2020-21 CHIPOLA COLLEGE MASTER PLAN

The Chipola College Master Plan is a component of CoMPASS, the Chipola Model for Planning, Assessment, and Sustained Success. The Master Plan addresses factors that affect college operations, including previous years' institutional outcomes. The Master Plan: (1) facilitates accomplishing the college mission, (2) supports Florida College System goals, (3) supports the college's Quality Enhancement Plan, (4) addresses related SACSCOC principles of accreditation, and (5) addresses college policies on institutional planning. Strategies and resources to achieve college priority outcomes are identified in annual strategic plans (CoMPASS plans) developed by educational programs, administrative support units, and educational support service units.

Chipola College Mission
Chipola College provides access to quality learning opportunities toward baccalaureate degrees, associate degrees, and certificates and facilitates the economic, social, and cultural development of the college's service area.

Florida College System Goals (2018-2020 Strategic Plan)
1. Ensure all Floridians have **equal and equitable opportunities** to pursue a postsecondary education at one of our colleges by **removing barriers and expanding access**.
2. **Maintain affordability** — while ensuring quality — by keeping tuition low and ensuring students take advantage of financial aid and other cost-saving resources.
3. **Promote student achievement so all students have the opportunity to succeed**. Continuously improve and innovate to support institutional achievement.
4. **Prepare students for their next step upon graduation**, either through articulation into an upper-division program or direct entry into the workforce with a high-paying job.

SACSCOC Core Requirement 7.1
The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

SACSCOC Core Requirement 8.1
The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

September 12, 2019 E-mail from SACSCOC President Dr. Belle S. Wheelan

"Members of Congress as well as the U.S. Department of Education are pushing institutions to increase the completion rates of their students, e.g., graduation, licensure, transfer, etc. Toward that end, we are asking institutions to pay close attention to the success of ALL students by disaggregating data by socioeconomic levels, ethnicity, etc. when responding to Standard 8.1 (Student Achievement) of the *Principles of Accreditation* during both the decennial review and fifth-year report."

College Policy 1.010

A philosophical goal of the District Board of Trustees is to establish "effective and efficient plans for achieving the long-range goals of the college."

College Policy 1.020

The college president is charged with developing and maintaining "a master plan for the college that includes goals and objectives, sets priorities, and allows for continuous evaluation after implementation."

Quality Enhancement Plan Goal

The goal of the Chipola College QEP is to enable students to make informed decisions regarding career goals and related educational pathways.

Note: Data pertaining to priority outcomes attainment are presented in the annual Institutional and Educational Outcomes Report. To maintain student privacy, data pertaining to cohort groups of fewer than ten students may be omitted.

2020-2021 Master Plan Goals, Objectives, and Priority Outcomes

Goals	Objectives	Priority Outcomes
Goal 1: Increase enrollment, retention, and completion	1.1 Ensure students have access to support services needed to be successful at college*	1.1.1 Students report satisfaction with ACE services (GSS mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied) 1.1.2 Students report satisfaction with SmartThinking online tutoring services (GSS mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied) 1.1.3 Students report satisfaction with library services (GSS mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied) 1.1.4 Student Support Services (SSS) Program meets performance targets for persistence rate, good academic standing, graduation rate, and graduation/transfer rate 1.1.5 Students report college emphasizes providing support that students need to succeed at the college (CCSSE mean rating of 3.00 or higher, 1=very little and 4=very much) 1.1.6 Employees report college provides support that students need to succeed at the college (ES mean rating of 4.25 or higher, 1=strongly disagree and 5=strongly agree) 1.1.7 Students' cumulative GPA of 3.00 or higher on four-point scale.
	1.2 Minimize barriers to enrollment, retention, and completion*	1.2.1 Increase in percentage of entering students who report exposure to college advertising 1.2.2 Increase in admission applicant enrollment rate 1.2.3 Increase in number of certificate, AS, AA, and BS program enrollments 1.2.4 Student demographics reflect service area demographics 1.2.5 CCSSE benchmark mean scores on effective practices related to student engagement above the national cohort mean 1.2.6 Increase in student retention rate 1.2.7 Increase in student completion rate 1.2.8 Decrease in retention and completion gaps among students grouped by race/ethnicity, gender, first generation status, and Pell grant recipient status 1.2.9 Students report satisfaction with academic advising/planning (CCSSE mean rating of 1.50 or higher, 0=not at all, 1=somewhat, 2=very) 1.2.10 Academic departments offering certificate, AS, and/or BS programs have approved plans for student recruitment into each instructional program 1.2.11 Students report that the college emphasizes providing financial support needed to afford their education (CCSSE mean rating of 3.00 or higher, 1=very little and 4=very much) 1.2.12 Students report satisfaction with Chipola College Foundation office (GSS mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied) 1.2.13 Students report satisfaction with financial aid office (GSS mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied) 1.2.14 Ally overall accessibility average score of 70% for all courses

Goal 2: Provide a high quality distance learning program	2.1 Provide high quality online courses*	2.1.1 Course evaluation means of online courses and same on-campus courses within .05 points on four-point scale 2.1.2 Percentage of students earning final grades of C or higher in online courses no less than three percentage points lower than those in same on-campus courses 2.1.3 Percentage of students successfully completing primary learning assessments in online courses no less than three percentage points lower than those in same on-campus courses 2.1.4 Students report satisfaction with quality of online courses (GSS mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied) 2.1.5 All online courses developed after January 1, 2020 meet Quality Matters standards for statewide "Quality" designation.
	2.2 Ensure students taking online courses have access to high quality academic support services *	2.2.1 Students report satisfaction with access to help services for online courses (GSS mean of 4.25 or higher, 1=very dissatisfied and 5=very satisfied) 2.2.2 Students report overall satisfaction with online courses (GSS mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied) 2.2.3 Students report test proctoring practices in online courses effectively promote academic integrity (GSS mean rating of 2.75 or higher, 1=not effective, 2=somewhat effective, 3=totally effective)
Goal 3: Prepare students for continued learning and careers	3.1 Provide students foundational competencies needed to successfully continue their education*	3.1.1 80% of students completing gateway courses earn final grades of C or higher in those courses 3.1.2 80% of students completing general education courses earn final grades of C or higher in those courses 3.1.3 Percentage of students earning final grades of C or higher in gateway courses varies by no more than five percentage points when grouped by race/ethnicity, gender, Pell grant recipient status, and first generation status 3.1.4 Percentage of students earning final grades of C or higher in general education courses varies by no more than five percentage points when grouped by race/ethnicity, gender, Pell grant recipient status, and first generation status 3.1.5 80% of students completing general education courses successfully complete primary learning assessments in those courses 3.1.6 Percentage of students successfully completing primary learning assessments in general education courses varies by no more than five percentage points when grouped by race/ethnicity, gender, Pell grant recipient status, and first generation status 3.1.7 Students' mean scores on ETS Proficiency Profile tests in reading, writing, mathematics, and critical thinking exceed those of the national cohort 3.1.8 Students' mean scores on ETS Proficiency Profile tests in reading, writing, mathematics, and critical thinking vary by no more than three percent when grouped by race/ethnicity and two percent when grouped by gender

		3.1.9	Increase in percentage of AA degree completers transferring into baccalaureate degree program within one year of completing AA degree
		3.1.10	Percentage of AA degree completers transferring into baccalaureate degree program within one year of completing AA degree varies no more than five percentage points when grouped by race/ethnicity, gender, first generation status, and Pell grant recipient status
		3.1.11	Average GPA of Chipola transfers in State University System equals or exceeds that of total Florida College System transfers in State University System
		3.1.12	Students in each race/ethnicity, gender, Pell grant recipient status, and first generation status group report attaining discipline-level general education learning outcomes (GSS mean rating of 4.25 or higher, 1=non and 5=very much)
		3.1.13	Students in each race/ethnicity, gender, Pell grant recipient status, and first generation status group report attaining college-level general education competencies (GSS mean rating of 4.25 or higher, 1=non and 5=very much)
		3.1.14	Increase in percentage of students successful in developmental education courses regardless of race/ethnicity and gender
		3.1.15	Students report satisfaction with transfer advising/planning (CCSSE mean rating of 1.50 or higher, 0=not at all, 1=somewhat, 2=very)
	3.2 Prepare students for employment*	3.2.1	Increase in percentage of students reporting that Chipola helped them develop clearer career goals
		3.2.2	Increase in percentage of students reporting that Chipola helped them gain information about careers
		3.2.3	50% decrease in number of students with general education (undecided) majors upon completion of SLS 1401, Career and Life Planning
		3.2.4	Increase in percentage of students reporting satisfaction with career counseling services
		3.2.5	Increase in frequency of students using career counseling services
		3.2.6	Increase in licensure exam pass rates
		3.2.7	Licensure exam pass rates vary by no more than five percentage points among students grouped by race/ethnicity, gender, Pell grant recipient status, and first generation status
		3.2.8	95% placement rate of career technical program completers in related work, continuing education, or military service
		3.2.9	Percentage of AS degree, BS degree, and certificate program completers employed first year after program completion varies by no more than three percentage points when grouped by race/ethnicity and gender
		3.2.10	Increase in fundable industry certifications earned by students
		3.2.11	80% of students completing non-general education courses earn final grades of C or higher in those courses

		3.2.12 Percentage of students earning final grades of C or higher in non-general education courses varies by no more than five percentage points when grouped by race/ethnicity, gender, Pell grant recipient status, and first generation status
		3.2.13 80% of students completing non-general education courses successfully complete primary learning assessments in those courses
		3.2.14 Percentage of students successfully completing primary learning assessments in non-general education courses varies by no more than five percentage points when grouped by race/ethnicity, gender, Pell grant recipient status, and first generation status.
		3.2.15 Students in each race/ethnicity, gender, Pell grant recipient status, and first generation status group report attaining certificate, AS, and BS program-level competencies (GSS mean rating of 4.25 or higher, 1=non and 5=very much)
		3.2.16 Students report satisfaction with coursework in School of Business and Technology, School of Health Sciences, School of Education, and Workforce and Economic Development Department (GSS mean ratings of 4.25 or higher, 1=very dissatisfied and 5=very satisfied)
Goal 4: Provide a high quality dual enrollment program	4.1 Provide off-campus dual enrollment courses that are of the same high quality as on-campus courses*	4.1.1 Fall-to-fall retention rate of AA and AS degree-seeking non-graduating students with prior dual enrollment credits equals or exceeds that of students with no prior dual enrollment credits
		4.1.2 Completion rate of FTIC AA and AS degree-seeking students with prior dual enrollment credits equals or exceeds that of students with no prior dual enrollment credits
		4.1.3 Average final grades earned by students with prior off-campus dual enrollment credits equal or exceed those of students with no prior off-campus dual enrollment credits in AMH, AML, BSC, ENC ENL, HUM, MAC, MCB, MGF, PSY, STA, WOH courses
		4.1.4 Percentage of students earning average final grades of C or higher in dual enrollment courses based at high schools equals or exceeds that of students in same on-campus courses
		4.1.5 80% of students enrolled in dual enrollment courses based at high schools successfully complete primary learning assessments in those courses
		4.1.6 Course evaluation means of on-campus courses and dual enrollment courses based at high schools within .05 points on four-point scale
Goal 5: Provide an appealing campus environment	5.1 Provide an aesthetically pleasing campus environment	5.1.1 Students report satisfaction with facilities and grounds (GSS mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied)
		5.1.2 Employees report satisfaction with facilities and grounds (ES mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied)
	5.2 Provide a safe, secure, and supportive learning environment	5.2.1 No increase in crime statistics reported in Annual Security Report
		5.2.2 Students report satisfaction with campus safety and security (GSS mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied)
		5.2.3 Employees report satisfaction with campus safety and security (ES mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied)

		5.2.4	Students report satisfaction with condition of classrooms (GSS mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied)
		5.2.5	Students report satisfaction with condition of laboratories/training areas (GSS mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied)
		5.2.6	Students report satisfaction with training equipment including equipment in labs, technical training facilities, classrooms, etc. (GSS mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied)
Goal 6: Manage resources responsibly	6.1 Use resources appropriately	6.1.1	No adverse audit results
	6.2 Use resources efficiently	6.2.1 6.2.2	Expenditures within budget Funds procured through discretionary grant process
Goal 7: Facilitate regional development	7.1 Contribute to the region's economic development*	7.1.1 7.1.2	Career program offerings address regional occupational demand projections Advisory committee members report Chipola has a positive impact on regional economic development (95% or more on Advisory Committee Member Survey)
	7.2 Contribute to the region's cultural and social development	7.2.1 7.2.2 7.2.3 7.2.4	5% increase in attendance at performing arts events Employees report cultural events enhance quality of life in region (ES mean rating of 4.25 or higher) Students report satisfaction with student organizations (CCSSE mean rating of 1.50 or higher, 0=not at all, 1=somewhat, 2=very) Students report student organizations are an important service to them at the college (CCSSE mean rating of 2.25 or higher, 1=not at all, 2=somewhat, 3=very)
Goal 8: Remain a leading institution in the Florida College System	8.1 Improve outcomes pertaining to Florida's 2+2 and College Work Student Success Incentive Funds**	8.1.1 8.1.2 8.1.3 8.1.4 8.1.5 8.1.6 8.1.7 8.1.8 8.1.9	Increase in number of dual enrollment students passing ENC 1101 Increase in number of FTIC AA degree-seeking students passing ENC 1101 (standard enrollees) Increase in number of dual enrollment students passing a gateway mathematics course Increase in number of FTIC AA degree-seeking students passing a gateway mathematics course (standard enrollees) Increase in number of fall semester FTIC AA degree-seeking students retained in year two (fall, spring, or summer semester) Increase in number of fall semester FTIC AA degree-seeking students retained in year two (fall, spring, or summer semester) who completed at least 24 credit hours with a C average or better Increase in number of AA degree graduates who completed program within 150% of normal calendar time to completion Increase in number of AA degree graduates who completed program within 200% of normal calendar time to completion Increase in number of AA degree graduates enrolled in a baccalaureate degree program within one year of completing AA degree

		8.1.10	Increase in number of workforce education graduates who completed program within 150% of normal calendar time to completion
		8.1.11	Increase in number of workforce education graduates who completed program within 200% of normal calendar time to completion
		8.1.12	Increase in number of workforce education graduates continuing their education or employed within one year of graduation with wages equal to or greater than the high-skill/high-wage entry-level threshold for workforce development region
		8.1.13	Increase in number of workforce education graduates not found in priority outcome 8.1.12 who completed program linked to occupations on the statewide or regional demand occupations list and employed at any wage level within one year of graduation
	8.2 Provide students a high quality overall educational experience	8.2.1	SACSCOC institutional accreditation maintained
		8.2.2	Program accreditations maintained
		8.2.3	Employees assign administrative leadership an overall positive rating (ES mean rating of 4.25 or higher, 1=very poor and 5=very good)
		8.2.4	Students report satisfaction with quality of teaching (GSS mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied)
		8.2.5	Students report satisfaction with student events and activities (GSS mean rating of 4.25 or higher, 1=very dissatisfied and 5=very satisfied)
		8.2.6	Students report satisfaction with overall educational experience at Chipola (CCSSE mean rating of 3.25 or higher, 1=poor and 4=excellent)

*Aligns with goal in the Florida College System 2018-20 strategic plan.

**Measures pertain to Florida's 2+2 Student Success Incentive Fund. Priority outcomes pertaining to this objective are tentative performance-based funding measures identified at the state level and, therefore, are subject to change. Workforce education graduates include those in the following programs: postsecondary adult vocational certificate (PSAV), postsecondary vocational certificate (PSVC), college credit certificate (CCC), associate of science (AS), and bachelor of science (BS).