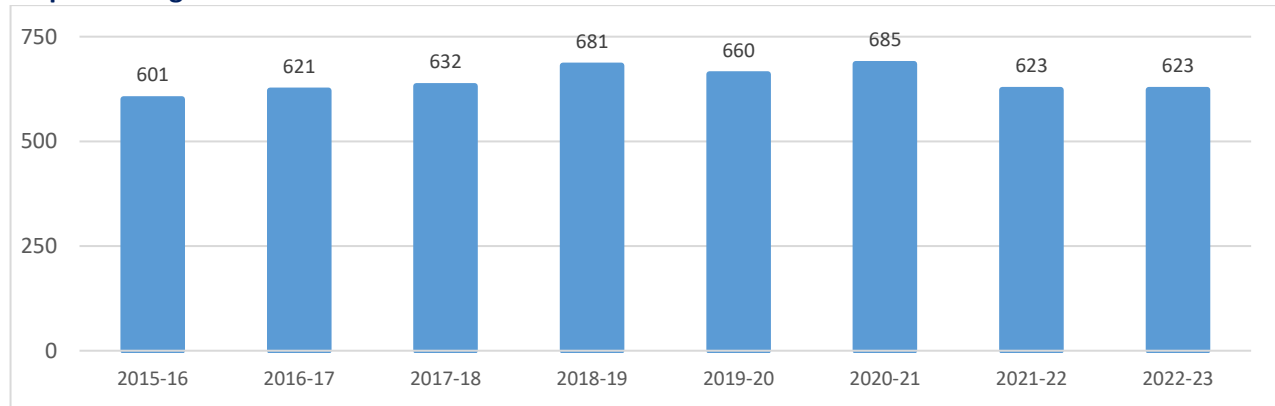


 <p>Facts!</p>	<p>May 2024</p> <hr/> <p><i>An Accountability and Institutional Effectiveness Publication</i></p>
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2022-23 Assessment of Chipola's Dual Enrollment Program

The dual enrollment program enables qualified high school students to get a head start on their postsecondary education by enrolling in college courses that meet high school as well as college graduation requirements. Chipola experienced significant growth in the number of dual enrollment students for several years, but enrollment slightly declined during academic years 2021-22 and 2022-23.

Chipola College Dual Enrollment Headcount



Documented: Information Systems Dept. (Stone). Report(s)/file(s): dualenr_earlyadm_undup

Notes: (1) Early admission students are considered dual enrollment students and are included in these calculations. (2) Includes students enrolled in courses at high school and/or students enrolled in courses at Chipola College campus.

Updated: 8.23.23

Many students take dual-credit courses at their high schools where the courses are taught by teachers meeting postsecondary faculty credential requirements. Students can also take dual-credit courses online and on the college campus. Regardless of instructional site and modality, instructors must meet the college's faculty credential requirements. Also, regardless of instructional site and modality, dual-credit course curriculum and instruction is supervised by the college. The following table shows the academic year 2022-23 dual-credit courses taught at high schools in the Chipola College district.

Course	High School					
	Bethlehem	Chipley	Cottondale	Liberty County	Ponce De Leon	Vernon
ENC 1101	X	X	X	X	X	X
ENC 1102	X	X	X	X	X	X
MAC 1114				X		
MAC 1140				X		

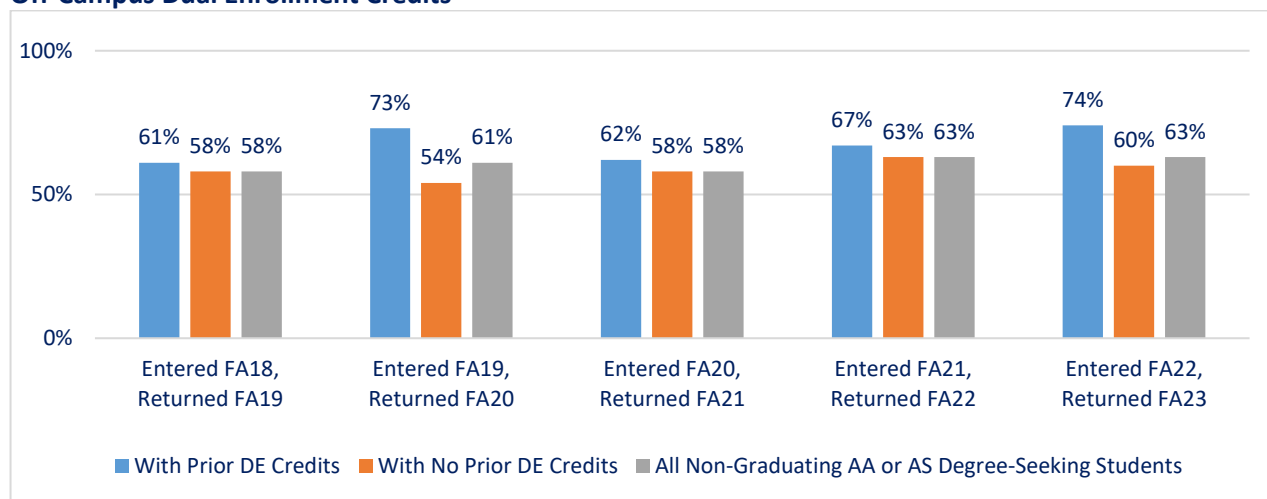
In this month's issue of *Chipola College Facts!* are assessment results from the academic year 2022-23 dual enrollment program. Assessment results are based on the extent to which the college achieved its priority outcomes for the dual enrollment program identified in the 2022-23 college master plan. Following is an excerpt from the master plan showing the college's goal, objectives, and priority outcomes for its dual enrollment program.

Goal	Objectives	Priority Outcomes
Goal 4: Provide a high-quality dual enrollment program	4.1 Provide high-quality dual enrollment courses in district high schools	<p>4.1.1 Equal or exceeding fall-to-fall rate of AA and AS degree-seeking non-graduating students with prior dual-enrollment credits and those with no prior dual enrollment credits</p> <p>4.1.2 Equal or exceeding completion rate of FTIC AA and AS degree-seeking student with prior dual enrollment credits equals and those with no prior dual enrollment credits</p> <p>4.1.3 Equal or exceeding 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</p> <p>4.1.4 Equal or exceeding percentage of students earning average final grades of C or higher in dual enrollment courses based at high schools and those of students in same on-campus courses</p> <p>4.1.5 80% of students in high school-based dual enrollment courses score at the "meets" or "exceeds" proficiency level on primary learning assessments indicating discipline- or program-level competency attainment</p> <p>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</p>

Achievement of Priority Outcomes for Objective 4.1

Priority outcome 4.1.1: *Equal or exceeding fall-to-fall rate of AA and AS degree-seeking non-graduating students with prior dual-enrollment credits and those with no prior dual enrollment credits*

Comparison of Fall-to-Fall Retention Rates of AA or AS Degree-Seeking Students with and without Prior Off-Campus Dual Enrollment Credits

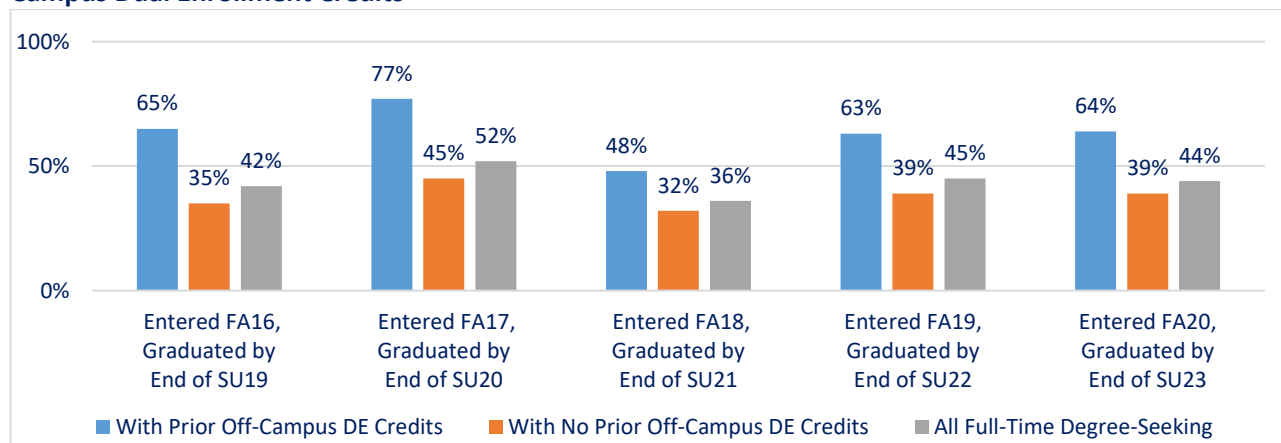


Documented: Information Systems Dept. (Stone). Report(s)/file(s): trmfile for academic year
 Note: Non-graduating students only
 Updated: 9.20.23

Seventy-four percent of AA or AS degree-seeking students with prior dual-enrollment credits who entered Chipola in the 2022 fall semester and who did not graduate returned to Chipola in the 2023 fall semester. In the same entering student cohort, 60% of students who had no prior dual enrollment credits returned the 2023 fall semester. **Priority outcome 4.1.1 achieved.**

Priority outcome 4.1.2: *Equal or exceeding completion rate of FTIC AA and AS degree-seeking student with prior dual enrollment credits equals and those with no prior dual enrollment credits*

Comparison of Three-Year Graduation Rates of Degree-Seeking Students with and without Prior Off-Campus Dual Enrollment Credits

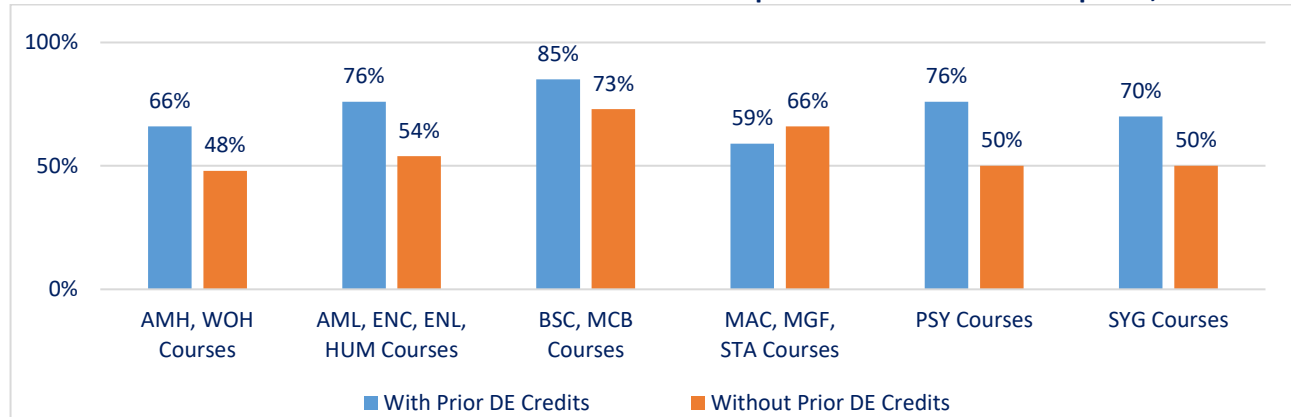


Documented: Information Systems Dept. (Stone). Report(s)/file(s): dualenr_offcampus_retention_drhughes
 Notes: (1) Includes only degree-seeking students enrolled for the first-time at Chipola College following completion of secondary education. (2) Early admission students are considered dual enrollment students and are included in these calculations.
 Updated: 11.6.23

Sixty-four percent of AA or AS degree-seeking students with prior dual-enrollment credits who entered Chipola in the 2020 fall semester graduated by the end of the 2023 summer semester. In the same entering student cohort, 39% of students who had no prior dual enrollment credits graduated by the end of the 2023 summer semester. **Priority outcome 4.1.2 achieved.**

Priority outcome 4.1.3: *Equal or exceeding 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*

Percentage of FTIC Students Earning Grades of A or B in Selected General Education Disciplines: Students with and Students without Prior Dual Enrollment Experience in Identified Disciplines, 2022-23



Documented: Information Systems Dept. (Stone). Report(s)/file(s): SQL-COMPARISON OF FTIC STUDENTS EARNING AN A OR B WITH AND WITHOUT PRIOR DE

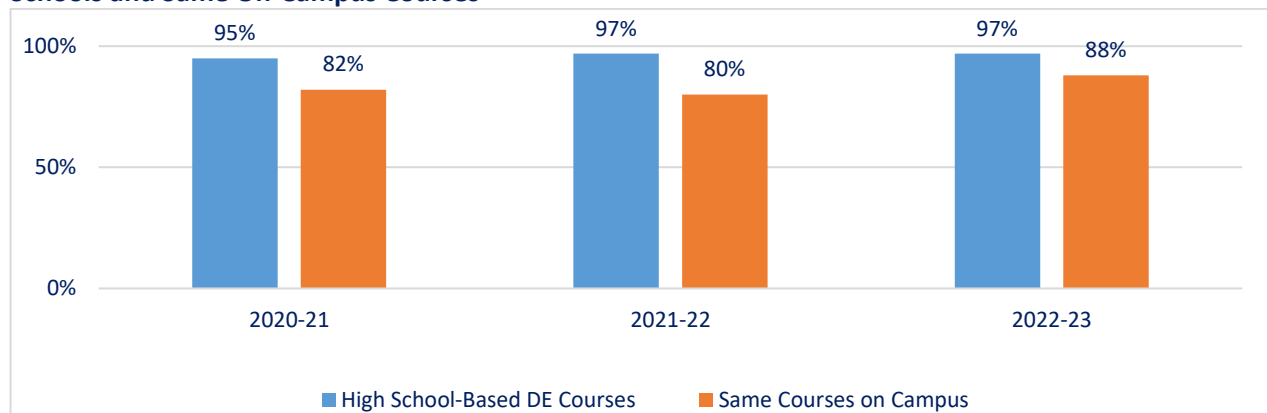
Note: Early admission students are considered dual enrollment students and are included in these calculations.

Updated: 7.18.23

In academic year 2022-23, the percentage of students with prior dual enrollment credits who earned final grades of A or B in in AMH, AML, BSC, ENC ENL, HUM, MCB, PSY, and WOH courses exceeded that of students who had no prior dual enrollment experience.

Priority outcome 4.1.4: *Equal or exceeding percentage of students earning average final grades of C or higher in dual enrollment courses based at high schools and those of students in same on-campus courses*

Percentage Students Earning Final Grades of C or Higher in Dual Enrollment Courses Based at High Schools and Same On-Campus Courses



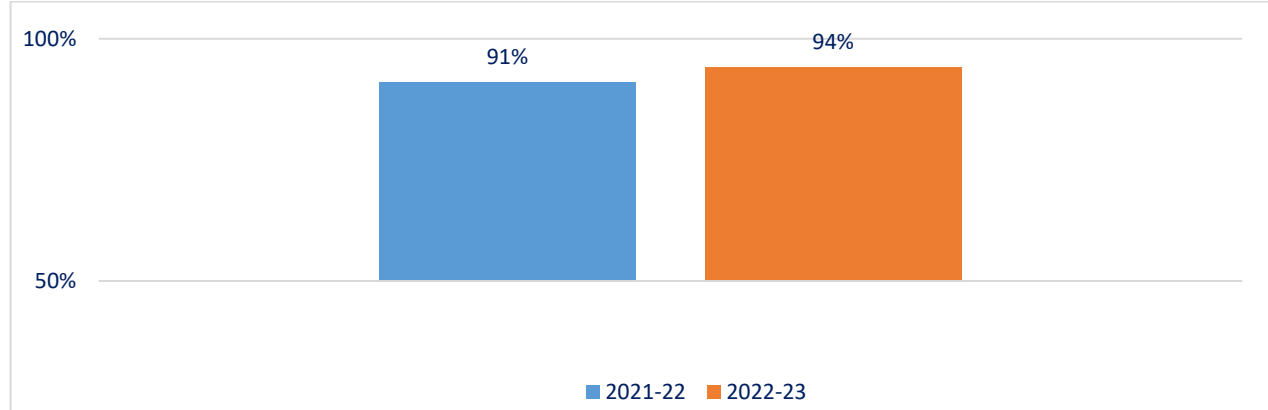
Documented: Information Systems (Stone). Report(s)/file(s): (SUyr-SPyr) grades distribution - all students all courses

Note: Does not include withdrawals, ungraded labs, and incompletes.

Updated: 7.5.23

Priority outcome 4.1.5: 80% of students in high school-based dual enrollment courses score at the “meets” or “exceeds” proficiency level on primary learning assessments indicating discipline- or program-level competency attainment

Percentage Students Enrolled in Dual Enrollment Courses Based at High Schools Scoring at “Meets” or “Exceeds” Proficiency Level on Primary Learning Assessments



Documented: Learning Resources Division (Milton). Report(s)/file(s): 2021-22 DE courses w on-campus offerings - 7B - Outcomes by course_student __
 Note: Primary learning assessments piloted SP21; none administered in high school-based dual enrollment courses.
 Updated: 7.25.23

Priority outcome 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

2022-23 Course Evaluations: Mean Ratings of Off-Campus Dual Enrollment Courses and All Other Non-Dual Enrollment Courses

Course Evaluation Item	Mean: Off-Campus Dual Enrollment Courses	Mean: All Other Non-Dual Enrollment Courses	Difference
Met and dismissed class on time. Online course: Course materials were available in a timely manner.	3.82	3.79	.03
Grade requirements were listed in the learning management systems (Canvas) in a timely manner.	3.79	3.76	.03
Grades and information on my progress were provided/posted in a timely manner in Canvas	3.69	3.68	.01
Instructor responded to email/messages in a timely manner	3.73	3.67	.06
Instructor stimulated interest in the subject	3.62	3.67	.05
Instructor encouraged discussion/participation when applicable	3.78	3.73	.05
Instructor presented course content in an effective manner	3.73	3.72	.01
Instructor was willing to provide individual help when requested	3.80	3.78	.02
Instructor was available for individual help outside of class	3.65	3.73	.07
Instructor provided clearly written information in syllabus/first-day handout	3.84	3.78	.07
Instructor provided clearly written information in supplemental materials	3.77	3.73	.06
Instructor provided clearly written information on tests, projects, and other graded assignments	3.77	3.72	.04
Instructor showed enthusiasm for course content	3.76	3.74	.05
Instructor was an effective instructor	3.73	3.69	.02
Instructor allowed the expression of opposition to ideas or opinions	3.77	3.76	.04

Course Evaluation Item	Mean: Off-Campus Dual Enrollment Courses	Mean: All Other Non-Dual Enrollment Courses	Difference
Instructor provided for classroom/laboratory safety	3.81	3.79	.01
Instructor recognized classroom/laboratory achievement	3.87	3.84	.02
Instructor used appropriate language for classroom/ laboratory	3.76	3.84	.03
Average	3.76	3.73	.03

Documented: Learning Resources Division (Milton). Report(s)/file(s): Student Course Evaluations

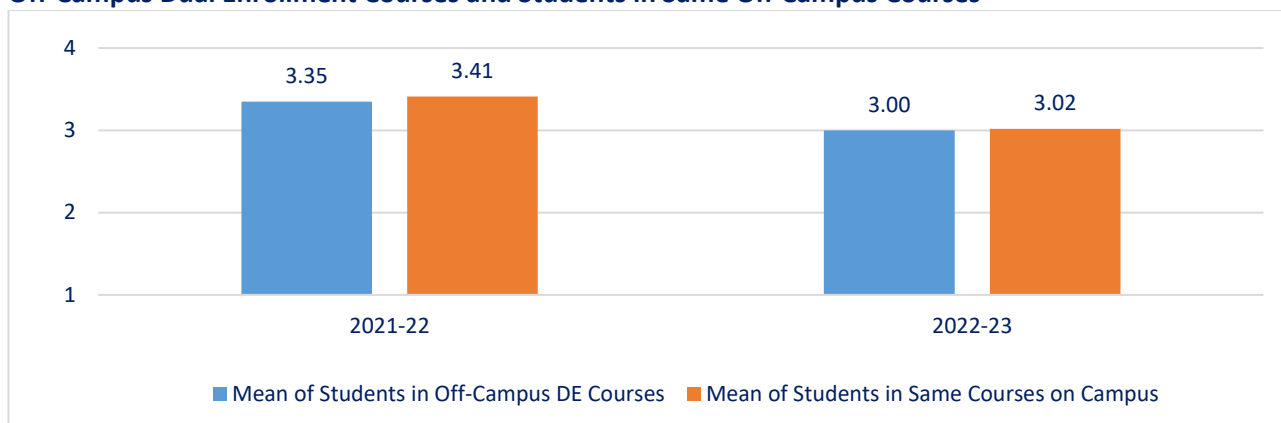
Scale: 4 = always, 3 = usually, 2 = sometimes, 1 = never

Note: All other courses = All courses that are not dual enrollment-only courses taught at high school/home school site; includes online courses, does not include public service courses

Updated: 6.12.23

Other outcomes associated with Objective 4.1

Mean Ratings on Primary Learning Assessments of Program/Discipline-Level Competencies: Students in Off-Campus Dual Enrollment Courses and Students in Same On-Campus Courses



Documented: Learning Resources Division (Milton). Report(s)/file(s): 7B - Outcomes by course student

Note: 3 = meets mastery

Updated: 7.25.23

Assessment Results Pertaining to Chipola College Goal of Providing a High-Quality Dual Enrollment Program

The evaluation of academic year 2022-23 outcomes data reveals the following about students who enter Chipola having participated in the college's dual enrollment program.

- ✓ Higher retention rate for students with prior dual enrollment credits.
- ✓ Higher graduation rate for students with prior dual enrollment credits.
- ✓ Higher final course grades than those earned by students in same courses on campus.

The data also show a higher final grade distribution in off-campus dual-credit courses than in the same courses taught on campus. Additionally, the data reveal no significant difference in course evaluation results between off-campus dual-credit courses and all other courses.

Based on the analysis of priority outcomes data, the college met objective 4.1 of its 2022-23 master plan and, therefore, **accomplished the goal of providing a high-quality dual enrollment program.**

Chipola College Facts! is a monthly accountability and institutional effectiveness fact sheet published jointly by the Chipola College Assessment, Compliance, and Grants Office and the Office of Information Systems. Its purpose is to facilitate informed decision-making by publishing relevant information throughout the year. For more information, contact Brent Shelton at Chipola College, 3094 Indian Circle, Marianna, FL 32446 or at sheltonb@chipola.edu.

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