Security workshops, the English Department offering Plagiarism workshops using *Turn It In* software, and the Library offering Electronic Resource Updates. Workforce Development Department faculty have all-day professional development activities as a group scheduled several times a year. College faculty are recognized at faculty meetings, on the college’s
website, and in the catalog for professional development activities and accomplishments (20).

Documentation:

[1] Chipola College Statement of Mission and Purpose
[2] Success Factors and Institutional Goals
[6] Projectors-Summary
[7] Lab Inventory
[8] Chipola College website - Library
[10] Chipola College website - Math Lab
[12] Chipola College website - Services for Students with Disabilities
[15] Social Science Film Series
[16] Study Spanish Abroad Brochure
[17] Chipola College IMM #6 - Staff and Program Development
[19] Sample Faculty Meeting Agendas