



Facts!

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This month's *Chipola College Facts!* presents assessment results for Chipola's distance learning program. The online courses that comprise the distance learning program play a major role in accomplishing the college mission to provide access to quality learning opportunities toward degrees and certificates. The popularity of online courses has increased over the years with 1,620 Chipola students (71% of total enrollment) taking at least one online course in academic year 2021-22. Assessment results are reported in the college's annual Institutional and Educational Outcomes Report, which is the evaluation report of Chipola's master plan for the academic year.

Assessment of Chipola College's Distance Learning Program

Goal two of the Chipola College master plan is to provide a high-quality distance learning program. The plan includes two objectives and multiple priority outcomes associated with goal two. The extent to which the college achieved the priority outcomes provides evidence of accomplishing the associated objectives and goal. Following are the priority outcome results through academic year 2021-22. When available, outcome results from the past five years are presented.

Objective 2.1 Provide high-quality online courses

Priority Outcome 2.1.1: Course evaluation means of online courses and same on-campus courses within .1 point on four-point scale

Students' mean ratings of on-campus and online course evaluation items in academic year 2021-22 were 3.82 and 3.69, respectively – a difference of .13, which was a decrease from .15 in academic year 2020-21.

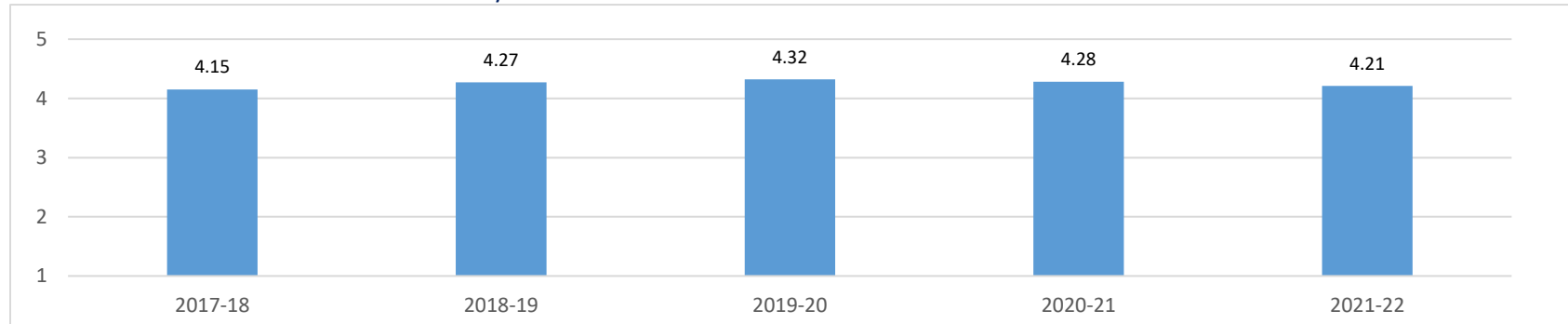
Priority Outcome 2.1.2: Percentage of students earning final grades of C or higher in online courses within three percentage points of those in same on-campus courses

Seventy-nine percent of students earned a final grade of C or higher in online courses in 2021-22. This compared with 84% of students in the same courses taught on campus. In 2020-21, the percentages were 80% for students in online courses and 79% for students in the same on-campus courses.

Priority Outcome 2.1.3: Student satisfaction with quality of online courses (graduating student survey mean of 4.25 or higher)

The following graph shows the mean satisfaction ratings that graduating students assigned to the quality of online courses over the past five academic years. (Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied)

GSS Mean: Student Satisfaction With Quality of Online Courses



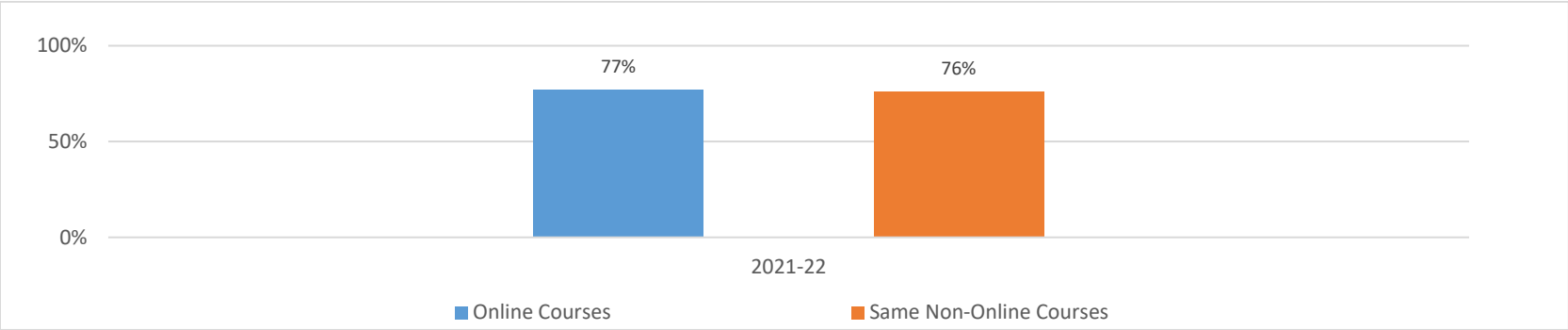
Priority Outcome 2.1.4: Increased number of online courses meeting Quality Matters standards for statewide “Quality” designation

In academic year 2021-22, there was one online course developed and that course met the “Quality” designation criteria. This number provided a baseline for the measure in future years.

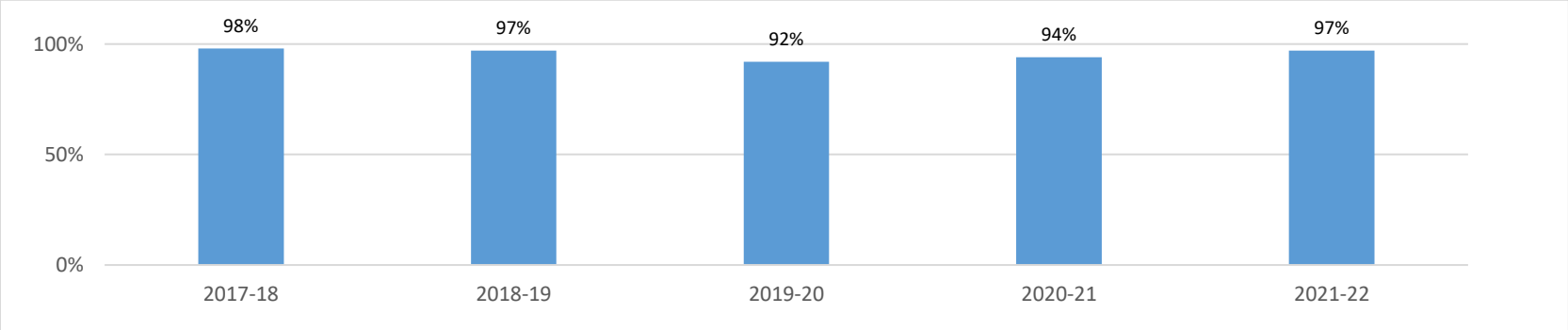
Other outcomes associated with objective 2.1

The following graphs show results of several other outcome measures that provide evidence of the extent to which the college accomplished its objective to provide high-quality online courses.

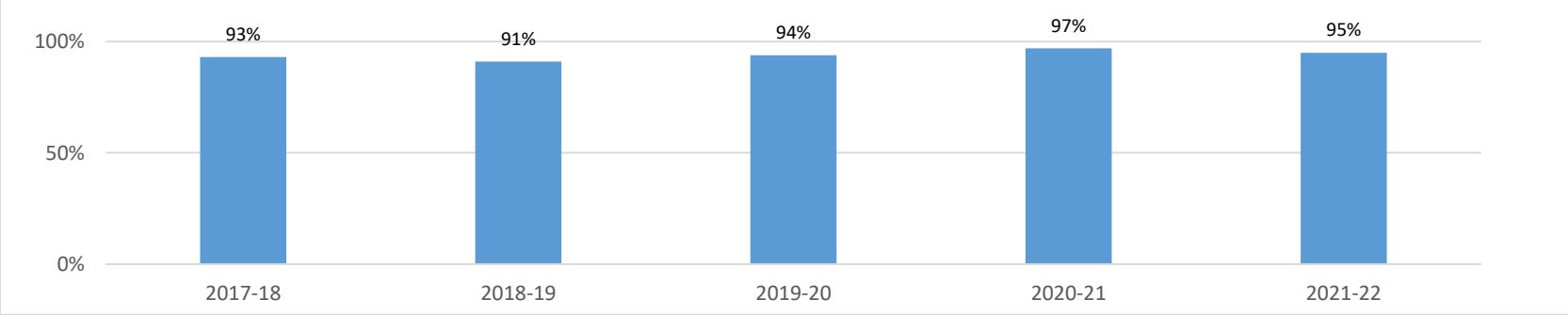
Percentage of Students Scoring at the “Meets” or “Exceeds” Level on Primary Learning Assessments Indicating Discipline- or Program-Level Outcomes Attainment: Online Courses and Same Non-Online Courses



Percentage Online Faculty Completing Online Course Training



Percentage of Online Courses Reported by Faculty as Meeting Learning Management System (LMS) Proficiency Standards

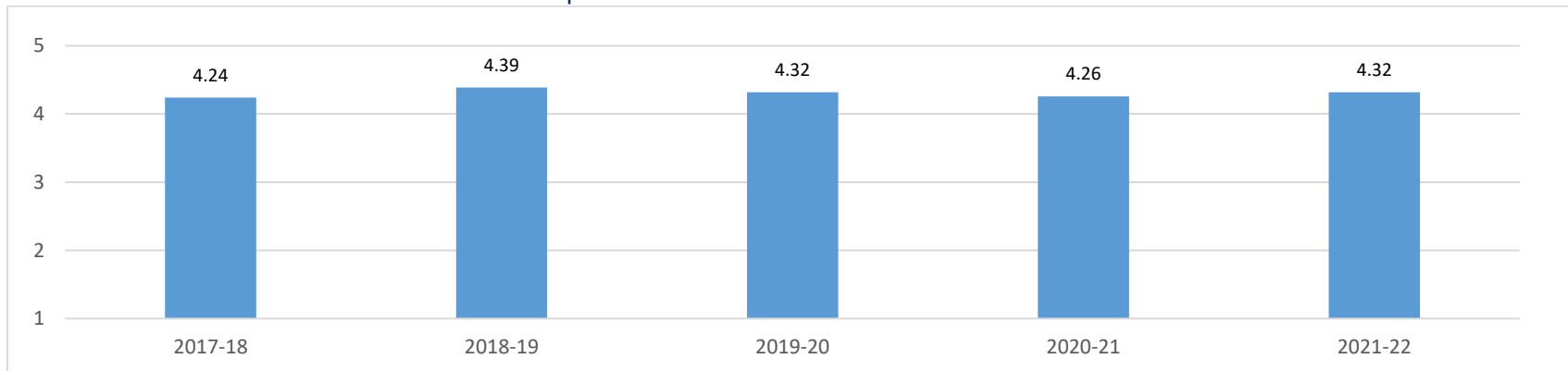


Objective 2.2 Ensure students taking online courses have access to high-quality academic support services

Priority Outcome 2.2.1: Student satisfaction with access to help services for online courses (graduating student survey mean of 4.25 or higher)

Students reported high levels of satisfaction with their access to help services for online courses. (Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied)

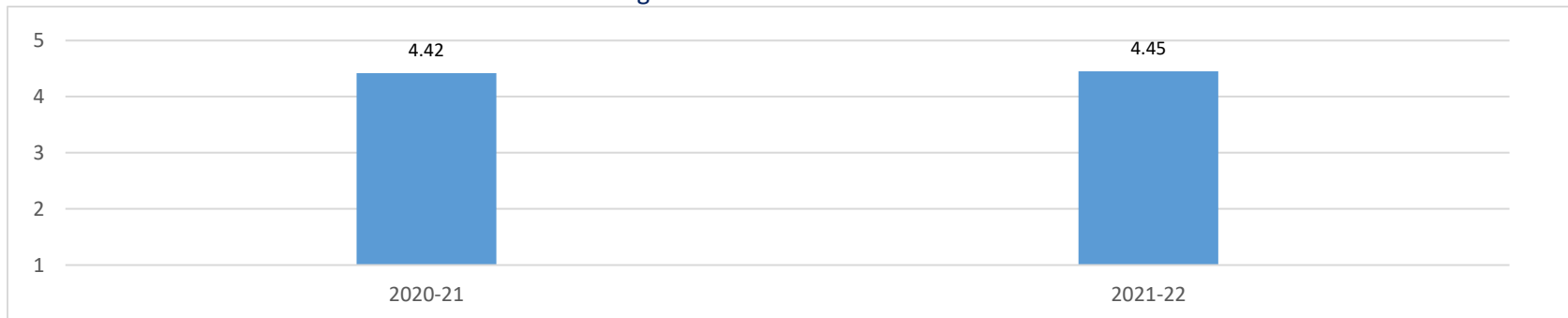
GSS Mean: Student Satisfaction With Access to Help Services for Online Courses



Priority Outcome 2.2.2: Student satisfaction with ACE online tutoring service (graduating student survey mean of 4.25 or higher)

Students also reported high levels of satisfaction with online tutoring services provided by Chipola’s Academic Center for Excellence (ACE). (Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied)

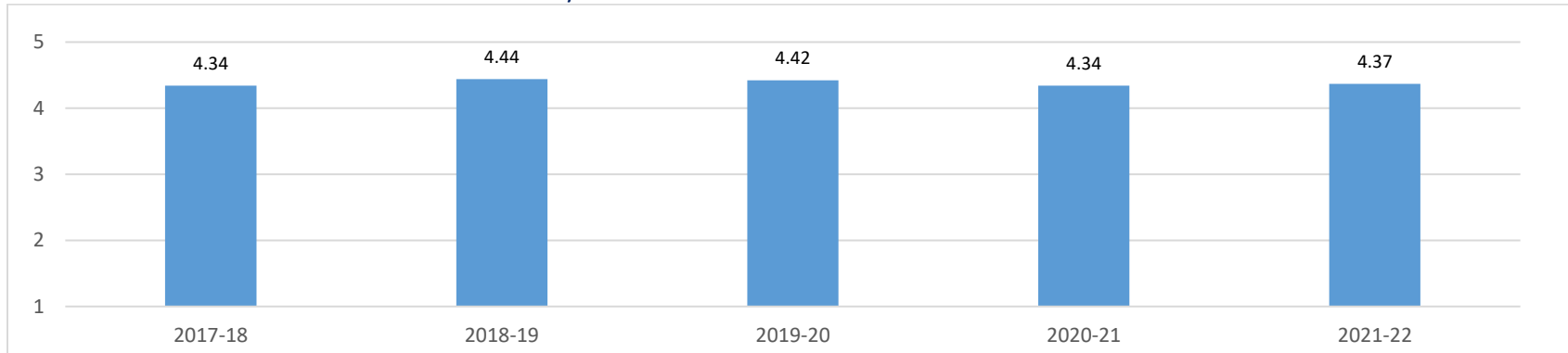
GSS Mean: Student Satisfaction With ACE Online Tutoring Service



Priority Outcome 2.2.3: Student satisfaction with online library collections (graduating student survey mean of 4.25 or higher)

The mean satisfaction ratings that graduating students assigned to online collections provided by the Chipola College library ranged from 4.34 to 4.42 over the past five academic years. (Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied)

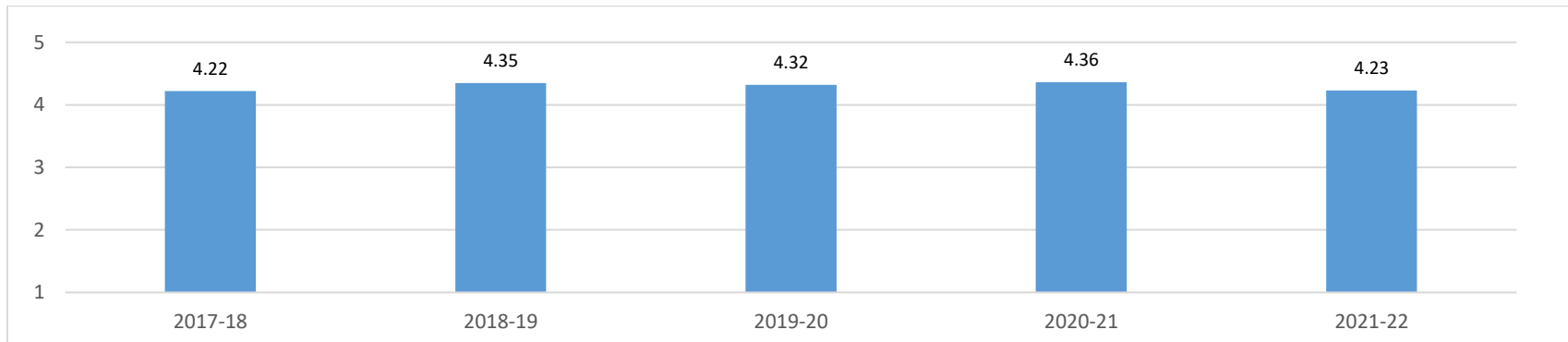
GSS Mean: Student Satisfaction With Online Library Collections



Priority Outcome 2.2.4 Students' overall satisfaction with online courses (graduating student survey mean of 4.25 or higher)

The following graph shows the mean overall satisfaction rating that graduating students assigned to online courses over the past five academic years. (Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied)

GSS Mean: Overall Student Satisfaction With Online Courses



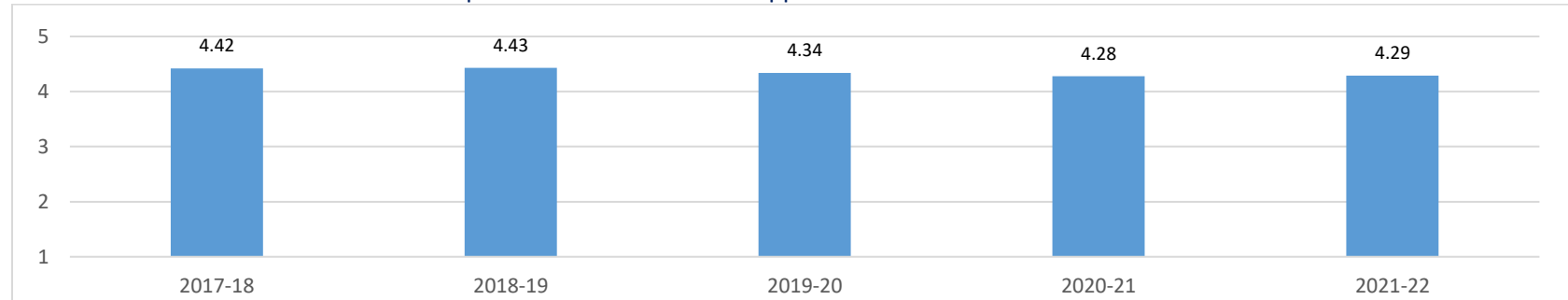
Priority Outcome 2.2.5 Effective promotion of test proctoring practices in online courses (graduating student survey mean rating of 2.75 or higher)

When asked to rate the effectiveness of online test proctoring practices in promoting academic integrity, students assigned mean ratings of 2.56 and 2.61 in academic years 2020-21 and 2021-22, respectively. (Scale: 3 = totally effective, 2 = somewhat effective, 1 = not effective)

Other outcomes associated with objective 2.2

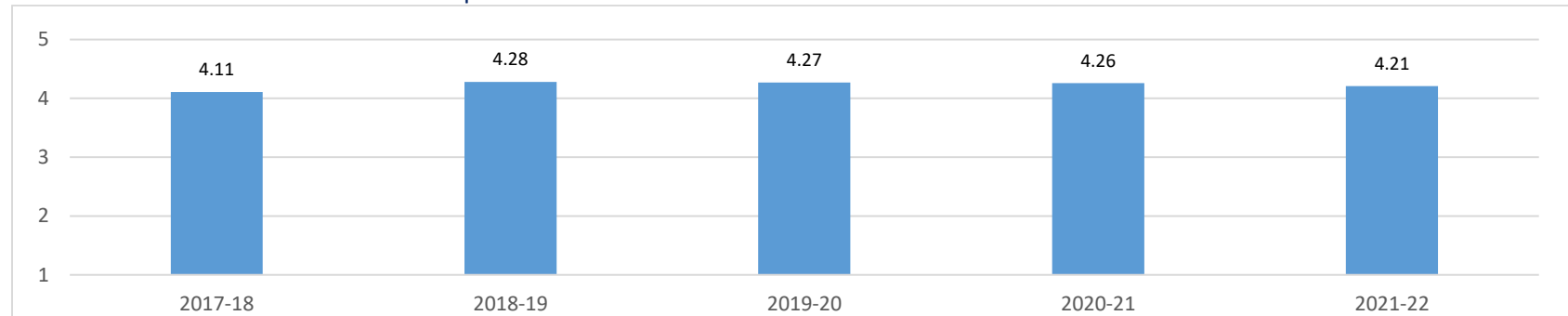
Several other outcome results associated with objective 2.2 are shown in the following graphs. These outcomes also provide evidence of the extent to which the college accomplished its objective to ensure that students taking online courses have access to high-quality academic support services.

GSS Mean: Student Satisfaction With Help from Canvas Technical Support



Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied

GSS Mean: Student Satisfaction With Help from Online Instructors



Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied

Library and Learning/Information Resource and Service Expenditures

Resource/Service	2017-18	2018-19	2019-20	2020-21	2021-22
Books & Subscriptions	\$13,397	\$15,544	\$17,504	\$14,196	\$13,211
Online Databases, Learning Resources & Other Services	\$52,414	\$91,760	\$101,855	\$70,611	\$129,419
Classroom Equipment for Distance Learning				\$127,224	0
TOTAL	\$65,811	\$107,214	\$119,359	\$ 212,031	\$142,630

Notes: (1) 2018-19 figures include three-year contract for Blackboard Ally software. (2) Closed March 16, 2020 through June 30, 2020 due to COVID-19 pandemic. Increase in cost of learning resources and other services resulted from conversion to remote instructional delivery.

The aggregate of outcome assessment results demonstrate that Chipola College is accomplishing its goal to provide a high-quality distance learning program. Student survey results, evaluation of course and instructor quality factors, student performance, and resources committed to supporting online learning support the assertion of goal attainment.

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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