ABOUT CHIPOLA

Overview
Philosophy and Purpose
OVERVIEW OF THE COLLEGE

History

Chipola Junior College is a two-year, public, open-admissions institution in Marianna, Florida, serving the rural Florida panhandle counties of Calhoun, Holmes, Jackson, Liberty, and Washington. Located in the Florida Panhandle, 70 miles west of Tallahassee, 60 miles from the Gulf of Mexico, and 30 miles from the Alabama state line, Chipola is the third oldest of Florida’s 28 state-supported community colleges. Chipola opened its doors in 1946 as a private institution with six full-time teachers and 65 students. The college served 2,843 students in its regular degree and certificate programs in 2002-03 and an additional 3,040 through Continuing Education and Public Service training.

Chipola was brought under state control and financing in 1947 when Florida’s Minimum Foundation Law initiated a plan to place two years of college education within commuting distance of every Florida citizen. Under the provisions of this law, a junior college district consisting of Jackson, Calhoun, and Washington Counties was approved to operate as a public institution with financial support from the three counties and the State of Florida. This approval was granted by the State Board of Education, and Chipola Junior College became a public institution effective September 1, 1948. The original district of Calhoun, Jackson and Washington Counties was expanded later to include Holmes and Liberty Counties.

A milestone in the history of CJC occurred in 1953 when the campus moved from its original location at the former Graham Army Air Base to the present location. The first permanent buildings were completed and occupied in 1954. Additions through the years have created a complex of 26 buildings, arranged on a wooded campus, on about 50 acres of a 120-acre tract. The campus also includes outdoor physical education fields and a pool. Programs in vocational education were begun in 1967-68.

Evidence of growth with regard to official recognition by other institutions of higher learning came in 1957 when the college was accepted into membership and fully accredited by the Southern Association of Colleges and Schools. This accreditation was reaffirmed in 1967, 1977, 1987, and 1997.

The Chipola District

The college’s five-county district occupies 3,381 square miles abounding in forests, rivers, and lakes. Situated in Marianna near the banks of the Chipola River, the campus uses only about 40 of its 105 acres. The remainder is in its natural state—covered with pines, cedars and hardwoods.

The main economic base is agriculture and forestry. There are a few manufacturing sites and several state agencies, including a Florida Department of Transportation District Office, a Department of Corrections Regional Office, two Federal prisons, and six state prisons. The district’s population is just over 106,000 (2000 U.S. Census).

Since its beginnings, Chipola has been important to the people of the area. The establishment of Chipola met such great need that in the 1950’s the U.S. Department of Education coined the term Chipola Index, a measure of the effect that having a community college in a rural geographic area would have on the number of residents who go to college. The college is committed to meeting the needs of a student population with increasing numbers of non-traditional, older, part-time students seeking education and skills for the job market.

Demographics

Every semester, 85-90% of Chipola’s students come from this district. To serve them, the college remains committed to maintaining a positive learning environment—one in which personnel, resources, facilities, and services contribute to the growth and development of students.

The 2002-03 headcount enrollment in regular programs was 2,843. Of these about 90% commuted, many from 50-60 miles (one way) each day. About 75% were employed. Some 55% described themselves as “full time employees and part-time students” (2002 Entering Student Survey).

Some 47.6% were full-time students (12 semester hours in academic or 450 clock-hours in Workforce Development courses). The remaining 52.4% were enrolled part-time. Current students reside mainly in the five counties in the college district. About 11% come from other Florida counties. Only 4% come from outside Florida.

Women now constitute the majority of students enrolled. In fact, 60.3% of all students are women, many single parents. About 34% of all students are under 20 years of age; 30% are between 20 and 24. Only 16.7% are over 35 years of age. Around 82% are academic students, mostly A.A./Transfer track; about 18% are seeking Workforce Development certificates.

Chipola takes pride in its minority student enrollment, as evidenced by the fact that the entering student population is about 23.5% minority; whereas, the area’s minority population is only 19%. This verifies efforts to recruit, enroll, and retain minority students at a higher rate than most other community colleges in Florida.

Financial aid data show that 1,374 students received $1,219,932 in financial assistance through federal or state grants and loans in 2001-02. These 1,374 students represent a large per-
percent of the actual full and half time student enrollment. In addition, the CJC Foundation provided $600,000 in scholarships and grants. This reflects the college’s efforts to retain students in programs for as long as possible by assuring that all qualified students receive financial aid.

Chipola operates under a nine-member District Board of Trustees appointed by the governor for four-year terms. All operations are governed by the Florida Department of Education, the Florida Division of Community Colleges, and policies set forth by the District Board of Trustees. The college was accredited in 1957 by the Southern Association of Colleges and Schools (SACS) and has maintained continuous accreditation since that time. The most recent reaffirmation of accreditation occurred in 1998.

Course Offerings

The most popular majors among A.A./Transfer students are Business, Engineering, Education, and Computer Science. Most A.S. degree students enroll in Nursing, Criminal Justice, Corrections, and Firefighting. The most popular certificate programs are Automotive Technology, Computer Electronics, and Fire Science.

At the request of current students, most classes are now scheduled from 7:00 a.m. to 2:00 p.m., to meet the needs of employed, commuting students with family responsibilities. All departments schedule classes on Monday through Thursday evenings. Saturday classes are offered in some departments.

Chipola is recognized for the quality of its instructional programs, all of which undergo annual program assessments according to specific student outcomes. All academic departments require common course syllabi, test with common final examinations, use the same textbooks, and provide access to the same labs and instructional materials.

Programs Offered to Meet with Student and Community Needs

Training programs are changed or continued as dictated by documented need. Needs assessments precede all major program changes. Program Reviews are based on indicators of student learning, cost effectiveness, faculty qualifications, and community impact. The college fosters training partnerships with area businesses and agencies. Recent responses to community training needs include: (1) initiating a special Para-Professional Program to help public schools meet the requirements of the “No Child Left Behind” law; (2) offering high school Dual-Enrollment classes in 16 district high schools at the request of parents, students, and school officials; (3) beginning a Child Care Training Program to provide the Florida Child Care Credential and establish on-campus child care; (4) doubling the RN, LPN, and PCA programs and developing an integrated curriculum at the request of the State Board of Nursing and local health care employers; (5) expanding Public Service training programs at the request of the Department of Corrections and the Florida Department of Law Enforcement; and (6) establishing a University Center to bring university bachelor’s and master’s degrees to Chipola in response to a community needs assessment.

The University Center

Chipola’s University Center was initiated as a response to the lack of access to four-year and graduate degrees in Chipola’s district. In Fall 2000 Chipola collaborated with the University of West Florida and Florida State University to bring Bachelor degrees in Social Work, Nursing, Criminal Justice and Elementary Education/Special Education. In 2001, Masters degrees in Educational Leadership and Masters, Education Specialist and Education Doctorate degrees in Curriculum & Instruction were added. In Fall 2002, new offerings included a Masters degree in School Guidance from Troy State University Florida Region and a BS in Electronic Engineering Technology from UWF. A Masters in Public Administration will be offered beginning Fall 2003.

University program coordinators work full-time on CJC’s campus, teach classes, advise students, and supervise instructors. Each university ensures that the instructors and programs of the University Center are comparable to those found on the university campus. University personnel teach all courses on Chipola’s campus and degrees are awarded by each university.

More than 250 students are now enrolled in UC programs and enrollments in CJC’s trademark AA degree program also are up. Without such innovative programs, many students could not continue their education beyond the AA. The first graduating classes from all University Center programs received their degrees in Spring 2003. Most graduates stepped into jobs that they would not have been qualified for without the University Center.

The University Center also was nominated for the Bellwether Award by the Community College Futures Assembly, a national consortium of community college leaders. The Bellwether Award recognizes outstanding and innovative programs and practices that are successfully leading community colleges into the future.

The UC programs are an extension of Chipola’s mission to meet the educational needs of the district. The University Center works together with the universities and the University Center student is perceived as ‘our student’ by both Chipola and by the university.”

Report Card

Data show that, by many measures of academic success, students who persist and graduate from Chipola excel.

The college has established an almost unequalled record of performance on the state’s College Level Academic Skills Test, including the highest mean in the state during five successive years. A recent state report shows that Chipola’s transfer students achieve among the highest GPAs of community college transfers in the state. Graduates of Workforce Development programs also achieve high passing rates on state license examinations. All programs exceed the state-mandated rate of 70%. Graduates of Chipola’s training programs are successful in finding employment after leaving Chipola. Chipola consistently earns a 95% placement rate, compared to the statewide rate of only 87%.

Chipola ranks first in the percentage of Florida’s Bright Futures Scholarship recipients. Approximately one in every 17 students in Chipola’s AA program has won one of these prestigious scholarships. Most of these students are headed for professional schools in medicine, law, pharmacy, engineering, or business.
The Honors Program allows the brightest and best students to register for weekly Honors Seminars. Teachers guide their learning through research projects beyond the regular scope of course requirements.

Faculty

One of Chipola’s greatest assets is its qualified faculty. There are 62 full-time faculty members. About 87% are tenured, with 21% within five years of retirement. About 18% hold doctorates; 66% hold Master’s degrees. At least 10% have completed course work toward the doctorate.

Faculty with less than Master’s degrees teach in occupational and technical areas. All faculty members meet the requirements of the Southern Association of Colleges and Schools (SACS). Several teachers have received prestigious teaching awards and won state and regional recognition for instructional projects at Chipola. Faculty also regularly participate at state meetings and conduct in-service activities for public school teachers in the college district. When available, adjunct faculty are also engaged to teach classes, mostly in the arts, social sciences, criminology, and corrections. The full-time faculty-student ratio is 1 to 46.

Chipola emphasizes quality teaching and ranks among Florida’s top five community colleges in the percent of funds spent on direct instruction. The college expends 56.3% of the total budget for direct instruction, compared to the state average of only 48.4%. Faculty salaries constitute most of these funds.

Over 80% of student contact hours are taught by full-time faculty. Through the 1980s and mid-1990s, every effort was made to hire highly qualified instructors in full-time positions. This has prevented fragmented approaches to instruction that are frequently reported in schools with high percentages of adjunct teachers. Inherent in the college’s philosophy is the belief that full-time teachers have a full-time commitment to teaching and that interaction in the workplace creates a willingness to learn from each other, share departmental resources, and gain expertise.

Retention

The college has been serious about addressing the issue of retention from the student services perspective since 1997-98. A veteran teacher with a psychology degree was appointed Retention Counselor and relocated to the Student Services Building. Since that time, aggressive strategies have included (1) ensuring maximum financial aid and scholarships for all students, (2) improved faculty advising, (3) voluntary faculty reports of excessive absences, (4) follow-up phone and mail contacts with students who might be at-risk of dropping out, (5) up-to-date curriculum guides which parallel university programs, (6) use of test scores for placement in entry-level math, writing, and reading courses, and many other student services functions.

Special student groups referred by faculty have access to tutors during two hours each afternoon. The Success Center helps vocational preparatory students achieve minimum TABE scores before they enter AS and Certificate programs. The Math Lab provides limited tutoring and computer support for math and science students. Writing tutors are provided during a limited number of hours in the English Department. However, there is no systematic program of academic support for students in all instructional areas, including advanced courses with high attrition rates.

Technology

People of all ages, from toddlers to senior citizens, are embracing technology as never before. This increased dependence has been recognized, and embraced, at Chipola Junior College. From “hand-holding” the beginner to supplementing the proficient, Chipola provides the technological resources for students to advance their skills, no matter the level of expertise.

2000-2001 ushered in a new age of technological integration into the curriculum. Automotive Service Technology students and Electronics Technology students now have some of the most advanced, computer-assisted diagnostic equipment available. Instructors have the capability to simulate equipment failures and electronically track students’ progress toward diagnosing the simulated failure. Supplemented by expert instruction, students receive valuable “hands-on” training.

Shortages in the technology industry have not gone unnoticed either. Students interested in the high-demand field of computer support may now take advantage of a state-of-the-art lab designed to help students certify as Microsoft Certified Service Engineers (MCSE). Supplemented by two software contracts with Microsoft Corporation, students are insured of access to the latest releases of industry-leading software. Curricula in programming, networking, office applications and business applications are all available at Chipola.

Chipola’s networking infrastructure was upgraded in March 2001. All new Cisco switching equipment was installed to support a new Gigabit Ethernet backbone. Additional fiber optics were also installed to supplement data/video transmission. In addition, Internet bandwidth was quadrupled, with the capability of expanding seven times more.

Plans for 2003-2004 include newly renovated business/programming facilities, installing multimedia capability in more classrooms, additional student services via the Web, the addition of an electronic bulletin board system, and expanding the number of online courses.

Facilities

Over the past several years, the college has undergone a multimillion dollar modernization of its buildings and instructional facilities, including the equipping of four computer labs that are open five days and several evenings each week.


New headquarters for the Chipola Foundation were opened in Spring 1995 in a remodeled home located across College Street from the Administration Building. A new softball diamond for the Lady Indians also was completed in Spring 1995.

A new road through the campus and additional parking spaces were completed during the Summer of 1995.

A new wing on the Fink Natural Science Building, housing state-of-the-art science labs, opened for the Spring Semester of 1996.
A Child Care Center was dedicated by the Board of Trustees in February of 1996 and is caring for up to 80 children. A new parking lot, adjacent to the Workforce Development Building, was completed during the Summer of 1996.

During the Spring of 1996, crews laid fiber optic and copper cabling for Chipola’s new $380,000 telecommunications upgrade. Telephone service over the system was implemented during the Summer of 1996, followed by electronic linkage of all computers on campus during the 1997-98 school year.

The 1998-99 year saw the completion of the Public Service Building. A new Literature/Language Building opened in the Summer of 2000. Also during the 2000-2001 year, the college saw the completion of the renovation of the Continuing Education/Conference Center building and the Cafeteria. A new Literature/Language parking lot, Firing Range Classroom and Defensive Driving Range were also added. The Physical Education Complex/Health Center addition, a new Health Sciences facility and a substantial Library renovation were completed by the Spring of 2003.

**Arts**

In 1987-88 Chipola was one of ten institutions—and the only community college—selected by the Southern Arts Federation as a Minority and Rural Arts Initiative Center. In recognition of its special attention to the arts, the college was given grants of $450,000 by the State Division of Cultural Affairs to remodel a campus building to serve as a regional arts center. This facility, the Chipola Arts Center, was dedicated in April of 1991. Since its opening it has been in continuous use for traveling art exhibits, concerts and recitals.

The college also sponsors an Artist Series that provides performances by visiting artists each year.

The 2002-2003 season saw outstanding productions of “You Can’t Take It With You” and “Big River.” All performances were sold out.

Each summer the department buses in thousands of area children to see its annual children’s theater production.

The college’s three musical groups, Chorus, Rock and Jazz Ensemble, and Show Choir, perform throughout the Southeast. Show Choir routinely performs its popular show at Walt Disney World in Orlando.

**Athletics**

Although Chipola—with fewer than 3,000 students—is one of the smallest community colleges in the state, it is a “big name” in sports and always has been. Its basketball and baseball teams regularly appear in the state tournaments.

Playing in one of the toughest leagues in the nation—the Panhandle Conference—Chipola has won more state basketball championships than any other Florida community college—seven. It has won 11 Panhandle Conference championships and made nine trips to the national tournament.

The 2002-2003 year was memorable for several reasons. In March 2001, the Men’s and Women’s State Basketball Tournament returned to CJC for the eighth year. The tournament is co-sponsored by the state’s most active community college booster organization—the Chipola Appreciation Club.

In 2003, the baseball team continued its winning tradition with wins over nationally ranked teams and winning the conference title. Many graduating sophomores have accepted scholarships in Division I schools.

The softball, women’s basketball, and men’s basketball teams continued to be competitive in conference play, and all earned a trip to the state tournament.

**Credits and Official Standing**

**Accreditation & Affiliations**

Chipola Junior College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4098; telephone number 404-679-4501) to award Associate in Arts degrees, Associate in Science degrees, and Certificates of Training.

The college is also a member of the American Association of Community and Junior Colleges, the Southern Association of Junior Colleges, the Florida Association of Colleges and Universities, the American Council on Education, and other professional organizations for institutions of higher learning.

Being affiliated with these organizations means that credits earned at Chipola are recognized and accepted by other colleges and universities throughout the United States. Students planning to earn advanced degrees at four-year colleges and universities may transfer work completed at Chipola, generally with no loss of credit.

**Veterans Approval**

Chipola is approved by the Florida State Approving Agency for the training of veterans and eligible dependents under the provisions of the “Cold War GI Bill” (Title 38, U.S. Code) and other applicable legislation administered by the U.S. Veterans Administration. The college’s policies and procedures are applicable to all eligible students who make application for, and receive, V.A. Educational Assistance benefits under Chapters 30, 31, 32, 34, 35 or 106 while enrolled in an approved program of study. All degrees, certificates and courses offered by the college must be approved by the Florida State Approving Agency to allow payments to eligible students.

Complete information will be furnished to veterans or eligible dependents upon request.

**Civil Rights Compliance**

Chipola Junior College subscribes fully to a policy of non-discrimination with regard to all employees, students, and services to the community. Specifically, the college has given assurance of compliance with the provisions of the Civil Rights Act of 1964 and of Executive Order 11246, as amended. All members of the college faculty, staff, and student body are expected to subscribe to this assurance of compliance and to assist in making such assurance valid in fact.

Chipola is dedicated to the concept of equal opportunity. The college will not discriminate on the basis of race, color, creed, national origin, age, sex, veteran’s status, disability, or marital status in its employment practices or in the admission and treatment of students.

The Equal Access/Equal Opportunity Office is in Building G.
Philosophy and Purpose

Chipola is a comprehensive public (community) college whose primary purpose 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.

Vision
A Higher Degree of Success

Mission
Adopted June 18, 2002
Chipola Junior College promotes learning and student achievement by embracing excellence, opportunity, diversity, and progress.

Programs
To fulfill its mission, Chipola provides the following programs:

- Educational programs which include general and pre-professional classes leading to the Associate in Arts degree for transfer into baccalaureate degree programs;
- Workforce development programs leading to the Associate in Science or Associate in Applied Science degree to prepare students for jobs in their communities and the Certificate of Training to develop or upgrade career skills;
- Continuing education programs related to cultural and governmental changes and personal development, both mentally and physically;
- A broad range of student services and instructional and administrative support to facilitate student success.

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 decreasing the percent of students who drop- or stop-out during their studies and increasing the percentage who persist 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.”

DeAnza College