

 <p>Facts!</p>	<p>November 2023</p> <hr/> <p><i>An Accountability and Institutional Effectiveness Publication</i></p>
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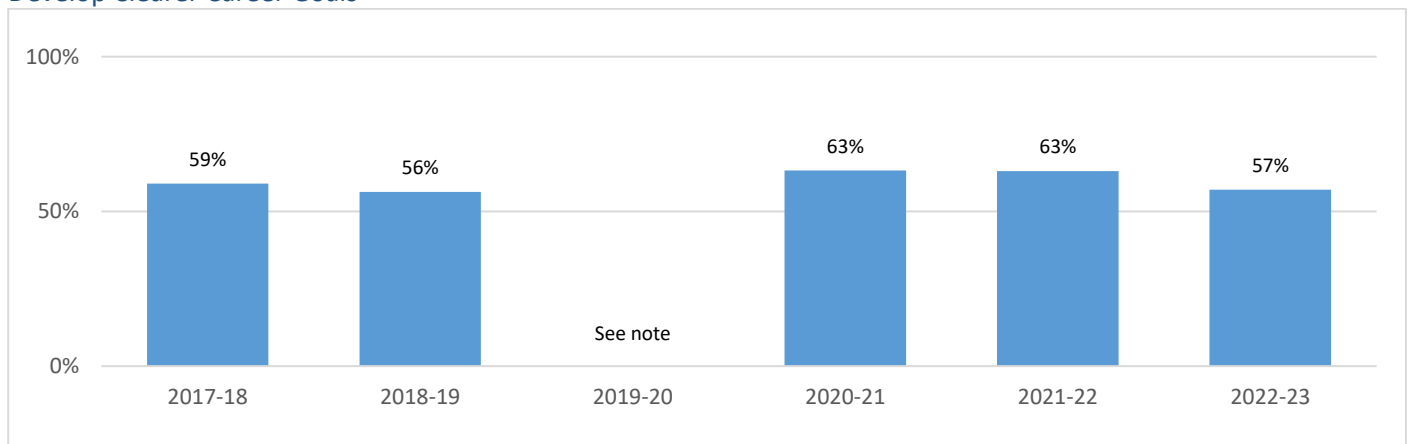
Career-Focused Program Assessment for Academic Year 2022-23

Goal three of the 2022-23 college master plan was to prepare students for continued learning as well as for careers, which is the intent of career-focused educational programs. Career-focused programs include bachelor of science (BS), associate in science (AS), college credit certificate (CCC), postsecondary adult vocational (PSAV), and applied technology diploma (ATD) programs as the primary focus of these programs is to prepare students for employment and/or continued education in particular career fields. In academic year 2022-23, Chipola offered 12 BS degree programs, 11 AS degree programs, 10 CCC programs, 13 PSAV programs, and 1 ATD program.

This issue of *Chipola College Facts!* is the latest in the annual assessment of the college's career-focused programs. Included in this issue are data indicating the extent to which the college met 2022-23 master plan objective 3.2 of goal 3: "Prepare students for employment." Data are grouped by priority outcomes from the 2022-23 master plan; an overall assessment is made possible by analyzing the comprehensive data presentation.

Priority Outcome: Increased percentage of students reporting that Chipola helped them develop clearer career goals

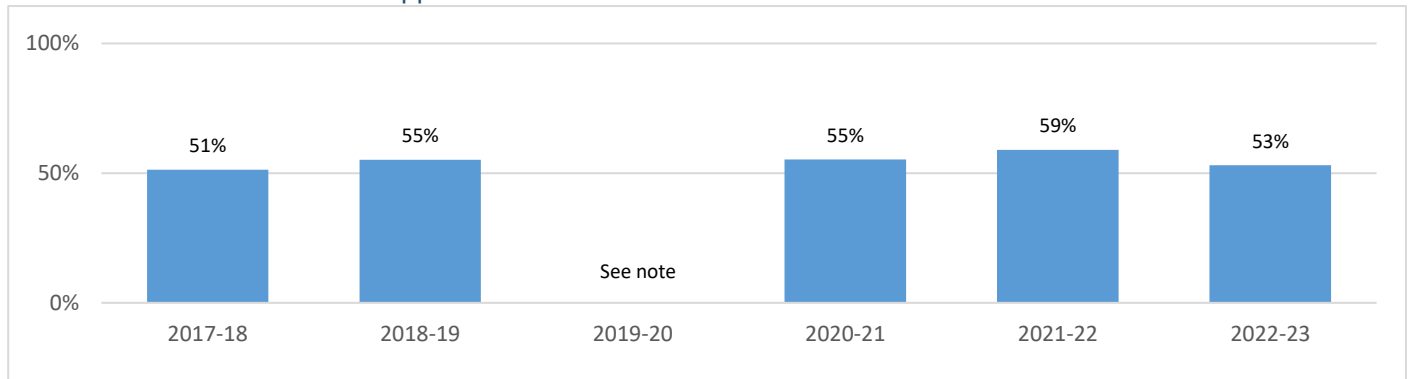
CCSSE Response: Percentage Students Reporting That Chipola Experience Helped Them "Quite a Bit" or "Very Much" Develop Clearer Career Goals



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.

Priority Outcome: Increased percentage of students reporting that Chipola helped them gain information about careers

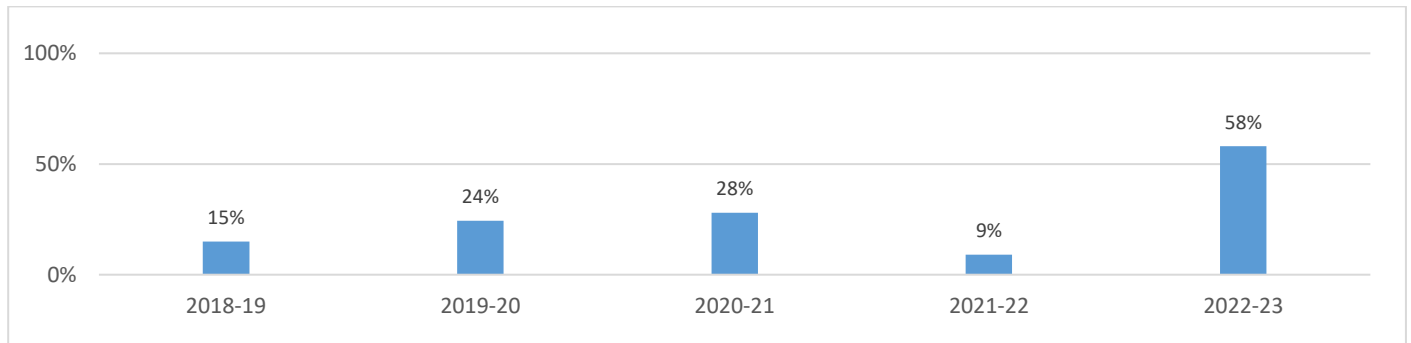
CCSSE Response: Percentage Students Reporting That Chipola Experience Helped Them “Quite a Bit” or “Very Much” Gain Information about Career Opportunities



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.

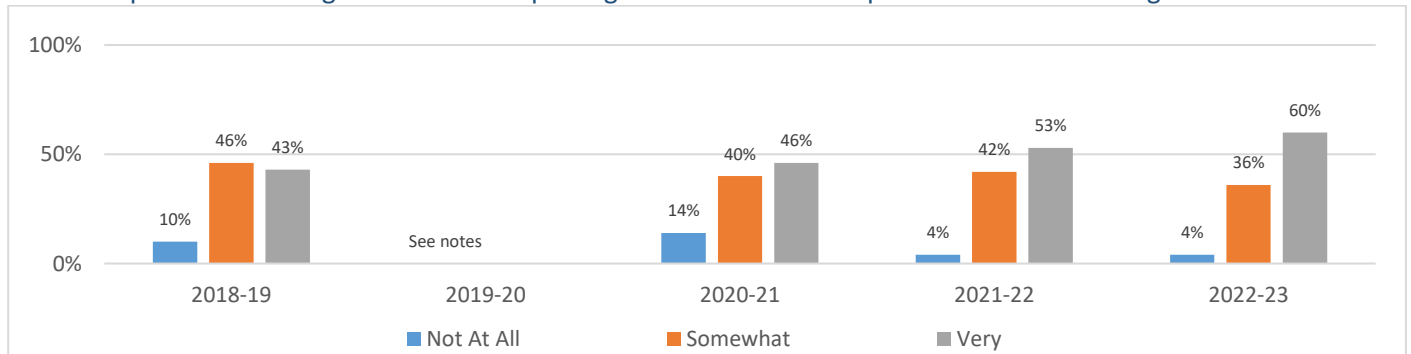
Priority Outcome: 50% decrease in number of students with general education (undecided) majors upon completion of SLS 1401, Career and Life Planning

Percentage Decrease in Number of Students with General Education (Undecided) Major Before and After Completing SLS 1401



Priority Outcome: Increased percentage of students reporting satisfaction with career counseling services

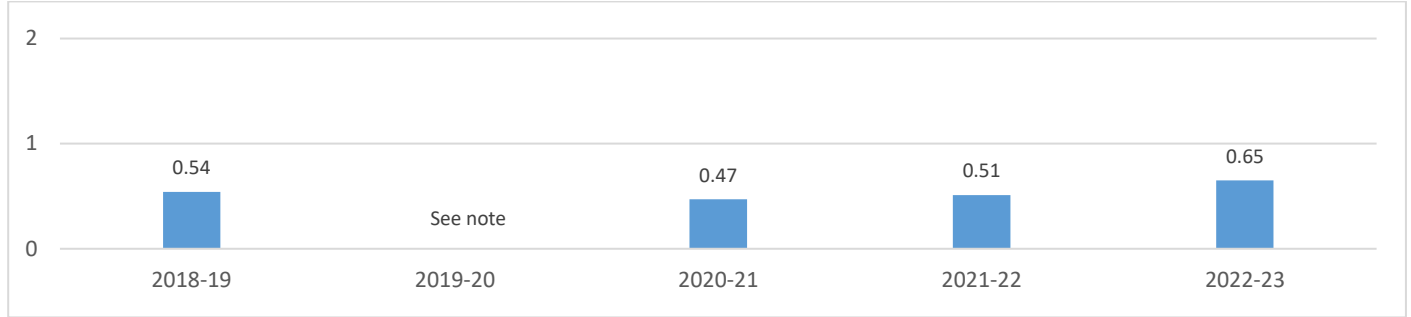
CCSSE Response: Percentage of Students Reporting Satisfaction with Chipola’s Career Counseling Services



Notes: (1) 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. (2) The number of students responding “not applicable” was not included in calculations.

Priority Outcome: Increased frequency of students using career counseling services

CCSSE Mean: Frequency of Using Career Counseling Services

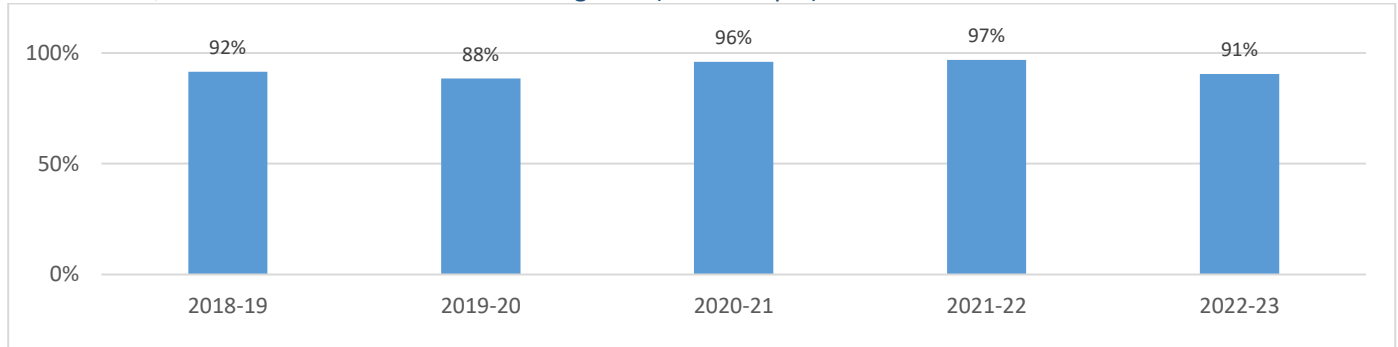


Scale: 3 = 5 or more times, 2 = 2-4 times, 1 = 1 time, 0 = never

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.

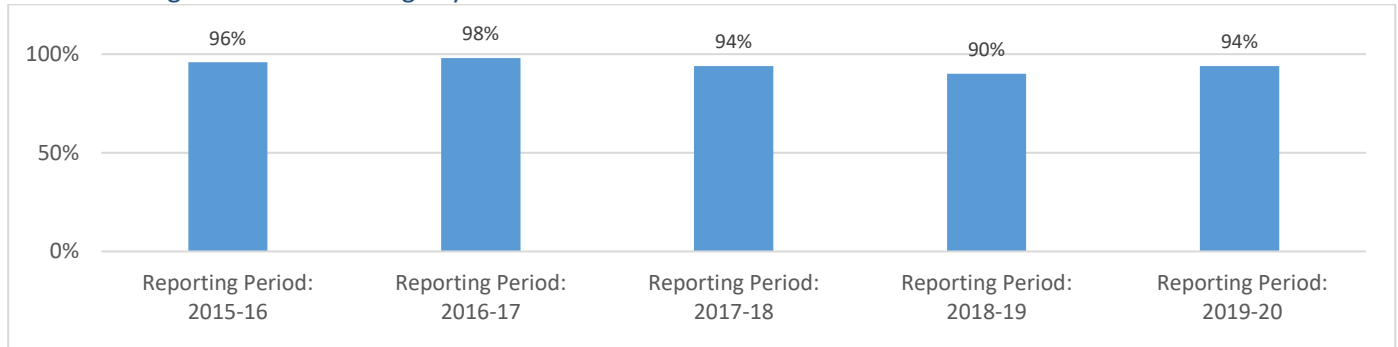
Priority Outcome: 95% licensure exam pass rates

Certification/Licensure Exam Pass Rates: All Programs (All Attempts)



Priority Outcome: 95% placement rate of career technical program completers in related work, continuing education, or military service

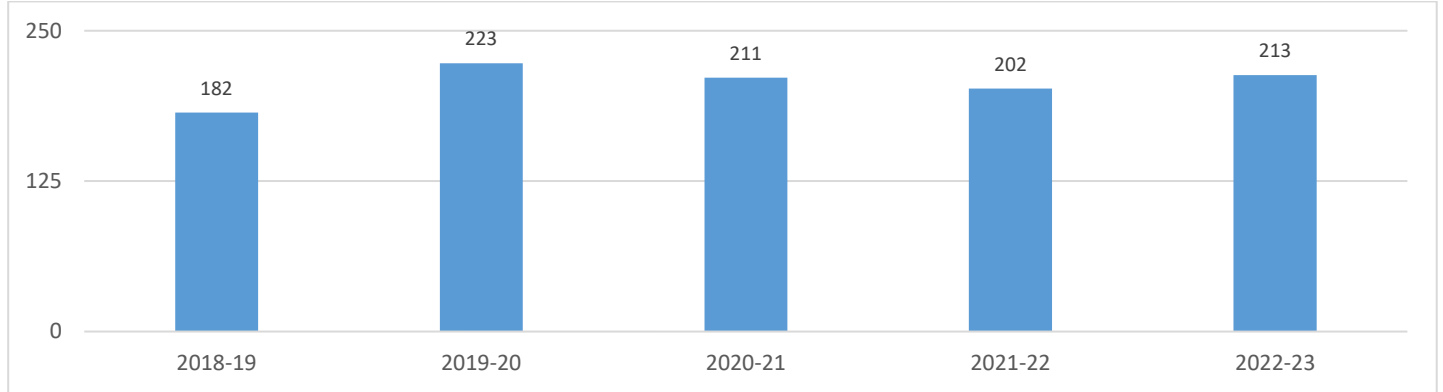
Career and Technical Education Program Completer Placement in Related Work, Continuing Education, or Military Service: College and Florida College System



Notes: (1) Placement includes placement in employment related to occupational education program, continuing education, or military. (2) Data reported two years after program completion.

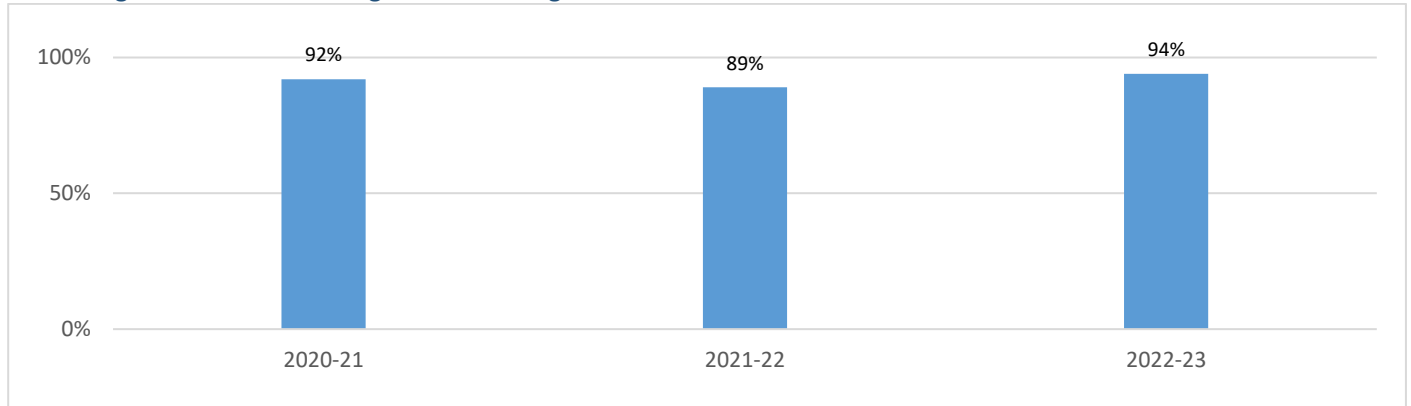
Priority Outcome: Increased number of fundable industry certifications earned by students

Number of FDOE-Identified Fundable Industry Certifications Earned by Chipola Students



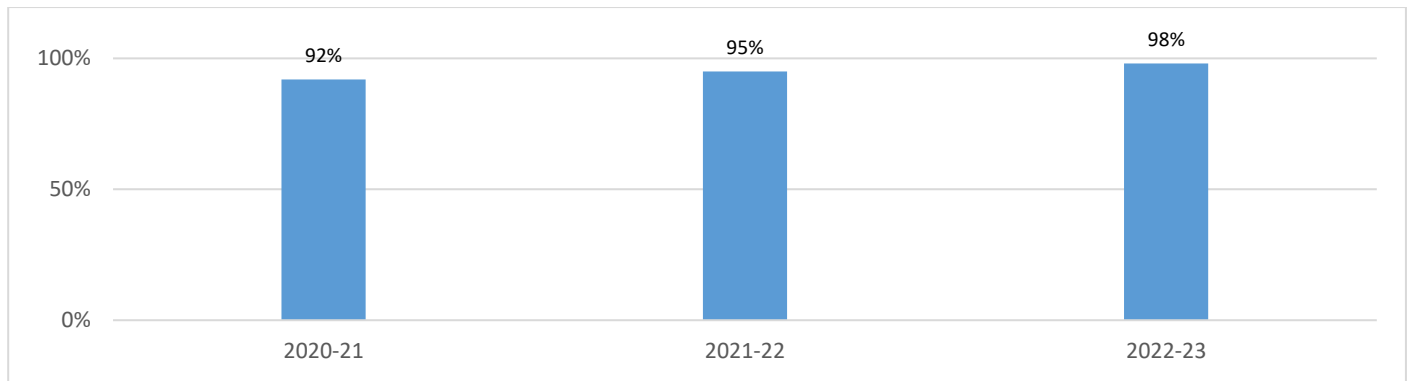
Priority Outcome: Achievement of final grade of C or higher by 80% of students completing non-general education courses

Percentage of Students Earning Grade C or Higher in Non-General Education Courses



Priority Outcome: 80% of students score at the “meets” or “exceeds” proficiency level on certificate, AS, or BS program primary learning assessments indicating program-level student learning outcomes attainment

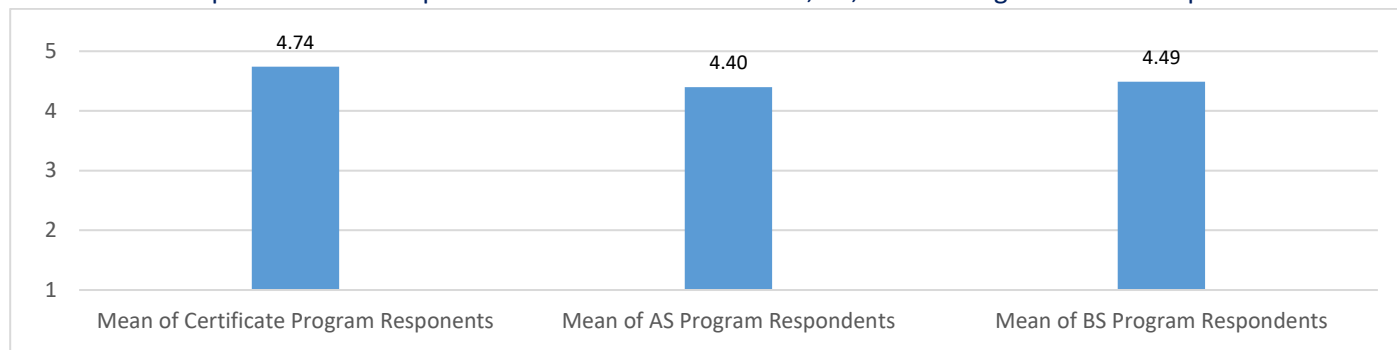
Percentage of Students Scoring 3.0 or Higher on Standard Grading Rubric on Primary Learning Assessments in Non-General Education Courses



Notes: (1) Data in graph are from School of Education, School of Business and Technology, and School of Health Sciences. (2) Score of 3 on standard grading rubric or 70% on objective primary learning assessment = meets proficiency standard

Priority Outcome: Attainment of certificate, AS, and BS program-level competencies as reported by students (GSS mean rating of 4.25 or higher)

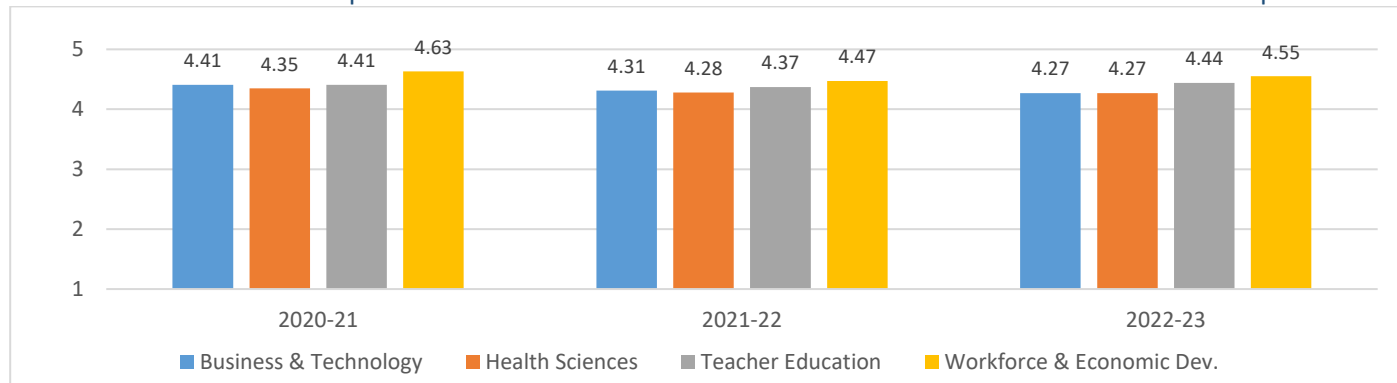
Mean of GSS Respondents: Self-Reported Attainment of Certificate, AS, and BS Program-Level Competencies



Scale: 5 = very much, 4 = much, 3 = average, 2 = not much, 1 = none

Priority Outcome: Student satisfaction with coursework in School of Business and Technology, School of Health Sciences, School of Education, and Workforce and Economic Development Department (GSS mean rating of 4.25 or higher)

GSS Mean: Students' Self-Reported Satisfaction with Coursework in Non-General Education Academic Departments



Scale: 5 = very much, 4 = much, 3 = average, 2 = not much, 1 = none

Eight priority outcomes associated with the career-focused programs were achieved during academic year 2022-23. There were minor differences between the target levels of performance and the actual levels of performance for several of the priority outcomes that were not achieved (e.g., 94% job placement, 91% licensure exam pass rate). Although not all priority outcomes were achieved, the results of the multiple outcome measures provide evidence of student learning pertaining to employment preparation. Assessment results inform decisions regarding implementation of curriculum 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.

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