Quality Assurance and Compliance Monitoring

Adult Education

Florida State College at Jacksonville

Final Report
June 3, 2010

FLORIDA DEPARTMENT OF EDUCATION

Dr. Eric J. Smith
Commissioner of Education

Loretta Costin, Interim Chancellor
Division of Career and Adult Education

Just Read, Florida!

June 3, 2010

Dr. Steven R. Wallace, President
Florida State College at Jacksonville
501 West State Street
Jacksonville, Florida 32202-4076

Dear Dr. Wallace:

We are pleased to provide you with the Final Report of Monitoring of the Adult Education programs from our visit on January 12-15, 2010. The report will also be placed on our website at http://www.fldoe.org/workforce/compliance.asp.

We appreciate the leadership and professionalism demonstrated by you and your colleagues during the review process. If my staff can be of any assistance, please contact Eileen L. Amy, Director of Quality Assurance and Compliance. Mrs. Amy may be reached at 850/245-9031, or via electronic mail at Eileen.Amy@fldoe.org.

Thank you for your continuing commitment to improve services for Florida's students.

Sincerely,

Loretta Costin
Interim Chancellor

LBC/ela

Enclosure

CC: James Simpson
       Veronica James
       Eileen Amy
       Tashi Williams

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**Florida State College at Jacksonville
Adult Education and Family Literacy and Career and Technical Education
Quality Assurance Monitoring Report**

I.   INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (Division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance section of the Bureau of Grants Administration and Compliance (Bureau) is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the Quality Assurance System is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the Division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II.   AUTHORITY

The Florida Department of Education receives federal funding from the U.S. Department of Education for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006 and for Adult Education and Family Literacy under the Adult Education and Family Literacy Act of 1998. FDOE awards sub grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and adult education/family literacy. Each State shall have procedures for reviewing and approving applications for sub grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the State has determined are necessary to ensure compliance with applicable statutes and regulations (34 CFR 76.770). The Florida Department of Education, Division of Career and Adult Education is required to oversee the performance of college boards of trustees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)).

Additional cites noting authority to monitor and pertinent laws and regulations are located in the 2009-10 *Quality Assurance Policies, Procedures, and Protocols*, Module A, Section 1.

III.   QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The *Quality Assurance Policies, Procedures, and Protocols* (Manual) was provided to all agencies during December 2010. The draft Manual was provided to each provider prior to the monitoring visit. The Manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the Manual in this document; it is located on the Division's website at http://www.fldoe.org/workforce/cte0910.asp.

IV. PROVIDER SELECTION

Various sources of data are used throughout the implementation of the Quality Assurance System. The monitoring component of the system is risk-based.

Risk Assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the Florida Department of Education and the Division of Career and Adult Education. A Risk Matrix, identifying certain operational risk factors, is completed for each provider. The Risk Matrix for each program monitored is located in Appendix A. The results of the Risk Assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The monitoring strategy for the Florida State College at Jacksonville (FSCJ) was determined to be an onsite visit of its Adult Education (AE) and Career and Technical Education (CTE) programs, with the main emphasis being Adult Education. Notification was sent to Dr. Steven R. Wallace, President of Florida State College at Jacksonville on October 16, 2009. The designated representative for Adult Education was Dr. Edythe Abdullah, Downtown Campus President, Pre-College Instructional Programs/Adult Education, and the designated representative for CTE was James Simpson, Associate Vice President of Workforce Development.

The onsite visit to the agency was conducted January 12-14, 2010, by three representatives of the Quality Assurance Section of the Division: Ms. Eileen L. Amy, Director of Quality Assurance and Compliance and Program Specialists, Dr. Shahrokh Massoudi and Mr. Tashi Williams.

V. FLORIDA STATE COLLEGE AT JACKSONVILLE

The total student enrollment for 2008-09:

CTE Postsecondary	Adult General Education	Total
10,990	9,117	20,107

The provider was awarded the following grants for FY 2007-08, 2008-09 and 2009-10:

2007-2008 ADULT EDUCATION GRANTS

Grant Number	Type	Total	Unexpended Funds
AGE, Comp	162-1918A-8CG01	$ 895,017	$ 81,457.87
EL Civics, Comp	162-1938A-8CE01	$ 114,010	$ 39,448.96
EL Civics, Comp	162-1938A-8CE02	$ 26,665	$ 26,665

2007-2008 CAREER AND TECHNICAL EDUCATION GRANTS

Grant Number	Type	Total	Unexpended Funds
Post Sec	162-1518A-8CP01	$ 1,770,094	$ 47,958.99
Tech Prep	162-1578A-8CT01	$ 108,215	$ 10,877.50
Rural	162-1518A-8CR01	$ 92,014	$ 6,736.41

2008-2009 ADULT EDUCATION GRANTS

Grant Number	Type	Total	Unexpended Funds
EL Civics	162-1939A-9CE01	$ 97,234	$ 37,028.53
AE	162-1919A-9CG01	$ 782,436	$ 50,568.69

2008-2009 CAREER AND TECHNICAL EDUCATION GRANTS

Grant Number Funds	Type	Total	Unexpended
Career Pathway	162-1619A-9CCP1	$ 118,071	$ 9,589.51
Post Sec	162-1619A-9CP01	$ 1,927,605	$ 5,744.51
Rural	162-1619A-9CR01	$ 61,589	$ 6,423.32

2009-2010 ADULT EDUCATION GRANTS

Grant Number	Type	Total
EL Civics	162-1930A-0CE01	$ 155,142
AGE	162-1910A-0CG01	$ 771,662

2009-2010 CAREER AND TECHNICAL EDUCATION GRANTS

Grant Number	Type	Total
Post Sec	162-1610A-0CP01	$ 1,579,224
Rural	162-1610A-0CR01	$ 62,221
EL Civics	162-1930A-0CE01	$ 155,142

Additional information about the provider may be found at the following web address:
http://www.fccj.edu/

VI.   MONITORING ACTIVITIES

The monitoring activities included pre-visit planning conference calls; entrance conference; interviews with administrators, teachers, students; observations; record reviews; and an exit conference.

Onsite Visits
Members of the team made onsite visits to the following locations:

- FSCJ/Downtown Campus/Martin Center (Administrative Office)
- Advanced Technology Center (ATC)/Downtown Campus
- Aviation Center of Excellence (Cecil Center)
- Edward H. White High School
- FSCJ/North Campus
- FSCJ/South Campus

Entrance Conference
The entrance conference for the Florida State College at Jacksonville was conducted on January 12, 2010 and included Dr. Steven Wallace, FSCJ College President; Dr. Edythe Abdullah, Downtown Campus President Pre-College Instructional Programs/Adult Education; Mr. James Simpson, Associate Vice President of Workforce Development; Ms. Yvonne Horner, Associate VP of Financial Services; Ms. Theresa Lott, Director of Information Systems; Ms. Cassandra Blackmon, Project Accounting Officer; Ms. Barbara Yankowy, Project Coordinator; Ms. Rosemary James, Program Coordinator; Ms. Veronica James, Executive Director of Academies; Ms. Jonita Watson Hurdle, Resource Development Officer; Mr. Larry Snell, Associate Vice President of Purchasing and Business Services; Mrs. Eileen L. Amy, Director of Quality Assurance and Compliance and Program Specialists, Dr. Shahrokh Massoudi and Mr. Tashi Williams.

<u>Interviews/Observations</u>
Interviews were conducted with the administrative staff, instructional staff/program and transition specialists and students. Thirteen individual interviews, three group interviews (data, finance, and students) and fifteen observations were conducted. A minimum of two interviews and observations were completed at each site. All interviews and observations were held during the course of the visit.

<u>Records Review</u>
Administrative, financial, program and student records were reviewed. A complete list is provided in Section VIII, Section G. Some policies and procedures were reviewed on the agency's website and discussed at various times during the onsite visit.

<u>Exit Conference</u>
The exit conference for the Florida State College at Jacksonville was conducted on January 14, 2010 and included Dr. Edythe Abdullah, Mr. James Simpson, Ms. Yvonne Horner, Ms. Cassandra Blackmon, Ms. Rosemary James, Ms. Veronica James, Ms. Jonita Watson Hurdle, Mrs. Eileen L. Amy, Dr. Shahrokh Massoudi and Mr. Tashi Williams.

VII.　　RESULTS

Florida State College at Jacksonville
January 12 -14, 2010

A.　　ADMINISTRATION refers to the management and/or supervision of programs, grant oversight, access and equity and other administrative areas.

- Dr. Steven Wallace explained new organizational restructuring that includes three divisions which are Degree Education, Career Education and Community Education.
  - Part of the restructuring was to look at students with completion points but not yet graduating; FSCJ reviewed and are addressing the issues to attempt to determine where the breakdown was occurring in student progression.
- Administration has the primary responsibility of raising lowest performing quartile and they approach it by looking at community involvement, student enrollment trends, etc.
- Student support and retention - administration is focused on helping students make it to the end of their respective programs.
- Staff professional development plans are integrated into each college employee's performance evaluation. *See Appendix C for additional information regarding professional development provided by the agency*.

<u>FINDINGS</u>
No findings of non-compliance were noted at this time.

<u>CONCERNS AND RECOMMENDATIONS</u>
None

B.　　DATA refers to all the components of the data system, including data collection, entry, and reporting. The use of data in program decision-making is also explored and commented upon.

- Use of data for decision-making occurs at all levels.
- Professional development available for data entry staff.
- Provided a visual representation of the Student Database Reporting and Verification Cycle; College in process of rewriting data base programs

     o Included intricacies of student data base from data entry to error, edits, verification, and reports review process
     o Some processes are in the process of being built.
     o A list of current projects is being maintained as programs are built.
     See visual representation developed by FSCJ (Appendix B)

FINDINGS
No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS
No concerns or recommendations

C. **CURRICULUM/INSTRUCTION** refers to those elements which contribute to student learning and skill acquisition. It also addresses student and instructor observations.

- Marketing for Adult Education programs is centralized; advisors and retention specialists go into the community to market program.
- Career coaches on campuses offer student support upon entrance and duration of program to provide a rewarding educational experience.
- More than 97% of CTE programs are for high-skill and high-wage jobs.
- CTE teachers attend the International Teacher and Learning Conference paid for by FSCJ.
- Quality Assurance Program for CTE -
  - Programs are evaluated resulting in a Quality Index (4 quarters) based on college review program, minimum standards and measurement.
  - Programs have certain responsibilities depending on which quarter they were rated; programs have 3 years to increase their program measure (176 programs were eliminated, with 210 new ones).
  - College is being responsive to marketing analysis and employer needs.
- Currently have 192 CTE programs, resulting in certificates or degrees.
- Student placement services are available on campus.
- College Skills + ESOL Department
  - Hybrid classes, (high-interest and low-interest)
  - Uses technology, i.e. podcasts, virtual classroom
  - Has supports available such as transportation and day care
  - Addresses student learning styles
- Locator test → level → placement
- Program post tests after 60 hours of instruction (few exceptions)
- ESOL students transition to technical programs
- Instructors take TABE/CASAS training
- Assessment centers used for TABE and GED testing
- Learn to Read training by or with other agencies

FINDINGS
No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS
Concern: ESOL classes appear to be filled to capacity.

Recommendation: Consider adding more ESOL classes.

Agency Response: The visit to the College took place during the first week of ESOL classes. At the beginning of the term classes are at their fullest, but the numbers level out quickly having no adverse affect on the students during the attrition. Despite the section size, the College's ESOL success rates are exceptional.

D.   TECHNOLOGY/EQUIPMENT refers to a review of the technology and equipment used by students and teachers in the classroom; addresses access, availability, innovation, use and condition.

- Inventory listings were provided for all locations.
- Equipment was properly tagged and housed in its proper location.
- Technology appears to be up-to-date and used in instruction.
- Technology resources are well balanced in ratio per student.
- Policies and procedures are in place to support technology/equipment.
- Experienced leadership.

FINDINGS
No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS
No concerns or recommendations.

E.   LEARNING ENVIRONMENT encompasses all aspects of the physical environment where classes are held. Describing the learning environment may also attempt to capture the vision, philosophy, and character that is observed on the campus or in the classroom.

- Teachers are actively engaged in student learning by applying real life scenarios to class context.
- A variety of activities are used and designed with the students in mind.
- Classrooms present a positive environment for learning.
- Textbooks and learning materials appear to be in abundance and are current.
- Students are involved in and appear to be intrigued by course content and instruction.
- Classes appear to have high attendance rates.

FINDINGS
No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS
1. Student-friendly environment was lacking at Downtown Campus as stated by students.

Recommendation: Consider review of student outreach to promote a friendly atmosphere.

F.   ACCESS AND EQUITY refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation, and completion of programs.

- Staff is aware of and knowledgeable of agency's non-discrimination policies.
- Employee training is done on a regular basis.

Agency response:
- College Equity Office is location in the Human Resources Department, Administrative Offices, 501 West State St. and is available to all College employees and students during regular office hours and 24/7 by dedicated telephone number and e-mail that is maintained by the College's Equity Officer. Staff is aware of their intended purpose.
- Employee training included on-line training related to Sexual Harassment that was part of statewide effort of the COBA HR Network that was led by Florida State College at Jacksonville's Equity Officer.
- The College provides 4-hour workshops on Diversity and Inclusion that is a required part of the College's High Level Leadership Program.

<u>FINDINGS</u>
No findings of non-compliance were noted at this time.

<u>CONCERNS AND RECOMMENDATIONS</u>
1. Concern: Non-discrimination notices were not observed in common areas throughout all campuses.

Recommendation: Post non-discrimination notices more broadly.
Agency Response: The College's Employment Manager (EM) orders updated notices annually in March and provides them to each campus Director of Administrative Services for campus-wide posting. The EM requires that the Notices be posted in common areas, including the Business Office, Library, Career Development Centers and the advising offices, and Maintenance and general gathering areas for employees, such a break rooms and cafeterias.

2. Concern: Many of the students interviewed were unaware of the Equity office.

Recommendation: Ensure that all students and staff are aware of the College's Equity Office.
Agency Response: The College's Equity Officer presently lists the relevant information on the College website-Human Resources web page, the College Course Catalog-Student Rights and Responsibilities, and with customized business cards provided to campus Deans of Student Success for distribution to students who may present with a complaint or concern.

G. RECORDS REVIEW refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Both financial and programmatic records are reviewed.

- Excerpts from Grants and Contracts Administration Handbook
- Adult Education – Summary of Research Projects from the Martin Center 2008-2009
- *2010 Federal Grant and Contract Compliance Manual Training*
- Student Database Reporting and Verification Cycle
- Procedures Manual, Statewide Purchasing Directors and Federal Procurement Procedures
- English as a Second Language (ESOL) test score summaries
- Request to establish amendments
- Procurement process flow chart
- Program Initiatives (CD/DVD)
- Purchase Requisitions
- Purchase Card Memoranda
- Student Assignments
- Property Management Procedures
- Career Technology Catalog
- TABE Tracking/Grade Gain Sheet
- Accounts Payable transactions
- Vendor agreements
- Purchasing practices with examples
- Approval processes
- Contracts

<u>FINDINGS</u>
No findings of non-compliance were noted at this time.

<u>CONCERNS AND RECOMMENDATIONS</u>
No concerns or recommendations.

H.   FINANCIAL refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including a financial management system, a procurement system, and an inventory management system.

- Detailed process used for grant processing.
- Positive activity for grants: orientation meeting pulls together those affected by the grant; review deliverables, outcomes, and expectations; hold staffing at key times during the grant period (90 day, 6 months, 45 days prior to end of the grant) and then look at unexpended funds.
- Budget amendments are completed in the Finance Office.
- *A General Overview of Procurement Process Flow Chart* was made available to staff.
- Financial procedures were well developed and provided at time of monitoring.
- All staff are trained at various campuses.
- Collaborate with other state colleges to provide assistance and training across the state
- Moved from Social Security to identification code for personnel; Students id numbers change is in transition
- Director of Finance requires a certification or PAR for each employee.
- Thorough Purchasing Card (Pcard) process used.
- Finance office follows policies as demonstrated by extensive AP transactions
- Clean check and balance system to assure accuracy of all financial processes.
- Comprehensive financial processing systems.
- Finance staff was exceptionally well-prepared; answered all questions and provided charts and flow charts to demonstrate systems and procedures.

FINDINGS
No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS
Concern: AE and CTE grants for 2007-08 and 2008-09 had at least 10% of funds unexpended. The Risk Matrix was calculated based on each grant with 10**%** or more in unexpended funds (2007-08). See Appendix A

Agency Response: Ms. Horner developed a process to take total expenditures to the college cabinet on a regular basis to insure this issue is addressed on a timely basis – issue resolved while on campus.

I.   COLLABORATION refers to the collaborative agreements, partnerships, or memoranda of understanding to benefit an agency's programs and students.

- Collaboration with general counsel
- All members of the Career Academy Consortium and CTE director for secondary and postsecondary meet every other month to align standards.
- National Career Academy came to FSCJ to conduct staff development.
- Relationships with Workforce board are very supportive.

FINDINGS
No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS
No Concerns or recommendations.

VIII.   REQUIRED RESOLUTION ACTIVITIES

Adult Education and Career and Technical Education

1. Corrective Action Plan – None required

2. Action Plan – The College must address the concerns noted in the focus areas of Section VII of this report.

Note: The agency has responded and satisfied all concerns addressed in this report prior to final publishing. No further resolution activities are required on the agency's behalf.

IX.   REMARKS

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visits: It is evident that the Florida State College at Jacksonville serves as a medium that bridges the gap between the community and education. With more choices/resources that will benefit students the Adult Education programs can be even more effective. CTE programs offer a myriad of programs that prepare students for careers that can lead to successful futures. The monitoring program in place is notable and successful; the regular review of programs and specific expectations contribute to positive programs.

X.   SUMMARY

Once the field work, including receipt of requested information is completed, a draft report is forwarded to the provider for review. Comments are accepted and considered. The final report is completed and forwarded to the Agency Head with a copy to the appropriate parties. The Bureau's site visit co-leader monitors and conducts follow-up activities to assure issues have been satisfactorily completed within the stated timelines. Finally, the Bureau issues a Closure Notice to the Agency Head and designated contact person. This notice indicates all outstanding items have been completed.

We want to extend our appreciation to all participants in the Florida State College at Jacksonville on-site monitoring visit. Special thanks to Dr. Edythe Abdullah, Mr. James Simpson, Ms. Rosemary James and Ms. Veronica James for their participation and leadership in this process. We would also like to give special recognition to Mr. Larry Snell, Ms. Yvonne Horner and the Finance Staff for being well prepared by answering all questions and providing charts to demonstrate systems and procedures.

Appendix A

Florida State College at Jacksonville
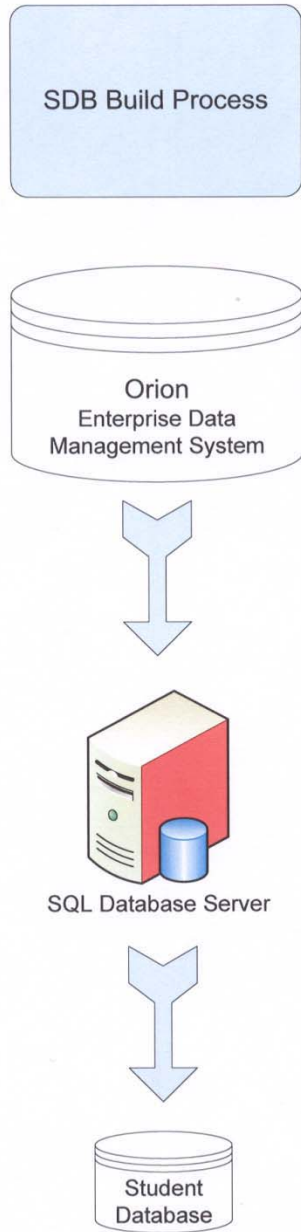**Risk Matrix for Adult Education and Family Literacy**

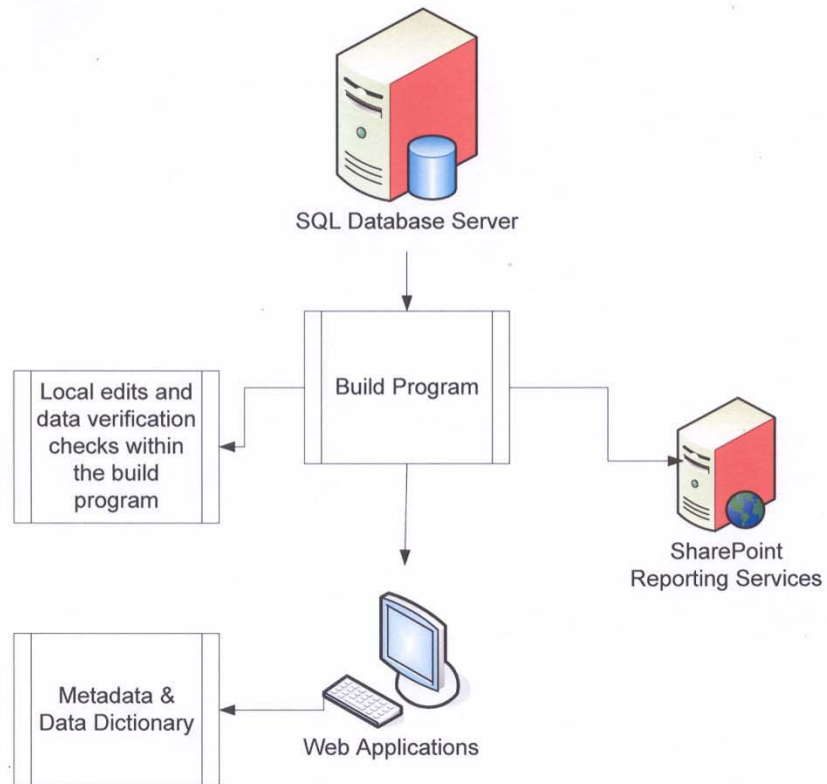| Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2007-08)	$ 2,000,001+	8	X 6	= 36
	700,001 - 2 million	6		
	300,001 - 700,000	5		*(total points)*
	< 300,000	4		
Number of grants per agency (2007-08)	Per grant (3)	2	X 6	= 36
Number of grants with **10%** or more of unexpended funds (2007-08)	Per grant (2)	5	X 4	= 40
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	X10	= 100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years.	Director	10	X 4	= 0
			TOTAL Level of Risk Score	212

Florida State College at Jacksonville
Risk Matrix for Career and Technical Education

Risk Factor	Criteria Scale		Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2007-08)	$ 2,000,001+		8	X 6	= 36
	700,001 - 2 million		6		
	300,001 - 700,000		5		*(total points)*
	< 300,000		4		
Number of grants per agency (2007-08)	Per grant (3)		2	X 6	= 36
Number of grants with **10%** or more of unexpended funds (2007-08)	Per grant (1)		5	X 4	= 20
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings		10	X10	= 60
	11-15 findings		8		
	5-10 findings		6		
	1-4 findings		4		
Key organizational change within the last two (2) years.	Director (no change/0)		10	X 4	= 0
			TOTAL Level of Risk Score		152

Appendix B

Visual Representation of Student Database System
Provided by Florida State College at Jacksonville

SDB Build Process

Orion
Enterprise Data
Management System

SQL Database Server

Student
Database

SQL Database Server

Build Program

Local edits and data verification checks within the build program

SharePoint Reporting Services

Metadata & Data Dictionary

Web Applications

Accomplishments of rewrite:

1. Nearly all hard-coding removed from the build program.
2. Each business process reviewed in detail with users.
3. Logic verified or updated if necessary to meet current business practices.
4. Greatly decreased error and edit rates.
5. New platform provides greater reporting and analysis capabilities via the web.

Orion
Enterprise Data
Management System

New tables
and/files built

Batch edit
reports built

New fields
added and/or
edits on
existing fields

SQL Database Server

Track Adabase
fields to Data
Elements and vice
versa

Local interactive
versions of state
verification reports

Meaningful edit and
error reports
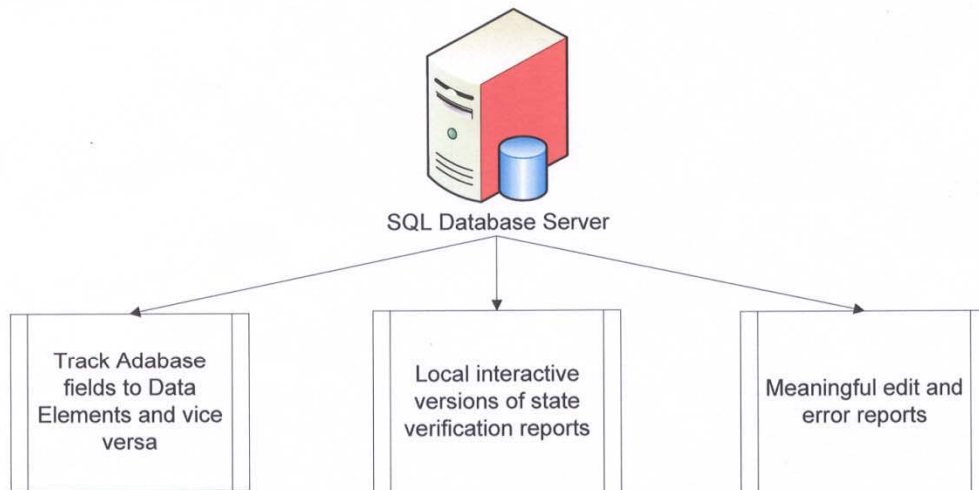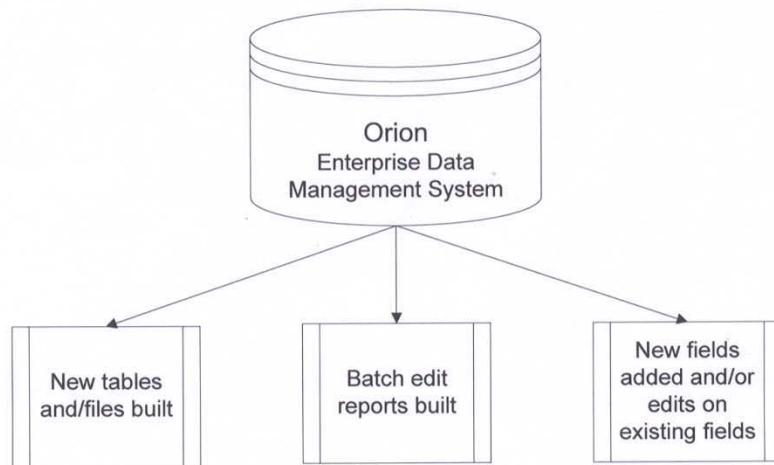
Appendix C

Staff Development Plans
Submitted by Florida State College at Jacksonville

The College has received national recognition for its staff development activities including the TIAA-CREF Theodore M. Hesburg Award for Faculty Development to Enhance Undergraduate Excellence and the North American Council for Staff Programs and Organization Development's Institutional Merit Award and College President's Award.

Florida State College at Jacksonville's faculty professional development is governed by the Faculty Contract. Article 24 of the contract is on Professional Development. The article reads in part "Professional development opportunities shall be provided for faculty members and shall be based on nationally recognized best practices for teaching faculty, counselors, and librarians. Professional development will have as its goal the enhancement of the College faculty as a community of learners engaged in persistent learning and exemplary teaching." The faculty contract can be found at the following url:
http://www.fccj.org/campuses/mccs/HumanResources/faculty%20stuff/agreement0709.pdf

Professional development plans for all employees (faculty, administrators, and staff) are integrated into the employees' annual performance evaluations   College employees during their annual performance evaluation are required to develop a professional development plan for the upcoming yea in collaboration with their immediate supervisor. The employee's progress toward that plan is used as part of their overall performance evaluation for the next fiscal year.

In support of that plan, the college provides opportunities for professional development for all employees through the College's nationally recognized Academy for Professional Development. A listing of the opportunities for professional growth can be found at the following url:
https://artemis.fscj.edu/employee/Vancouver/AFPD/FCCUCatalog.aspx

In addition, the Academy for Professional Development hosts the International Conference for Teaching and Learning. The conference, which is in its 21st year, attracts educators globally. This conference provides Florida State College at Jacksonville's faculty and administrative staff the opportunity for professional development and growth. Additional information about the conference can be found at the following url:
http://www.teachlearn.org/home.html

Faculty members are provided additional support for their professional development plans through the colleges Faculty Sabbatical Program. The Faculty Sabbatical Program is designed to encourage full-time faculty to take advantage of opportunities for professional growth and development. The sabbatical may vary in length from one semester to one full contract year. For a faculty member to be eligible for a sabbatical they must submit documentation on how the college-sponsored activity will benefit the college and result in the growth and development of the faculty member.