



Facts!

October 2022

***An Accountability and Institutional
Effectiveness Publication***

General Education Program Assessment for Academic Year 2021-22

The General Education Program

General education courses provide students foundational competencies needed for continued learning at the associate level and beyond. Chipola's AA and BS degree programs require a minimum of 60 general education credits. Chipola's AS degree programs require a minimum of 15 general education credits.

Chipola's general education program consists of coursework in five disciplines: (1) social and behavioral sciences, (2) natural sciences, (3) mathematics, (4) communications, and (5) humanities. The faculty members in each discipline have identified college- and discipline-level competencies that students are expected to attain. Following are Chipola's college- and discipline-level general education competencies.

Area 1: Social Sciences

College-level competency: Evaluate societal and ethical issues, problems, and values

Discipline-level competencies:

- SS-1 - Identify behaviors and social trends, using appropriate research methodologies
- SS-2 - Identify global influences on social, behavioral and historical issues
- SS-3 - Examine significant historical events
- SS-4 - Identify differences and commonalities within diverse cultures

Area 2: Natural Sciences

College-level competency: Explore the nature of science

Discipline-level competencies:

- NS-1 – Recognize appropriate scientific terminology
- NS-2 – Apply scientific principles or concepts
- NS-3 – Solve real-world problems using scientific knowledge

Area 3: Mathematics

College-level competency: Demonstrate basic mathematical skills and knowledge

Discipline-level competencies:

- M-1 – Solve mathematical problems using arithmetic, algebraic, or geometric skills
- M-2 – Translate basic mathematical information verbally, numerically, graphically, or symbolically
- M-3 – Solve mathematical problems using appropriate technology
- M-4 – Interpret mathematical models such as formulas, graphs, tables, or schematics
- M-5 – Solve Contextual problems using mathematical processes

Area 4: Communication

College-level competency: Comprehend and articulate effectively in English: reading, writing, oral communication

Discipline-level competencies:

- C-1 – Communicate effectively in various rhetorical modes
- C-2 – Evaluate ideas using critical thinking
- C-3 – Demonstrate appropriate documentation techniques through various assignments
- C-4 – Analyze human experiences through reading and writing
- C-5 – Demonstrate the effective use of the conventions of Standard American English

Area 5: Humanities

College-level competency: Interpret, evaluate, and appreciate works of human culture

Discipline-level competencies:

- H-1 – Compare works of the humanities (art, philosophy, architecture, literature, film, and/or music) in various cultures or literary movements
- H-2 – Analyze artistic expressions (art, philosophy, architecture, literature, film, and/or music)
- H-3 – Communicate informed responses to works of the humanities (art, philosophy, architecture, literature, film, and/or music)
- H-4 – Explain thematic connections among works of the humanities (art, philosophy, architecture, literature, film, and/or music)

Assessing General Education Program Effectiveness

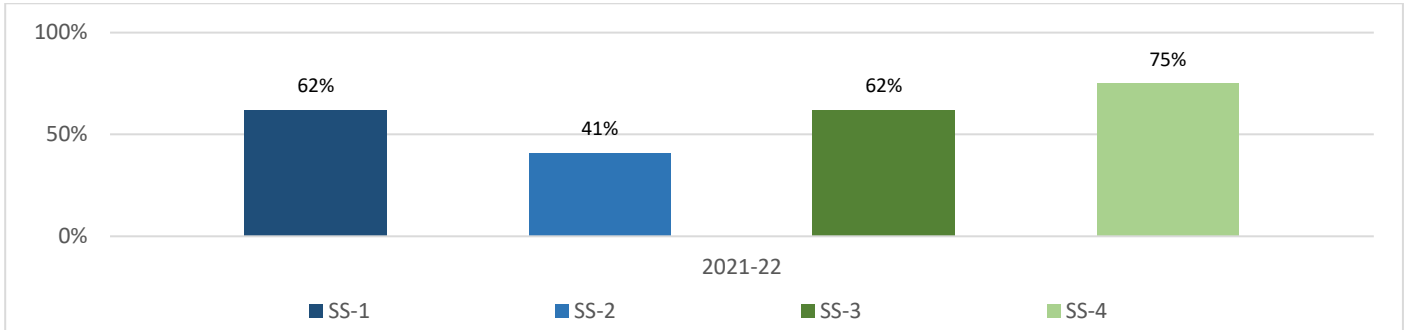
Each year, as a component of the Chipola Model for Planning, Assessment, and Sustained Success (CoMPASS), student learning in the general education program is assessed. Assessment results (1) indicate the extent to which students have attained or are developing the college- and discipline-level general education competencies, (2) help identify areas of the curriculum needing improvement, and (3) provide evidence of the effectiveness of the general education and AA degree programs.

Chipola's assessment model ensures compliance with 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." The CoMPASS model also ensures compliance with SACSCOC Accreditation Principle 8.2: "The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in ... [s]tudent learning outcomes for collegiate-level general education competencies of its undergraduate degree programs." CoMPASS is also aligned with College Policy 2.050, which states that the institution must identify "college-level general education competencies and the extent to which students have attained them." A synopsis of the academic year 2021-22 general education program assessment is presented in this month's *Chipola College Facts!* The source of these data is the college's 2021-22 Institutional and Educational Outcomes Report.

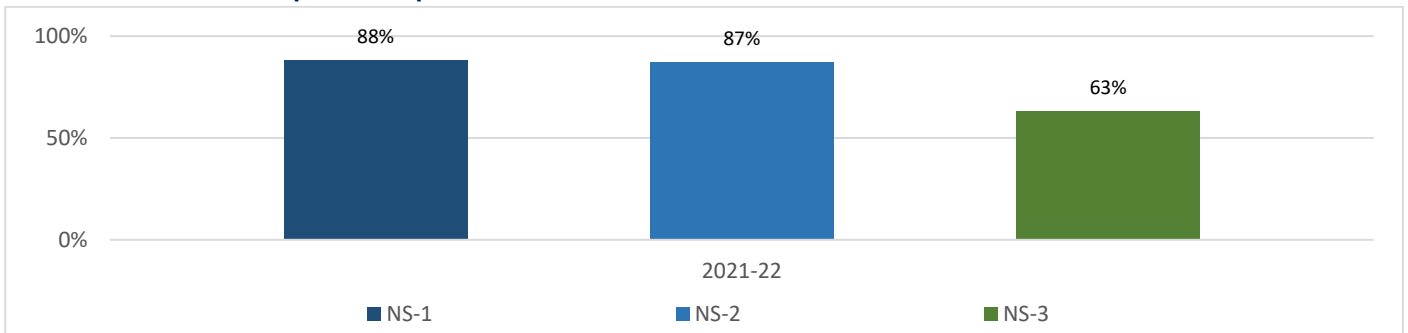
Assessment Measure 1, Student Performance on Primary Learning Assessments of Discipline-level Competencies.

As part of a curriculum mapping process during academic years 2018-19 and 2019-20, faculty members identified points in the curriculum at which primary learning assessments (e.g., objective tests, essays, student presentations) are administered. Results of primary learning assessments indicate the extent to which students have attained associated discipline-level competencies. Attainment of discipline-level competencies indicates attainment of the associated college-level competency. Following are results of the 2021-22 administration of primary learning assessments by individual disciplines and overall. A priority outcome identified by college faculty and staff in the 2021-22 college master plan was for 80% of students to score at the "meets" or "exceeds" proficiency level on primary learning assessments.

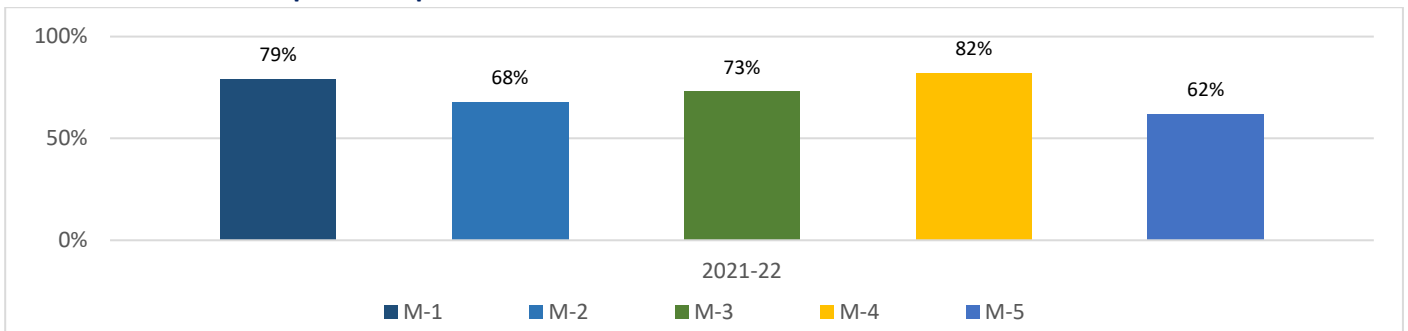
Percentage of Students Scoring at “Meets” or “Exceeds” Proficiency Level on Primary Learning Assessments of General Education Discipline Competencies: Social & Behavioral Sciences



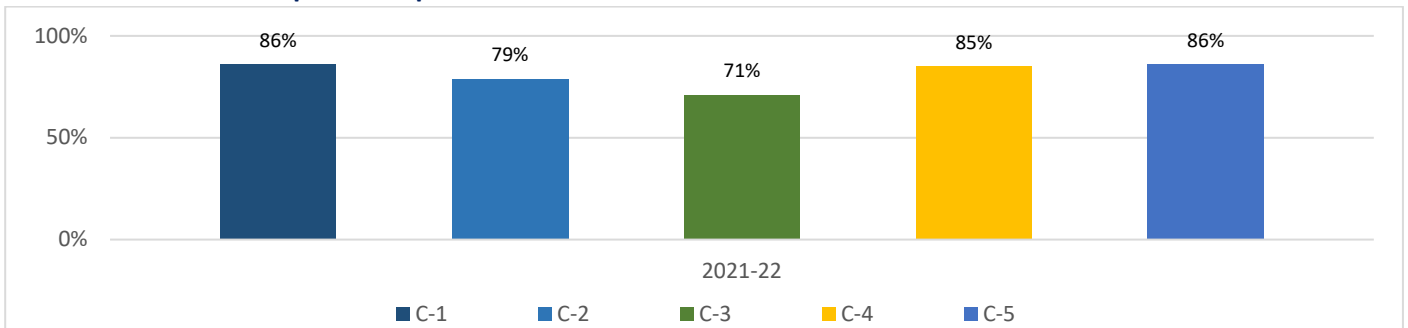
Percentage of Students Scoring at “Meets” or “Exceeds” Proficiency Level on Primary Learning Assessments of General Education Discipline Competencies: Natural Sciences



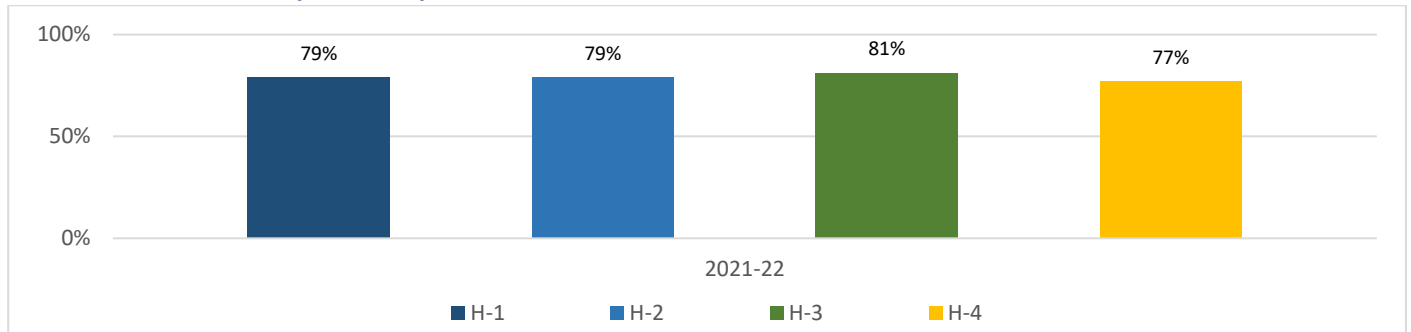
Percentage of Students Scoring at “Meets” or “Exceeds” Proficiency Level on Primary Learning Assessments of General Education Discipline Competencies: Mathematics



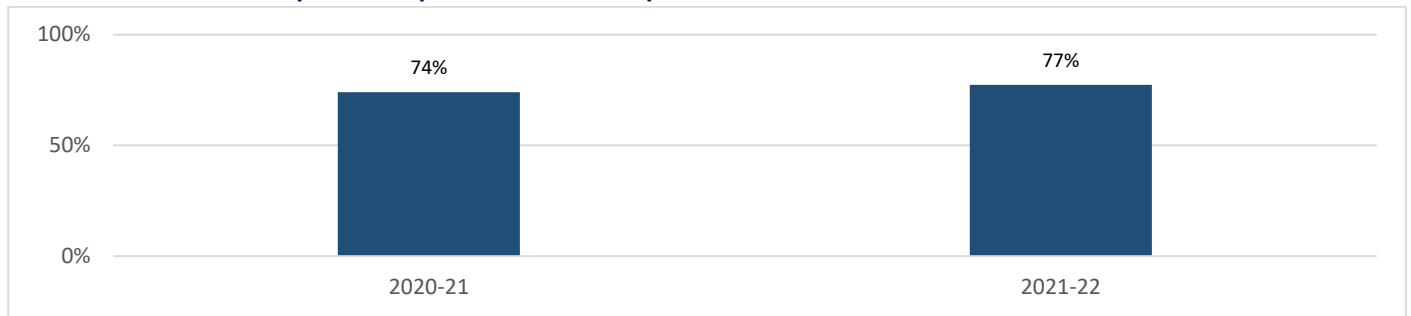
Percentage of Students Scoring at “Meets” or “Exceeds” Proficiency Level on Primary Learning Assessments of General Education Discipline Competencies: Communications



Percentage of Students Scoring at “Meets” or “Exceeds” Proficiency Level on Primary Learning Assessments of General Education Discipline Competencies: Humanities



Percentage of Students Scoring at “Meets” or “Exceeds” Proficiency Level on Primary Learning Assessments of General Education Discipline Competencies: All Disciplines



Assessment Measure 2, Grade Distributions. Final course grades provide another indication of the extent to which students have achieved discipline-level competencies. A priority outcome identified by college faculty and staff in the 2021-22 college master plan was for 80% of students to earn final grades of C or higher in general education courses. The percentage of students earning final grades of C or higher during academic year 2021-22 ranged from 80% for courses in the humanities discipline to 89% for courses in the social and behavioral sciences disciplines. Overall, 84% of students earned final grades of C or higher in general education courses for the academic year.

Assessment Measure 3, ETS Proficiency Profile Test Scores. Each spring, Chipola sophomore students take Educational Testing Service (ETS) Proficiency Profile Tests that measure academic competency attainment. A priority outcome identified by college faculty and staff in the 2021-22 college master plan was for the mean scores of Chipola’s students to exceed those of the national cohort on ETS proficiency profiles in critical thinking, reading, writing, and mathematics. For the academic year, Chipola students’ mean scores in each general education test area exceeded the national mean scores for associate degree-granting institutions. (The mean scores for all institutions are based on cumulative results from July 2017 through June 2022 and is reported by ETS.)

Comparison of Mean Scores on ETS Proficiency Profile Test in Critical Thinking: Chipola College and All Other Associate Degree-Granting Institutions



Comparison of Mean Scores on ETS Proficiency Profile Test in Reading: Chipola College and All Other Associate Degree-Granting Institutions



Comparison of Mean Scores on ETS Proficiency Profile Test in Writing: Chipola College and All Other Associate Degree-Granting Institutions

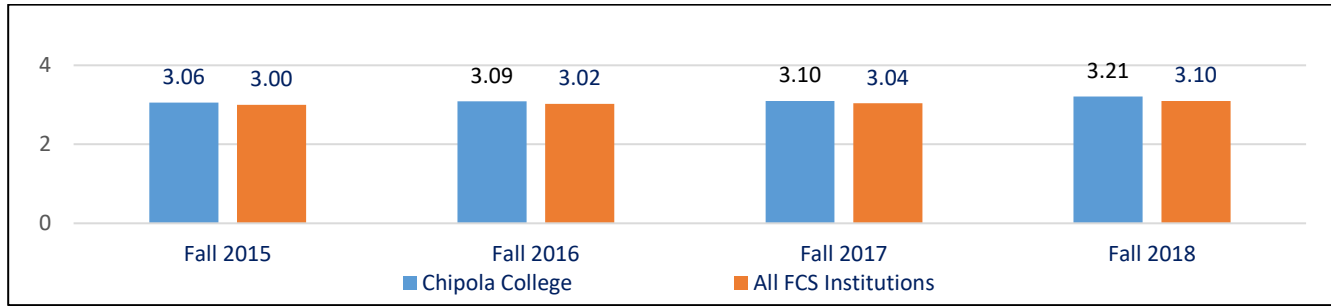


Comparison of Mean Scores on ETS Proficiency Profile Test in Mathematics: Chipola College and All Other Associate Degree-Granting Institutions



Assessment Measure 4, State University Transfer GPAs. A priority outcome identified by college faculty and staff in the 2020-21 college master plan was for the average grade point average of Chipola transfers in the State University System (SUS) to equal or exceed that of the total Florida College System transfers in the SUS. Below is the comparison of state university mean GPAs of students transferring from Chipola and those of all Florida College System institutions.

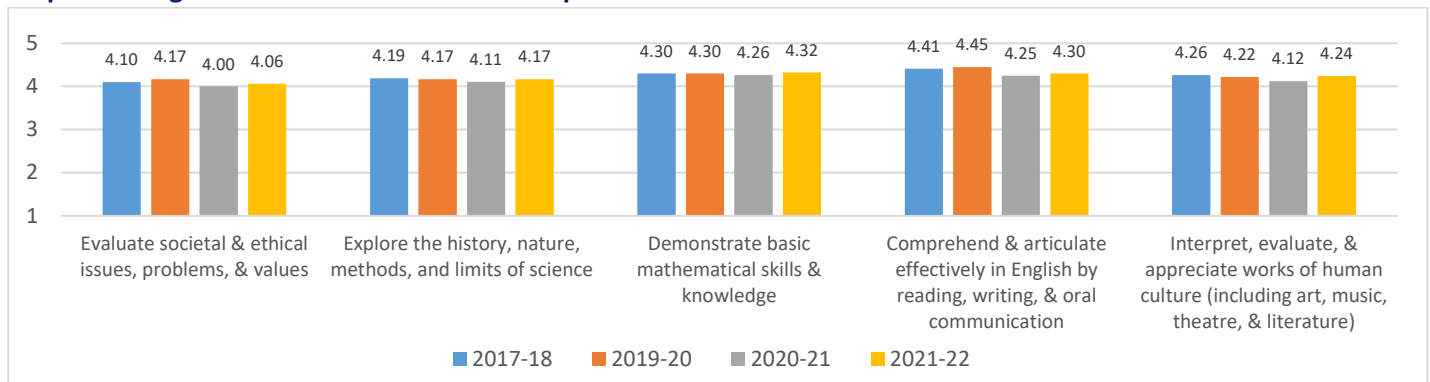
Mean Cumulative GPA Attained by Chipola College Transfer Students Compared to Other Florida College System Transfer Students in Florida Public Universities



Note: Most current data available as of 9.13.22

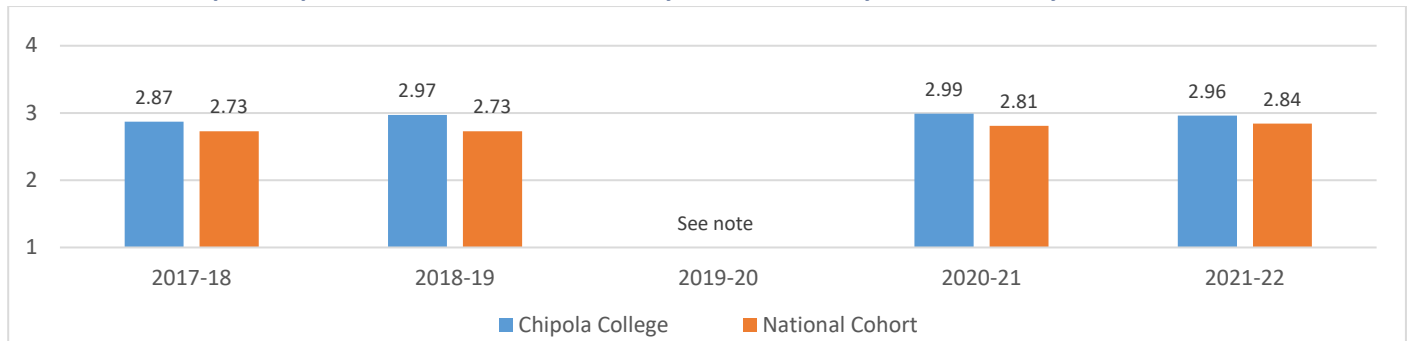
Assessment Measure 5, Graduating Students’ Self-reported Attainment of College-level Competencies. Students self-report the extent to which their educational experience at Chipola contributed to their development of the five college-level general education competencies. On the 2021-21 graduating student survey, students’ mean ratings of college-level competency attainment ranged from 4.00 for “evaluate societal and ethical issues, problems, and values” to 4.26 for “demonstrate basic mathematical skills and knowledge” (1 = none, 5 = very much). Below are results from the past three graduating student surveys.

Graduating Student Survey Mean: Extent to Which Educational Experience at Chipola Helped AA Degree Graduates Acquire College-Level General Education Competencies



Assessment Measure 6, Students’ Mean Ratings of Extent to Which Chipola College Experience Contributed to Their Development of Academic Skills Sets. Each year, randomly selected Chipola students take the Community College Survey of Student Engagement (CCSSE). The mean responses to five CCSSE items provide evidence of the effectiveness of Chipola’s general education program in relation to preparing students for future learning. Following are mean responses from the past five years.

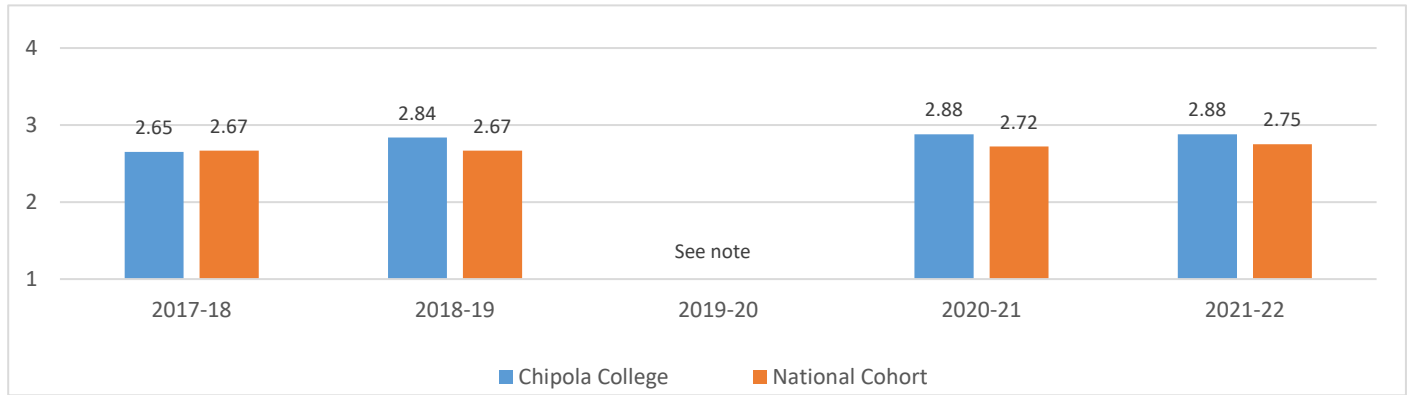
CCSSE Mean: Chipola Experience Contributed to Ability to Write Clearly and Effectively



Scale: 4= very much, 3 = quite a bit, 2 = some, 1 = very little

Note: Because of the COVID-19 pandemic, the 2019-20 CCSSE was administered online instead of in class as in previous years. Therefore, no 2019-20 data are presented for comparison with data from in-class CCSSE administrations.

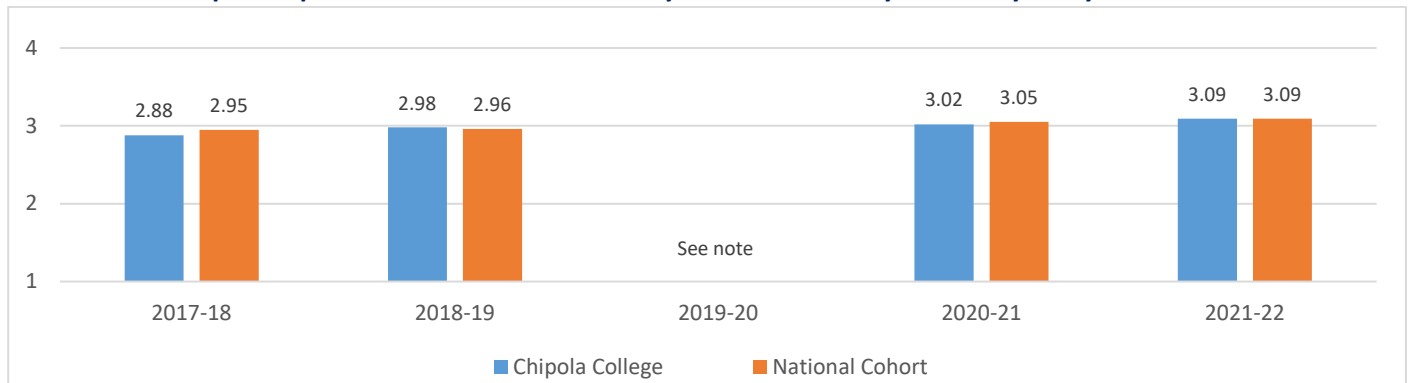
CCSSE Mean: Chipola Experience Contributed to Ability to Speak Clearly and Effectively



Scale: 4= very much, 3 = quite a bit, 2 = some, 1 = very little

Note: Because of the COVID-19 pandemic, the 2019-20 CCSSE was administered online instead of in class as in previous years. Therefore, no 2019-20 data are presented for comparison with data from in-class CCSSE administrations.

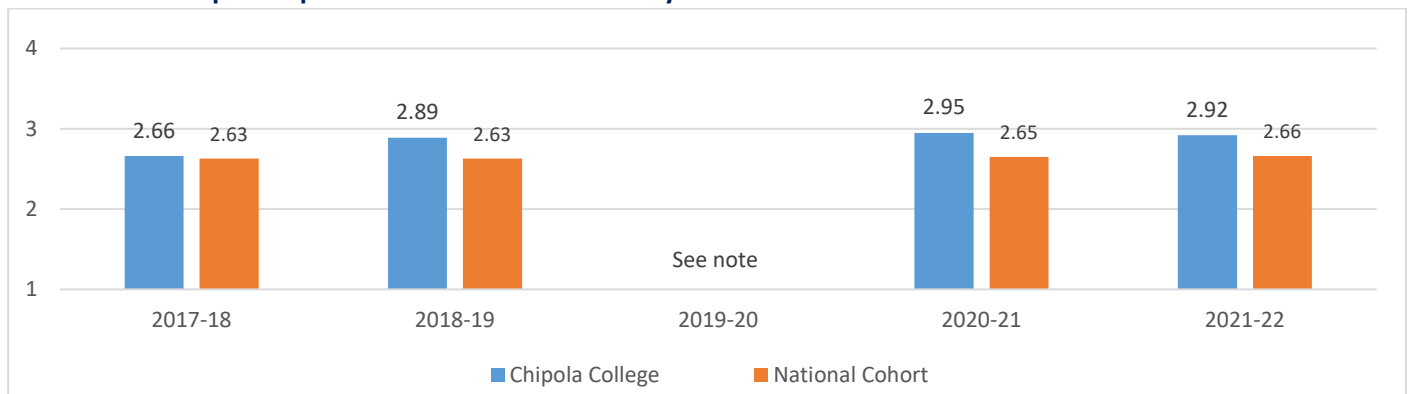
CCSSE Mean: Chipola Experience Contributed to Ability to Think Critically and Analytically



Scale: 4= very much, 3 = quite a bit, 2 = some, 1 = very little

Note: Because of the COVID-19 pandemic, the 2019-20 CCSSE was administered online instead of in class as in previous years. Therefore, no 2019-20 data are presented for comparison with data from in-class CCSSE administrations.

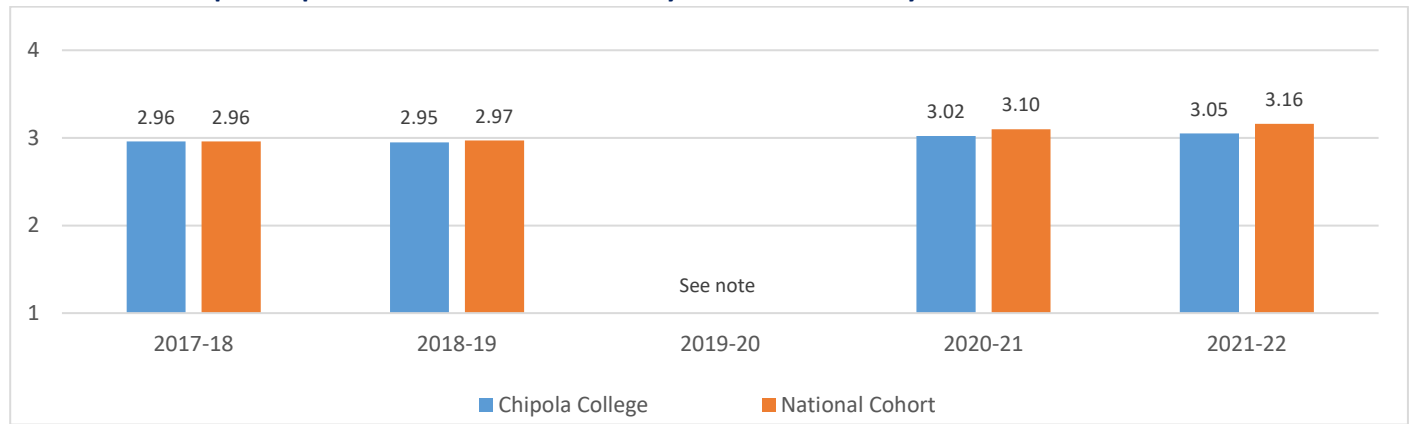
CCSSE Mean: Chipola Experience Contributed to Ability to Solve Numerical Problems



Scale: 4= very much, 3 = quite a bit, 2 = some, 1 = very little

Note: Because of the COVID-19 pandemic, the 2019-20 CCSSE was administered online instead of in class as in previous years. Therefore, no 2019-20 data are presented for comparison with data from in-class CCSSE administrations.

CCSSE Mean: Chipola Experience Contributed to Ability to Learn Effectively on Own



Scale: 4= very much, 3 = quite a bit, 2 = some, 1 = very little

Note: Because of the COVID-19 pandemic, the 2019-20 CCSSE was administered online instead of in class as in previous years. Therefore, no 2019-20 data are presented for comparison with data from in-class CCSSE administrations.

Chipola students met or exceeded the majority of performance targets associated with the general education program assessment. When evaluating assessment results for 2021-22, it must be considered that the use of primary learning assessments of discipline-level competencies was only piloted during the 2021 spring semester, and the process was further refined for future assessment. In summary, although not all priority outcomes were achieved, the results of six varied outcome measures provide evidence of student learning pertaining to general education foundational competencies. Assessment results inform decisions regarding implementation of curricula and instructional improvement strategies at Chipola College.

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 Dr. Matthew Hughes at Chipola College, 3094 Indian Circle, Marianna, FL 32446 or at hughesm@chipola.edu.

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment. Questions or complaints regarding harassment or discrimination, including sexual harassment and sexual violence, should be directed to the College's Equity Officer and Title IX Coordinator: Wendy Pippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2269, pippenw@chipola.edu.