

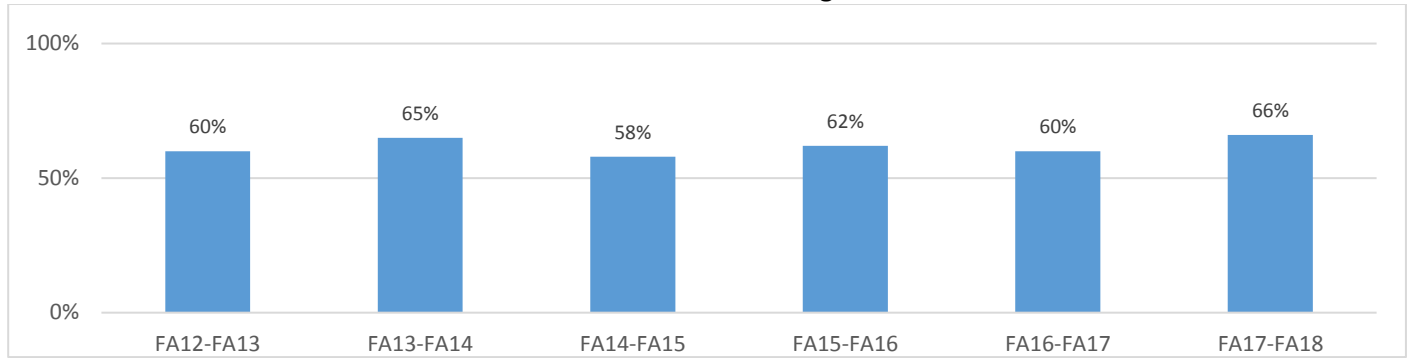


Student Achievement Data ***Academic Year 2017-18***

For information, contact Dr. Matthew Hughes
Chipola College Dean of Assessment, Compliance, and Grants
SACSCOC Accreditation Liaison
hughesm@chipola.edu

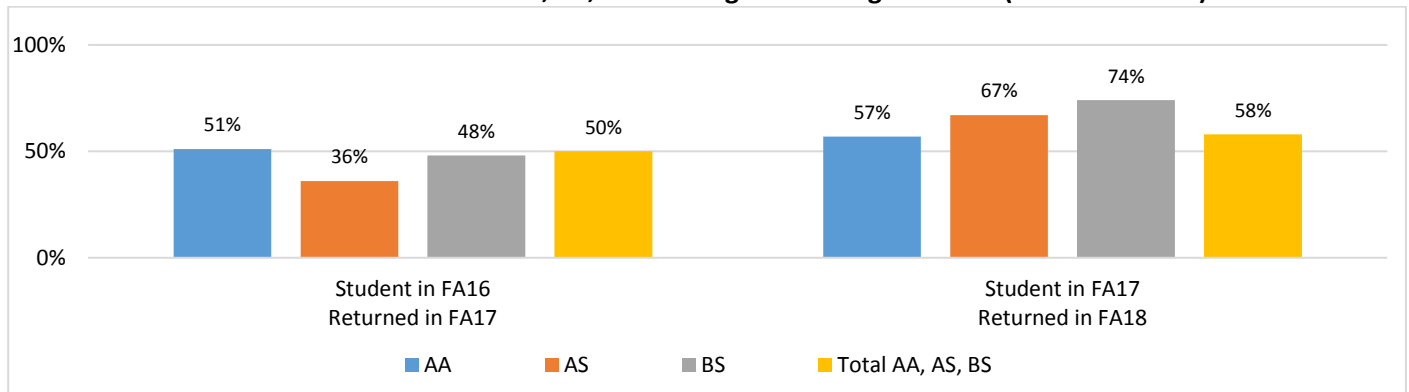
Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected 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.

Measure 1.2.2.1 Fall-to-Fall Retention Rates: All First-Time-in-College Students



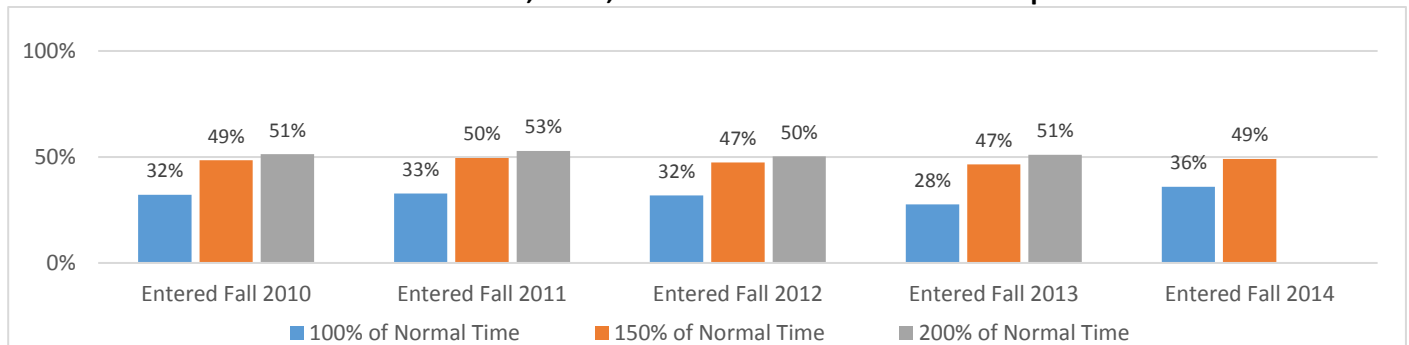
Source: Information Systems Dept. (Everett). Report/file: FCS First-Time Student Cohort Retention Rates by Full/Part-Time Status, file: PERA-EF2-IPEDS Fall Enrollment
 Notes: (1) First-time-in-college = A student attending college for the first time with no credit toward a degree or formal award from any other institution who is enrolled in a course in an instructional area that leads to a degree or certificate. (2) Students are counted as retained if they have completed their program or are still enrolled the fall term after the fall term of their initial enrollment.
 Updated: 01/04/2019

Measure 1.2.2.6 Fall-to-Fall Retention of AA, AS, and BS Degree-Seeking Students (Non-Graduates)



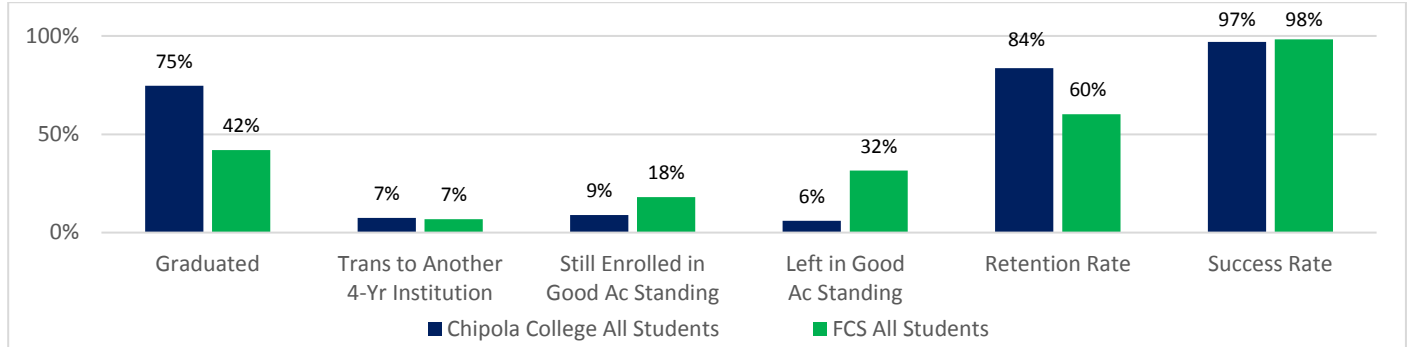
Source: Information Systems Dept. (Stone). Report/file: trmfile_fall16_d181126, trmfile trmfile_fall17_d180904
 Updated: 11/27/2018

Measure 1.2.3.1 Graduation Rates in 100%, 150%, and 200% of Normal Time to Completion: All Students



Source: AC&G Div. (Hughes). Report/file: FLDOE FCS grad. rates (<https://edstats.fl DOE.org/SASWebReportStudio/gotoReportPage.do?pageNumber=2&tocOpen=open>)
 Note: The graduation rate is calculated from the percentage of students who complete a program within 100%, 150% or 200% of the normal time for completion of that program of study. For example, an Associate of Arts (AA) degree normally takes two years to complete. For the 150% graduation rate, a student who completes the AA degree in three years or less is counted as a completion. The report uses data from the fall term enrollment cohort, as reported to the Integrated Postsecondary Education Data System (IPEDS). IPEDS defines the cohort as full-time degree/certificate seeking undergraduate students who are enrolled in college for the first time after graduating from high school. The cohort is based on enrollments at the beginning of the fall term in which a student is first enrolled in college, and it includes students who were enrolled in the summer term prior to their initial fall term. Students are removed from the cohort due to death or service in the armed forces, including those called to active duty.
 Updated: 08/1/2018

Retention and Success: All Upper Division (BS) Students, Fall 2013 Through Spring 2017, Chipola College and FCS

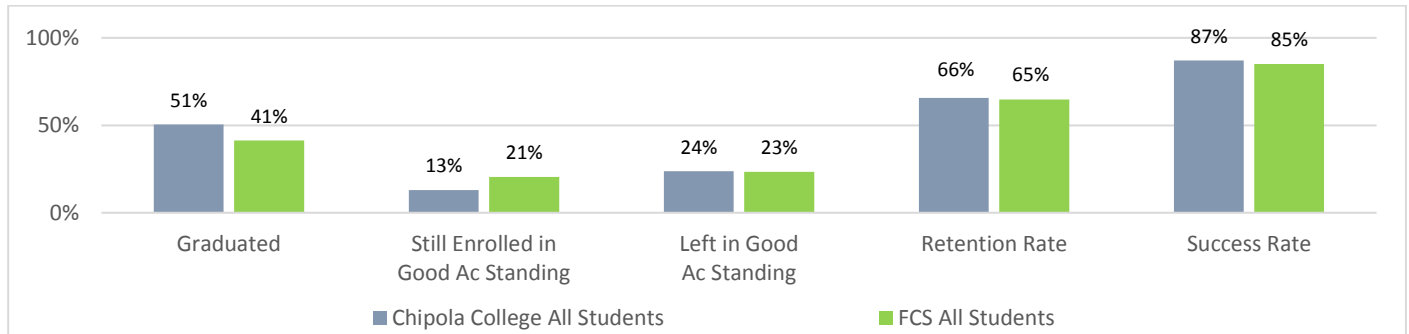


Source: AC&G Division (Hughes). Report/file: S:\Accountability\2017\May 2018\acct.acnt2017.m1p2BA2017.final file modified: 05/24/2018

Notes: (1) Retention = graduated + still enrolled in good standing + still enrolled not in good standing. (2) Success = graduated + transferred + still enrolled in good academic standing + left in good academic standing. (3) .20% still enrolled not in good academic standing in FCS; 0% at Chipola College.

Updated: 07/17/2018

Retention and Success: All Lower Division (AA, AS, CCC, PSVC) Students, Fall 2013 Through Spring 2017, Chipola College and FCS

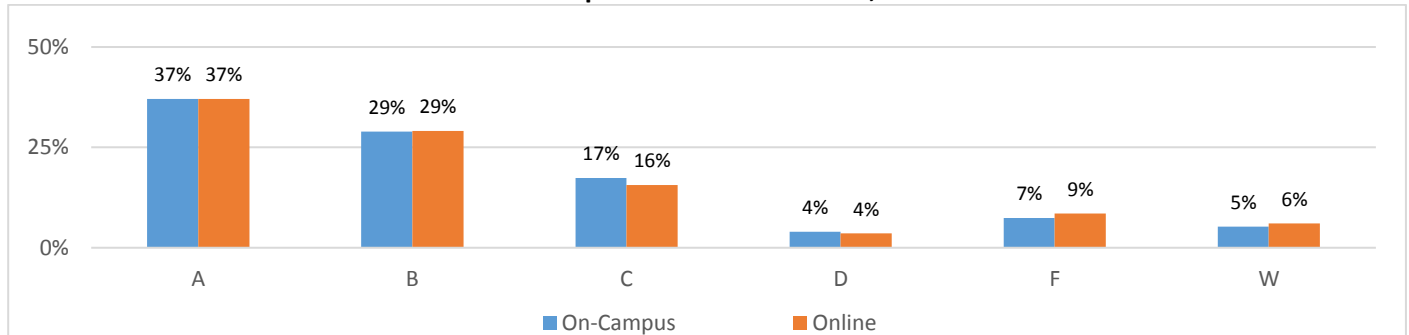


Source: AC&G Division (Hughes). Report/file: S:\Accountability\2017\May 2018\acct.acnt2017(m1p22017)measure_1P2_Masked\ACCNT.ACNT2017(M1P22017)Z.FINAL file modified: 05/24/2018

Notes: (1) Retention = graduated + still enrolled in good standing + still enrolled not in good standing. (2) Success = graduated + transferred + still enrolled in good academic standing + left in good academic standing. (3) .20% still enrolled not in good academic standing in FCS; 0% at Chipola College.

Updated: 07/17/2018

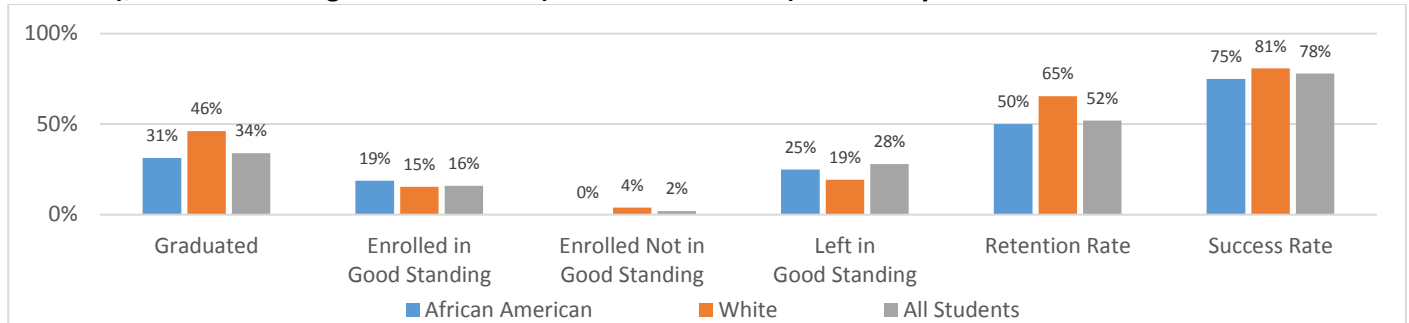
Measure 2.2.1.1 Grade Distributions in On-Campus and Online Courses, FA17 and SP18



Source: Information Systems Dept. (Stone). Report/file: QRY_GRADE_DIST_ONLINE_FOR_COMPARISON, GRADE-DIST-NOONLINE, Online FTF Grade Comparisons [FA and SP of academic year]

Updated: 10/3/2018

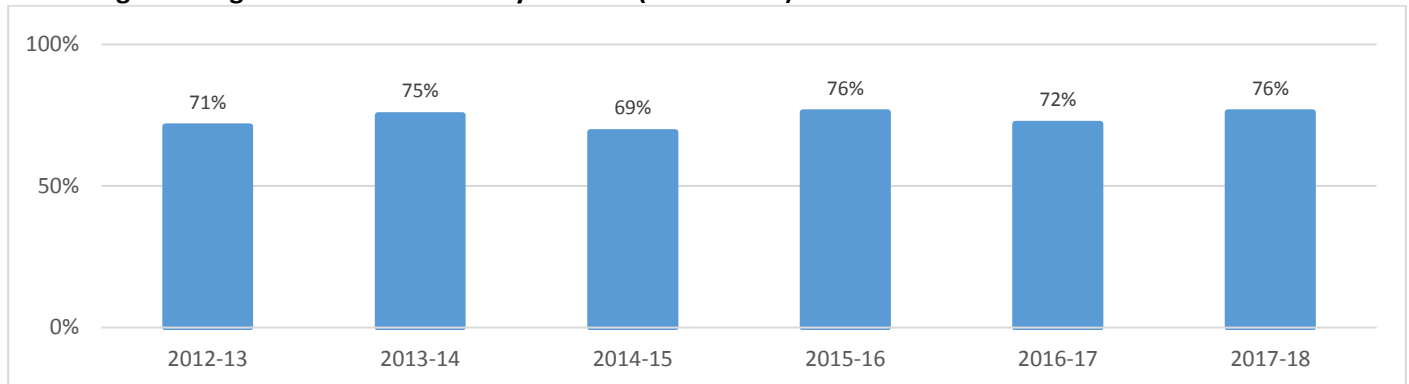
Completion, Retention, and Success Rates of College Preparatory Students, Fall 2013 Through Spring 2017 (AA and AS Students), Fall 2013 Through Summer 2015 (Certificate Students): All and by Race



Source: AC&G Division (Hughes). Report/file: Accountability Outcome Measure 4 Part 2 (S:\Accountability\2017) file modified: 03/22/2018

Notes: (1) College preparatory = developmental education. (2) Retention = students who have graduated + students who are enrolled and in good academic standing + students who are enrolled and who are not in good academic standing. (3) Success = graduated, enrolled in good academic standing, or left in good academic standing
 Updated: 06/19/2018

Percentage Earning C or Above in Gateway Courses (Cumulative)



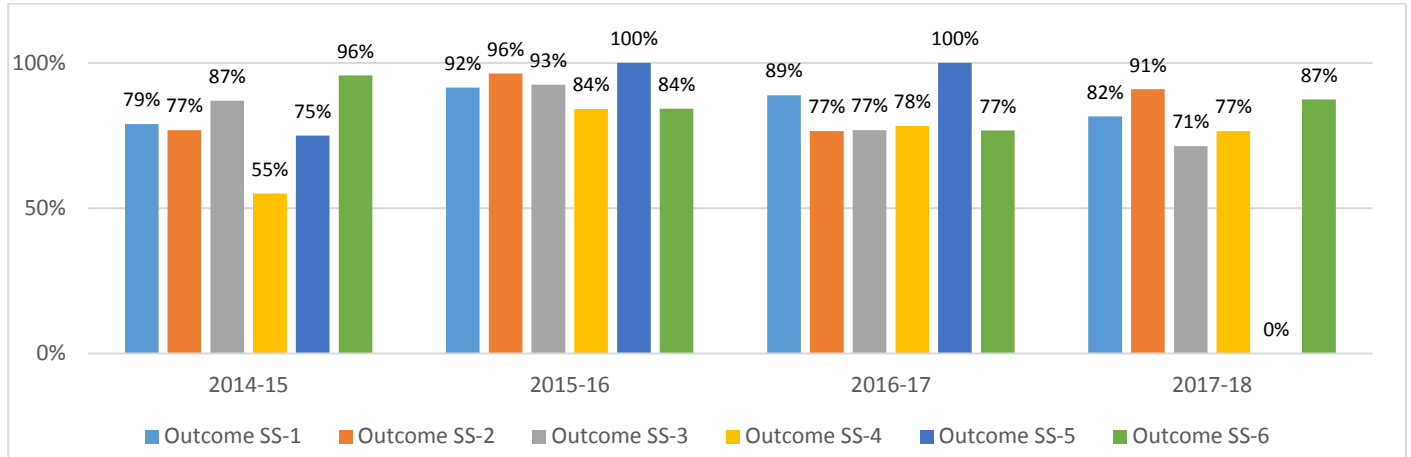
Source: Information Systems Dept. (Stone). Report/file: Infomaker – Grade_DIST_GATEWAY (Stone)

Note: Gateway courses: Art Appreciation (ARH 1000), Introduction to Biological Sciences (BSC 1005), English Composition I (ENC 1101), Introduction to Earth Science (ESC 1000), Introduction to Environmental Science (EVR 1001), College Algebra (MAC 1105), Intermediate Algebra (MAT 1033), Introductory Sociology (SYG 1000), Contemporary Sociology (SYG 1010)

Updated: 11/20/2018

Measure 3.2.1.1 Learning Artifacts Reflecting “Proficient” or “Developing” Levels of Outcomes in the Social and Behavioral Sciences

Area 1 General Education Core, Social and Behavioral Sciences College-Level Competency: Evaluate Societal and Ethical Issues, Problems, and Values



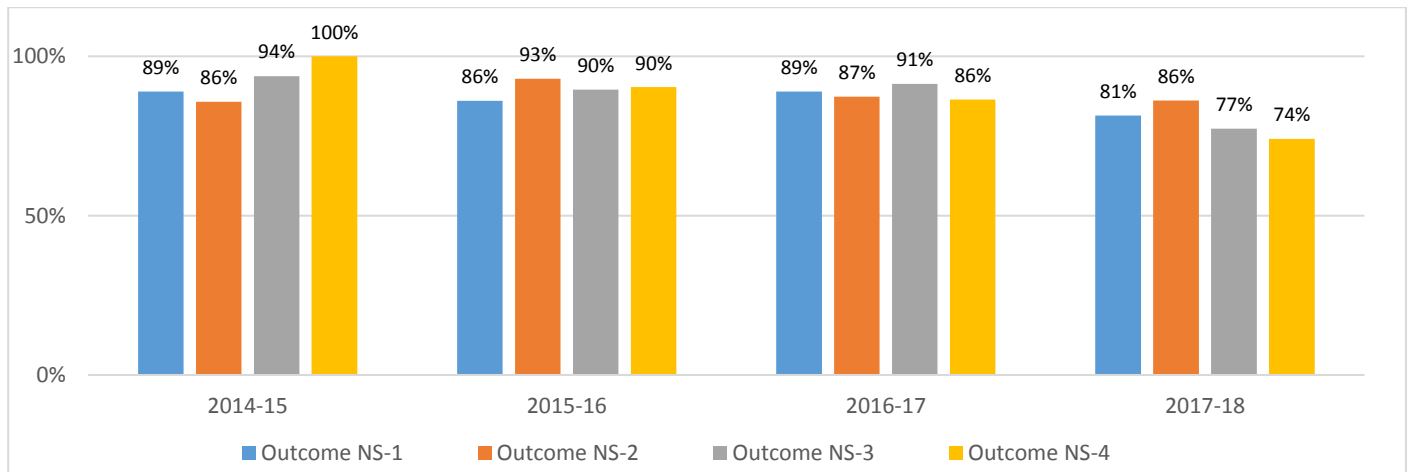
Source: AC&G Division (Hughes). Report/file: External Reviewers’ Assessments of Student Learning Artifacts
Updated: 08/30/2018

Student learning outcomes demonstrating attainment of social sciences college-level competency:

- SS-1 Identify theories and research that behavioral scientists use to explain and investigate behaviors and social trends.
- SS-2 Use appropriate social, historical and psychological methods to analyze contemporary issues in public policy.
- SS-3 Identify behavioral, historical, social, political or economic issues from the global perspective.
- SS-4 Describe the social, behavioral, historical, political or economic sciences as interrelated disciplines.
- SS-5 Explore and explain personal, social or historical implications of technology.
- SS-6 Identify ways to promote understanding of differences and commonalities within diverse cultures.

Measure 3.2.1.2 Learning Artifacts Reflecting “Proficient” or “Developing” Levels of Outcomes in the Natural Sciences

Area 2 General Education Core, Natural Sciences College-Level Competency: Explore the History, Nature, Methods, and Limits of Science

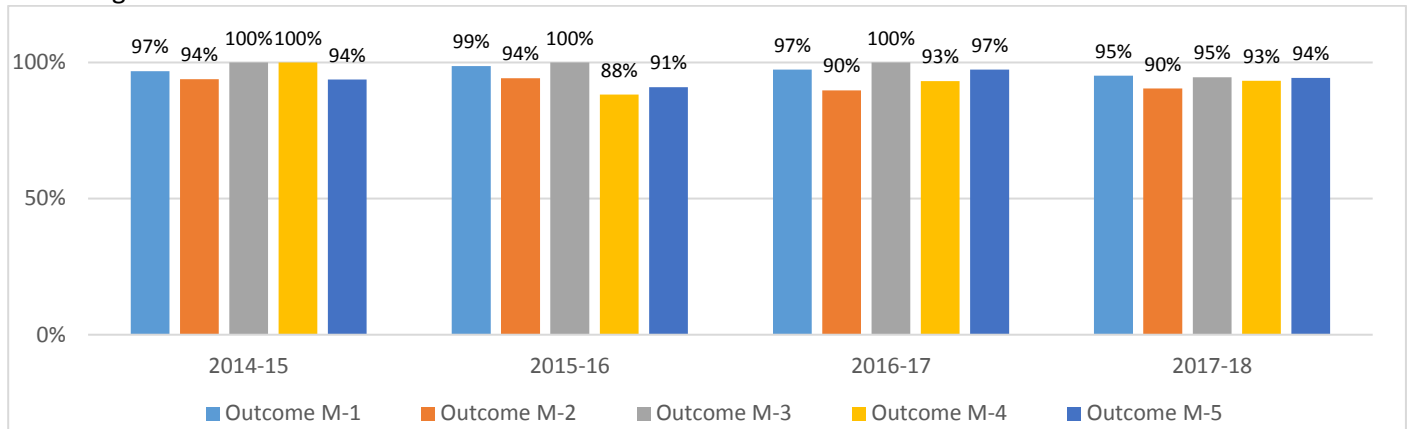


Source: AC&G Division (Hughes). Report/file: External Reviewers’ Assessments of Student Learning Artifacts
Updated: 08/30/2018

Student learning outcomes demonstrating attainment of natural sciences college-level competency:

- NS-1 Use methods of scientific investigation
- NS-2 Apply scientific principles
- NS-3 Identify scientific ideas related to the history or nature of science and examine issues and problems facing modern science
- NS-4 Identify relationships between science and technology

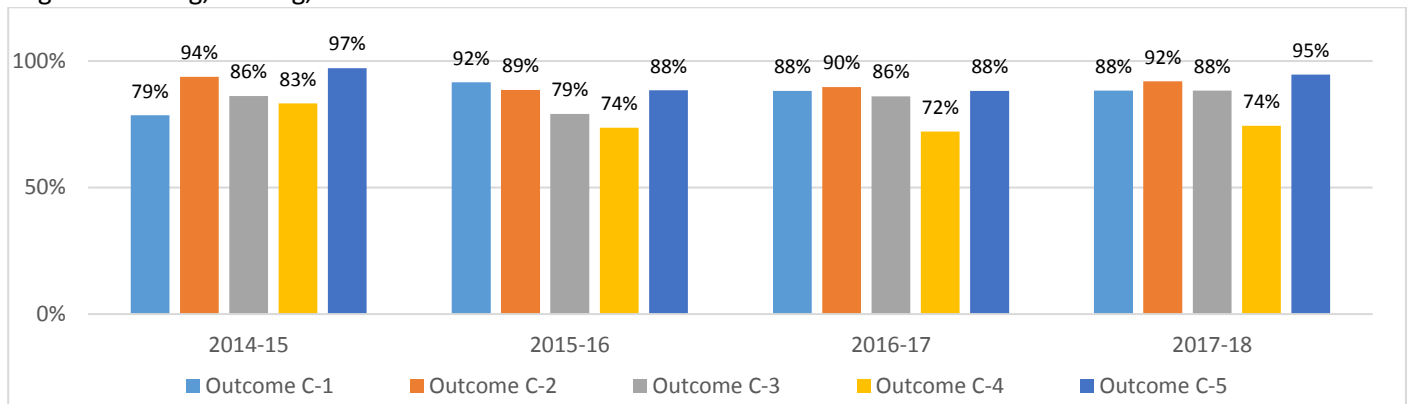
Measure 3.2.1.3 Learning Artifacts Reflecting “Proficient” or “Developing” Levels of Outcomes in Mathematics
 Area 3 General Education Core, Mathematics College-Level Competency: Demonstrate Basic Mathematical Skills and Knowledge



Source: AC&G Division (Hughes). Report/file: External Reviewers’ Assessments of Student Learning Artifacts
 Updated: 08/30/2018

- Student learning outcomes demonstrating attainment of mathematics college-level competency:
- M-1 Apply arithmetic, algebraic, or geometric skills to solve mathematical problems
 - M-2 Represent basic mathematical information verbally, numerically, graphically, or symbolically
 - M-3 Use technology to solve mathematical problems
 - M-4 Interpret mathematical models such as formulas, graphs, tables and schematics
 - M-5 Use mathematical processes in solving real world applications

Measure 3.2.1.4 Learning Artifacts Reflecting “Proficient” or “Developing” Levels of Outcomes in Communications
 Area 4 General Education Core, Communications College-Level Competency: Comprehend and Articulate Effectively in English: Reading, Writing, Oral Communication

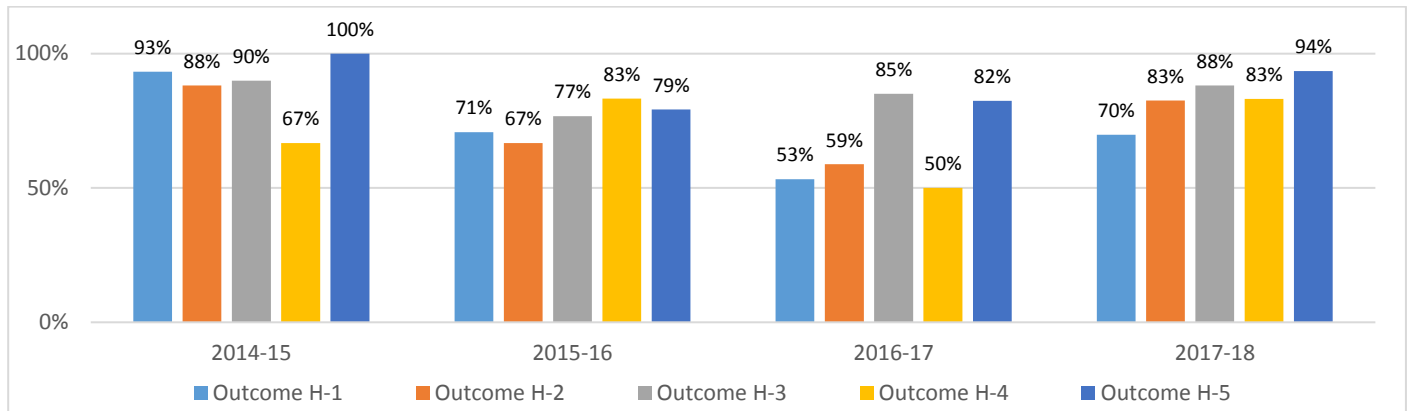


Source: AC&G Division (Hughes). Report/file: External Reviewers’ Assessments of Student Learning Artifacts
 Updated: 08/30/2018

- Student learning outcomes demonstrating attainment of communications college-level competency:
- C-1 Demonstrate the writing process through various formats using the conventions of Standard American English
 - C-2 Use rhetorical modes effectively in written and oral communication
 - C-3 Illustrate critical thinking in writing or oral communication
 - C-4 Construct a documented essay using research and technology skills
 - C-5 Analyze universal human experiences when reading and writing

Measure 3.2.1.5 Percentage of Learning Artifacts Reflecting “Proficient” or “Developing” Levels of Outcomes in the Humanities

Area 5 General Education Core, Humanities College-Level Competency: Interpret, Evaluate, and Appreciate Works of Human Culture



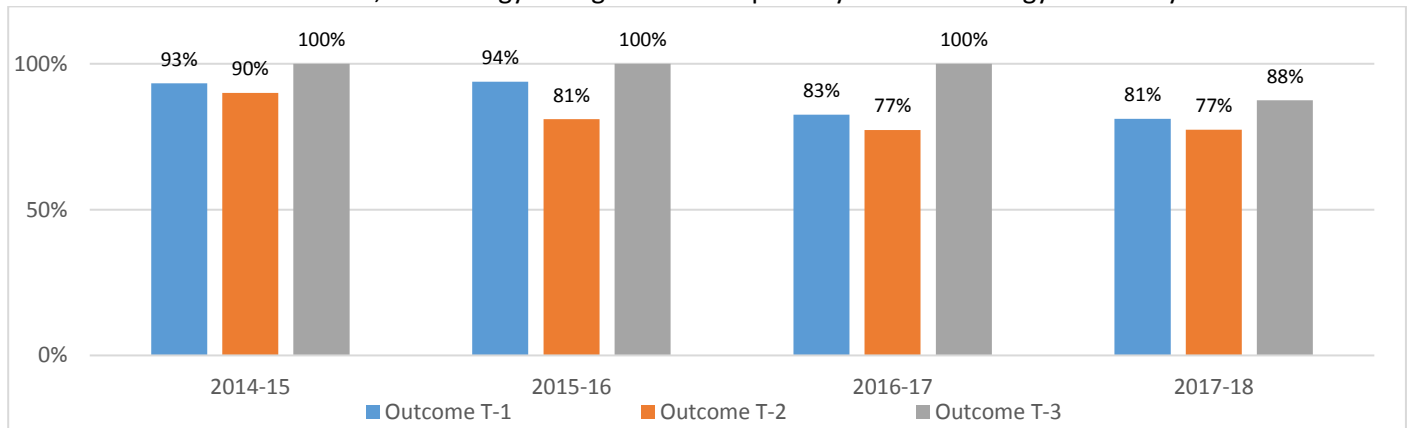
Source: AC&G Division (Hughes). Report/file: External Reviewers’ Assessments of Student Learning Artifacts
Updated: 08/30/2018

Student learning outcomes demonstrating attainment of humanities college-level competency:

- H-1 Compare works of the humanities (art, philosophy, architecture, literature and/or music) in various cultures or literary movements.
- H-2 Refer to historical context when examining different modes of human artistic expression (art, philosophy, architecture, literature and/or music).
- H-3 Analyze artistic expressions (art, philosophy, architecture, literature and/or music) and articulate informed responses.
- H-4 Identify reasons to study works of the humanities (art, philosophy, architecture, literature and/or music).
- H-5 Describe what the humanities reveals about the human condition by identifying thematic connections among works of the humanities (art, philosophy, architecture, literature and/or music).

Measure 3.2.1.6 Learning Artifacts Reflecting “Proficient” or “Developing” Levels of Outcomes in Technology

Area 6 General Education Core, Technology College-Level Competency: Use Technology Effectively

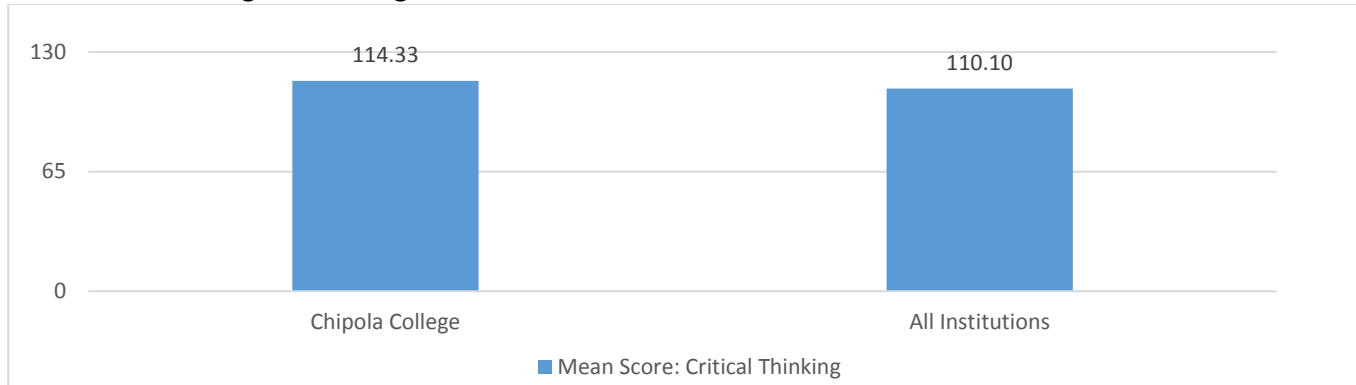


Source: AC&G Division (Hughes). Report/file: External Reviewers’ Assessments of Student Learning Artifacts
Updated: 08/30/2018

Student learning outcomes demonstrating attainment of technology college-level competency:

- T-1 Apply appropriate technologies to a range of tasks.
- T-2 Locate, access, evaluate, and use information from digital/electronic sources.
- T-3 Identify ethical, social, and legal issues related to information technology.

Measure 3.2.2.1 Comparison of Mean Scores on ETS Proficiency Profile Test in Critical Thinking: Chipola College and All Other Associate Degree Granting Institutions

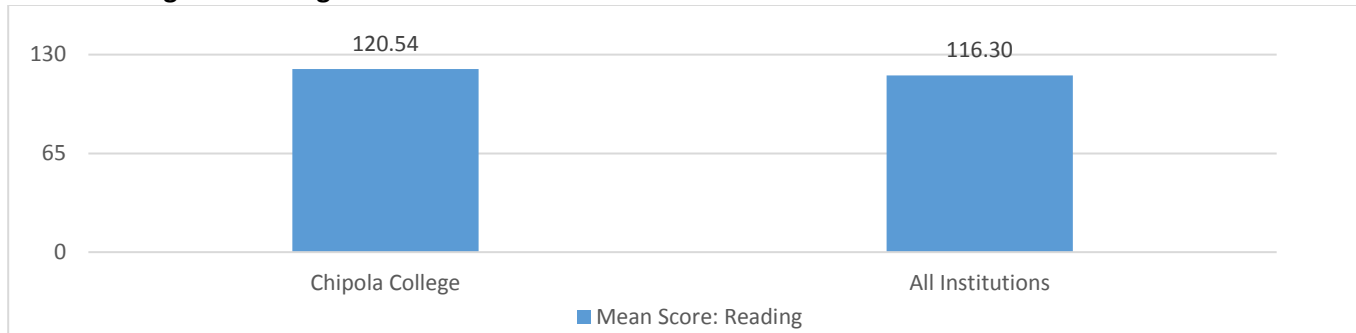


Source: ETS Proficiency Profile Test Results <https://www.ets.org/proficiencyprofile/scores/> (Hughes)

Note: Mean score of all institutions is based on cumulative results from July 2013 through June 2018 and is reported by ETS.

Updated: 01/04/2019

Measure 3.2.2.2 Comparison of Mean Scores on ETS Proficiency Profile Test in Reading: Chipola College and All Other Associate Degree Granting Institutions

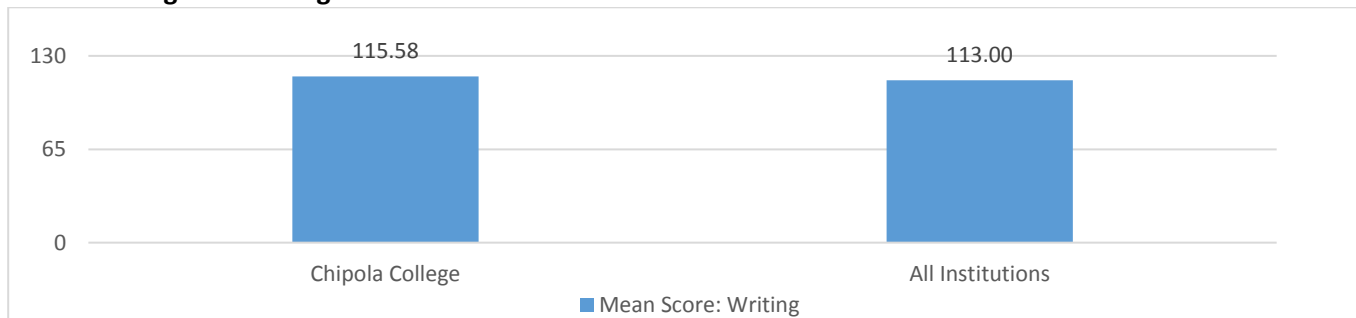


Source: ETS Proficiency Profile Test Results <https://www.ets.org/proficiencyprofile/scores/> (Hughes)

Note: Mean score of all institutions is based on cumulative results from July 2013 through June 2018 and is reported by ETS.

Updated: 01/04/2019

Measure 3.2.2.3 Comparison of Mean Scores on ETS Proficiency Profile Test in Writing: Chipola College and All Other Associate Degree Granting Institutions

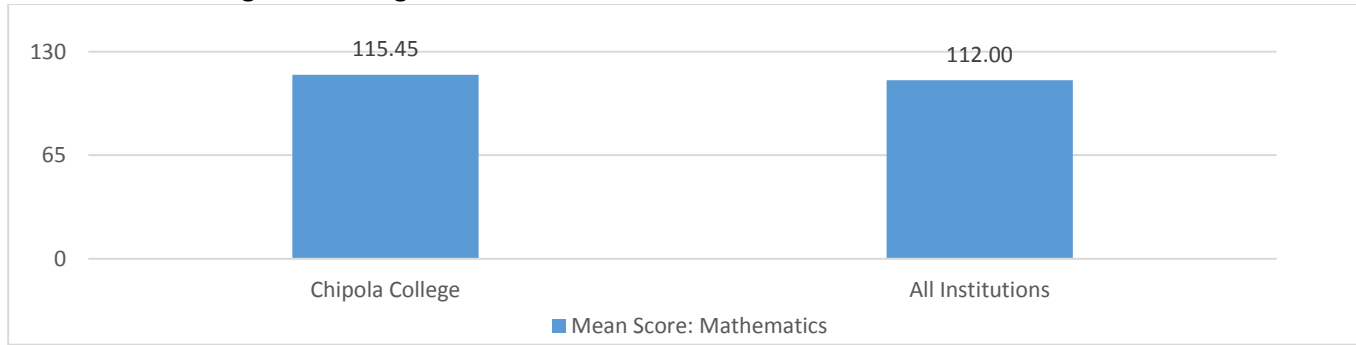


Source: ETS Proficiency Profile Test Results <https://www.ets.org/proficiencyprofile/scores/> (Hughes)

Note: Mean score of all institutions is based on cumulative results from July 2013 through June 2018 and is reported by ETS.

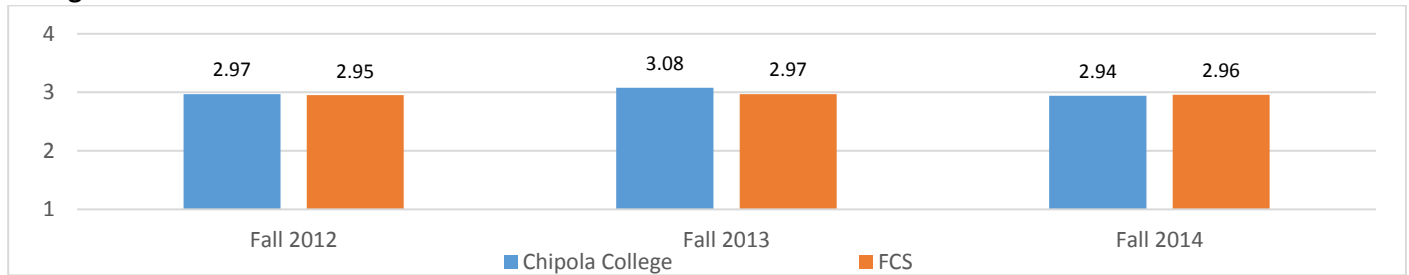
Updated: 01/04/2019

Measure 3.2.2.4 Comparison of Mean Scores on ETS Proficiency Profile Test in Mathematics: Chipola College and All Other Associate Degree Granting Institutions



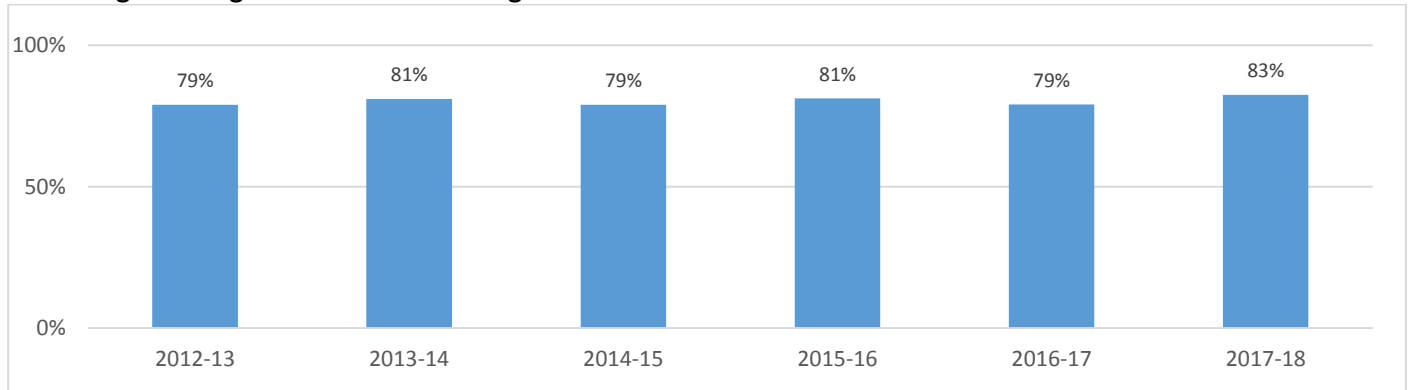
Source: ETS Proficiency Profile Test Results <https://www.ets.org/proficiencyprofile/scores/> (Hughes)
 Note: Mean score of all institutions is based on cumulative results from July 2013 through June 2018 and is reported by ETS.
 Updated: 01/04/2019

Measure 3.2.3.1 Mean Cumulative Fall GPA Attained in SUS Institutions by Chipola Students Who Transfer: Chipola College and FCS



Source: AC&G Division (Hughes). Report/file: FLDOE PERA Articulation Report Table 13, Mean Cumulative GPAs and Standard Deviations Attained in Universities by College Transfer Students Attending Florida Public Universities in the Fall (<http://fldoe.org/core/fileparse.php/15267/urlt/1214ArticulationReportTable13.pdf>)
 Updated: 08/02/2018

Percentage Earning Final Grade of C or Higher in General Education Courses



Sources: Information Systems Dept. (Stone), AC&G Division (Hughes). Report/file: S:\Planning & Evaluation\Planning Resources\Grade Distributions\For General Education\Gen Ed Grad Distributions 2017-2018
 Updated: 11/5/2018

Measure 4.2.1.1 EMT Licensure Exam Pass Rate

EMT Licensure Exam Pass Rate										
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Number Tested	28	25	5	19	13	10	18	6	19	6
Number Passed	16	21	4	17	10	10	14	5	18	4
Pass Rate	57%	84%	80%	89%	77%	100%	78%	83%	95%	67%

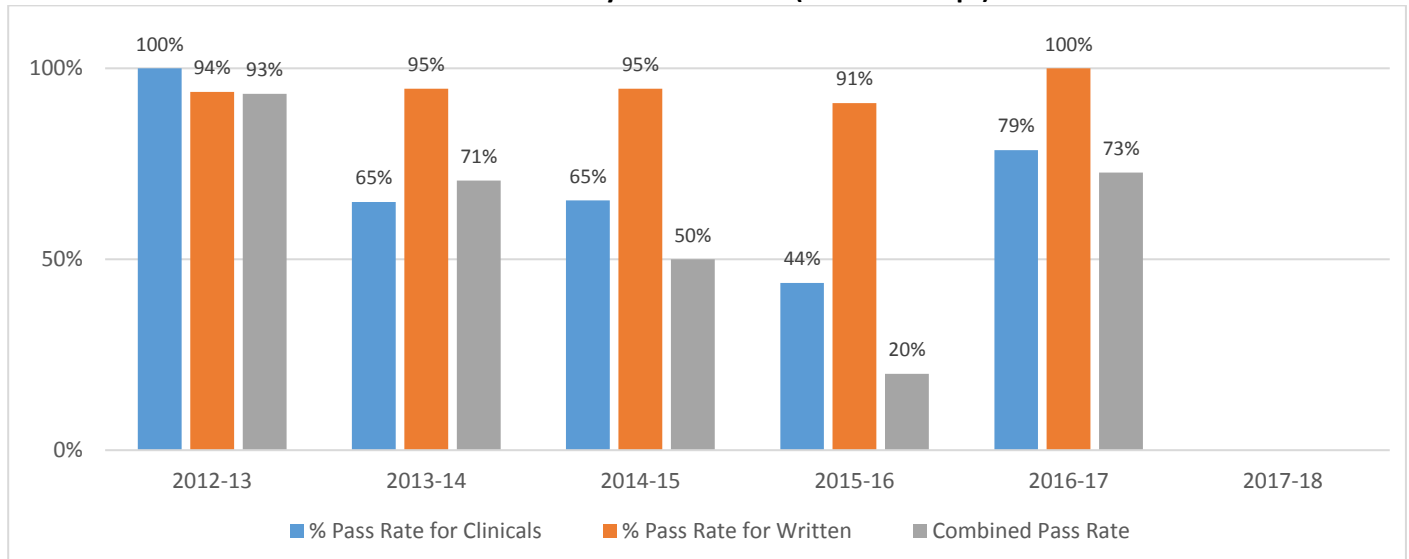
Source: School of Health Sciences (Maloy). Report/file: Annual EMT Examination Results Report
Updated: 08/21/2018

Measure 4.2.1.2 CNA Licensure Exam Pass Rate

Certified Nursing Assistant (CNA) Licensure Exam Pass Rate (Initial Attempt)						
	2012	2013	2014	2015	2016	2017
Number Tested	15	17	18	10	11	0
Number Passing	14	12	9	2	8	0
Pass Rate	93%	71%	50%	20%	73%	NA

Source: AC&G Division (Hughes). Report/file: Florida Board of Nursing (<http://floridasnursing.gov/education-and-training-programs/>)
Note: No students tested during 2017.
Updated: 06/25/2018

Measure 4.2.1.3 CNA Licensure Exam Pass Rate by Exam Section (Initial Attempt)



Source: AC&G Division (Hughes). Report/file: Florida Board of Nursing (<http://floridasnursing.gov/education-and-training-programs/>)
Note: No students tested during AY 2017-18.
Updated: 06/25/2018

Measure 4.2.1.4 NCLEX-PN Chipola College Licensure Exam Pass Rate

Practical Nursing (LPN) Licensure Exam Pass Rate (Initial Attempt)								
	2010	2011	2012	2013	2014	2015	2016	2017
Number Tested	10	11	8	10	11	5	3	0
Number Passed	8	11	8	10	11	5	3	0
Pass Rate	80%	100%	100%	100%	100%	100%	100%	NA

Source: AC&G Division (Hughes). Report/file: Florida Board of Nursing (<http://floridasnursing.gov/education-and-training-programs/>)

Note: No students tested during 2017.

Updated: 06/25/2018

Measure 4.2.1.6 NCLEX-RN Pass Rate

RN Licensure Exam Pass Rate (Initial Attempt)								
	2010	2011	2012	2013	2014	2015	2016	2017
Number Tested	67	53	67	62	63	67	66	79
Number Passed	59	48	50	49	46	45	33	66
Pass Rate	88%	91%	75%	79%	73%	67%	50%	84%

Source: AC&G Division (Hughes). Report/file: Florida Board of Nursing (<http://floridasnursing.gov/education-and-training-programs/>)

Updated: 06/25/2018

Measure 4.2.1.8 Paramedic Licensure Exam Pass Rate

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Number Tested	0	9	13	9	0	11	9	9
Number Passed	0	9	13	9	0	11	9	9
Pass Rate	0%	100%	100%	100%	0%	100%	100%	100%

Source: School of Health Sciences (Maloy). Report/file: Annual Paramedic Examination Results Report

Updated: 08/20/2018

Measure 4.2.1.9 Correctional Office Licensure Exam Pass Rate

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Number Tested	49	17	16	31	23	19	48	31
Number Passed	45	17	13	31	23	19	47	30
Pass Rate	94%	100%	81%	100%	100%	100%	98%	97%

Source: Workforce & Economic Development Division (J. McAllister). Report/file: Annual Correctional Officer Examination Results Report (July 1 – June 30)

Note: Reporting method changed in 2012.

Updated: 08/30/2018

Measure 4.2.1.10 Law Enforcement Officer Licensure Exam Pass Rate

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Number Tested	108	113	34	20	23	19	28	31
Number Passed	106	101	26	20	23	19	27	31
Pass Rate	98%	89%	77%	100%	100%	100%	96%	100%

Source: Workforce & Economic Development Division (J. McAllister). Report/file: Annual Correctional Officer Examination Results Report (July 1 – June 30)
Updated: 08/30/2018

Measure 4.2.1.11 Firefighter Licensure Exam Pass Rate

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Number Tested	48	24	28	24	2	15	28	17
Number Passed	42	24	26	24	2	15	27	12
Pass Rate	84%	100%	93%	100%	100%	100%	96%	71%

Source: Source: Workforce & Economic Development Division (J. McAllister). Report/file: Annual Firefighting Examination Results Report (July 1 – June 30)
Note: Firefighter II only; no licensure exam for Firefighter I
Updated: 08/30/2018

Measure 4.2.1.12 Cosmetology Licensure Exam Pass Rate

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Number Tested	15	15	11	21	9	14	15	13
Number Passed	15	12	11	20	9	14	13	12
Pass Rate	100%	80%	100%	95%	100%	100%	87%	92%

Source: Workforce & Economic Development Division (Vanderwerf). Report/file: Annual Cosmetology Examination Results Report
Updated: 08/17/2018

Measure 4.2.1.13 Florida Teacher Certification Exam First-Time Pass Rate – Professional Exam

	2017-18
Number Tested	16
Number Passed	15
First-Time Pass Rate	94%

Source: School of Education (G. McAllister). Report/file: Annual Teacher Certification Examinations (FTCE) Report – Retake Analysis
<https://edreports.nesinc.com/FL/Home/SignIn?returnurl=%2FFL>
Updated: 01/04/2019

Measure 4.2.1.14 Florida Teacher Certification Exam First-Time Pass Rate – Subject Area Exams

	2017-18
Number Tested	50
Number Passed	43
First-Time Pass Rate	86%

Source: School of Education (G. McAllister). Report/file: Annual Teacher Certification Examinations (FTCE) Report – Retake Analysis
<https://edreports.nesinc.com/FL/Home/SignIn?returnurl=%2FFL>

Note: Students may have taken multiple subtests in a subject area (e.g. Language Arts in Elementary Education K-6 subject area) resulting in number tested and number passed being duplicative headcounts.
Updated: 01/04/2019

Measure 4.2.1.15 Florida Teacher Certification Exam First-Time Pass Rate – General Knowledge Exam

	2017-18
Number Tested	178
Number Passed	130
First-Time Pass Rate	73%

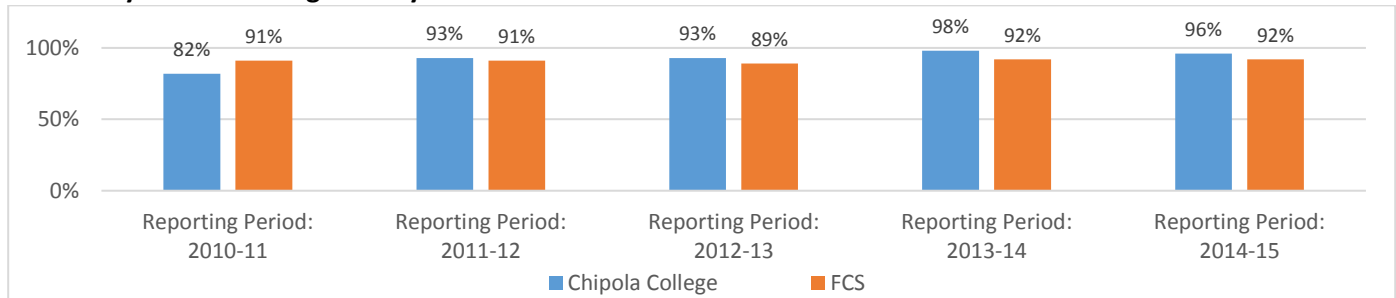
Source: School of Education (G. McAllister). Report/file: Annual Teacher Certification Examinations (FTCE) Report – Retake Analysis

<https://edreports.nesinc.com/FL/Home/SignIn?returnurl=%2FFL>

Note: Students took multiple subtests of the General Knowledge Exam resulting in number tested and number passed being duplicative headcounts.

Updated: 01/04/2019

Measure 4.2.2.1 Career and Technical Education Program Completer Placement in Related Work, Continuing Education, or Military Service: College and System

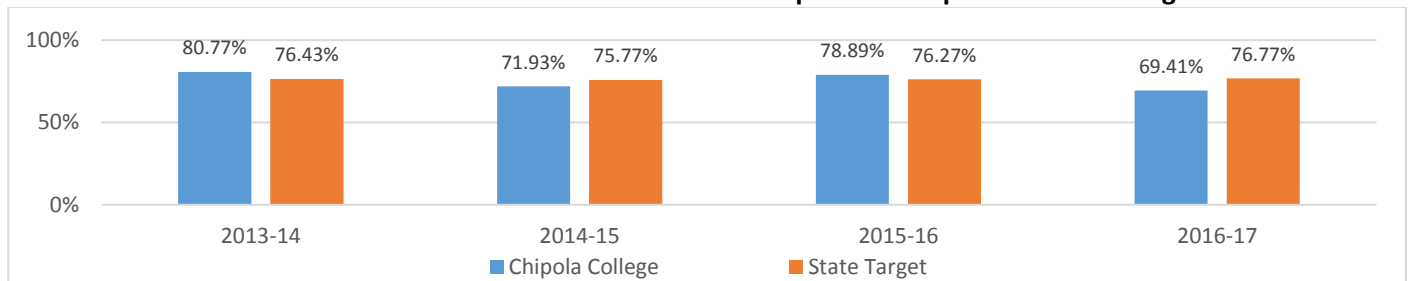


Source: AC&G Division (Hughes). Reports/files: S:\Accountabilit\2013\March 2014\ ACNT 2013 M3P2 COLL SYS; S:\Accountability\2014\ACNT 2014 M3P2 COLL SYS; S:\Accountability\2015\ACNT 2015 M3P2 COLL SYS; S:\Accountabilit\2016\Updated\ACCNT.ACNT2016(M3P22016).SUMMARY; S:\Accountabilit\2017\May 2018\acct.acnt2017.m3p22017.Summary

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

Updated: 06/26/2018

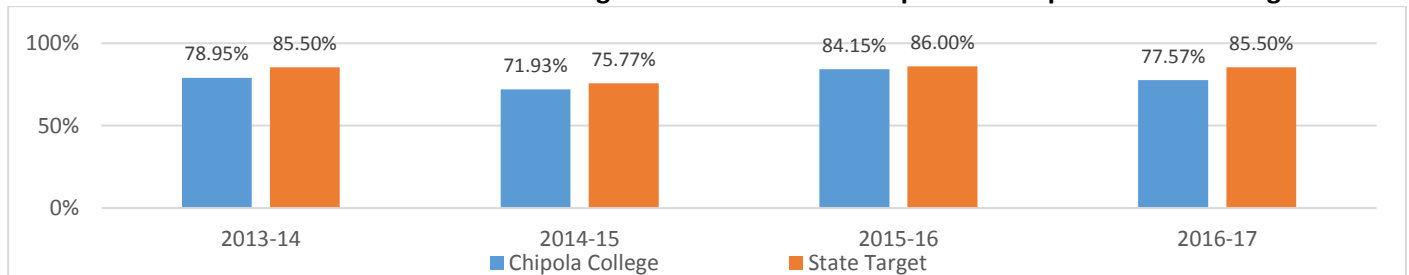
Perkins IV Measure: Job Placement Rate of PSAV Certificate Completers Compared to State Target



Source: AC&G Division (Hughes). Reports/files: FLDOE Perkins IV Data Verification Tool, <https://web02.fldoe.org/PerkinsSearch/DataTool.aspx>

Updated: 07/23/2018

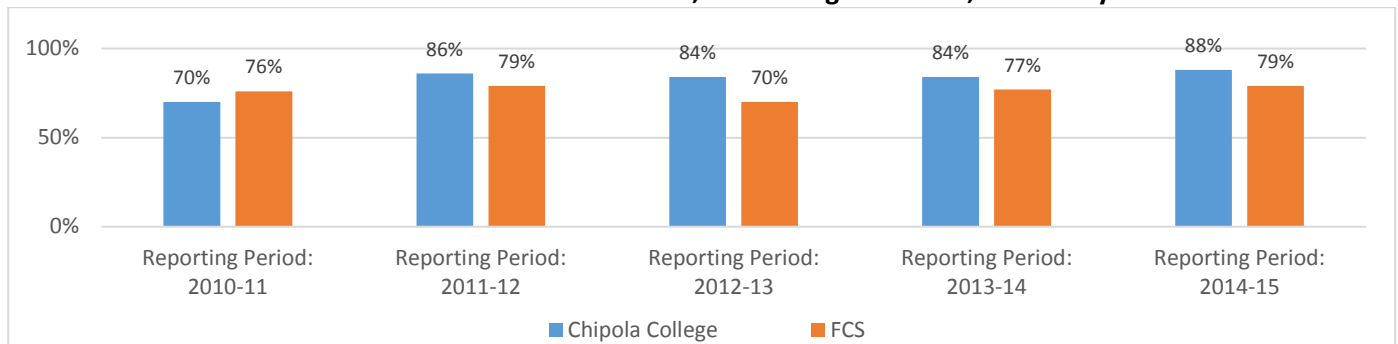
Perkins IV Measure: Job Placement Rate of College Credit Certificate Completers Compared to State Target



Source: AC&G Division (Hughes). Reports/files: FLDOE Perkins IV Data Verification Tool, <https://web02.fldoe.org/PerkinsSearch/DataTool.aspx>

Updated: 07/23/2018

Career and Technical Education Leavers in Related Work, Continuing Education, or Military Service



Source: AC&G Division (Hughes). Reports/files: S:\Accountabilit\2013\March 2014\ ACNT 2013 M3P2 COLL SYS; S:\Accountability\2014\ACNT 2014 M3P2 COLL SYS; S:\Accountability\2015\ACNT 2015 M3P2 COLL SYS; S:\Accountabilit\2016\Updated\ACNT.ACNT2016(M3P22016).SUMMARY; S:\Accountabilit\2017\May 2018\acct.acnt2017.m3p22017.Summary

Notes: (1) Placement includes placement in employment related to occupational education program, continuing education, or military. (2) Data reported two years after program completion. (3) Leavers are defined as students who were enrolled, but did not complete the program in which they were enrolled during the reporting period nor return to the college the following academic year.

Updated: 06/26/2018

Measure 9.1.1.1 Performance funding category, 2017-18

Chipola College received a gold performance designation for the second straight year. Categories were gold, silver, bronze, and purple with gold being the highest. No individual rankings of colleges were published by FLDOE.

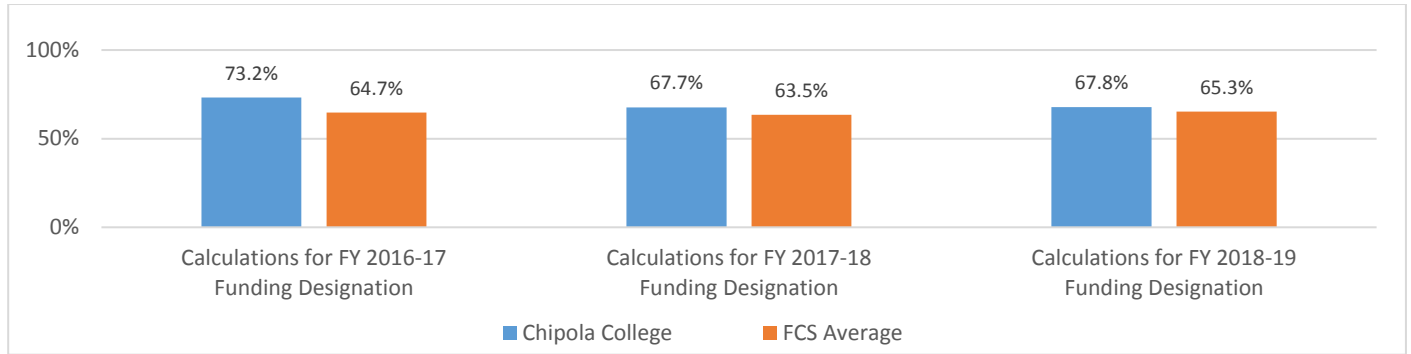
Florida College System: 2018-19 Performance Funding Model College Listed Alphabetically by Category



Category	Purple	Bronze	Silver	Gold
Funding Received	Base funds restored if improvement plan is successful. Not eligible for state investment dollars.	Base funds restored. Not eligible for state investment dollars.	Base funds restored and prorated share of state investment	Base funds restored, prorated share of state investment, portion of Purple and Bronze share of state investment, portion of Purple base funds if not restored through improvement plan.
Colleges	No Colleges	<ul style="list-style-type: none"> Florida Keys Community College Gulf Coast State College Hillsborough Community College Miami Dade College Pensacola State College 	<ul style="list-style-type: none"> Broward College College of Central Florida Daytona State College Eastern Florida State College Florida Gateway College Florida State College at Jacksonville Florida SouthWestern State College Indian River State College Lake-Sumter State College North Florida Community College Northwest Florida State College Palm Beach State College Pasco-Hernando State College Polk State College State College of Florida, M-S St. Johns River State College St. Petersburg College Tallahassee Community College 	<ul style="list-style-type: none"> Chipola College Santa Fe College Seminole State College of Florida South Florida State College Valencia College
Category Point Ranges	Less than 20 Points	20.0 to 29.01 points	29.02 to 37.78 points	37.79 to 40.0 points

Source: AC&G Division (Hughes). [https://www.floridacollegesystem.com/sites/www/Uploads/Publications/Funding%20Formula/FCS PF1819 College Category.pdf](https://www.floridacollegesystem.com/sites/www/Uploads/Publications/Funding%20Formula/FCS_PF1819_College_Category.pdf) (included in 07/09/2-18 email from Eric Godin, FLDOE)

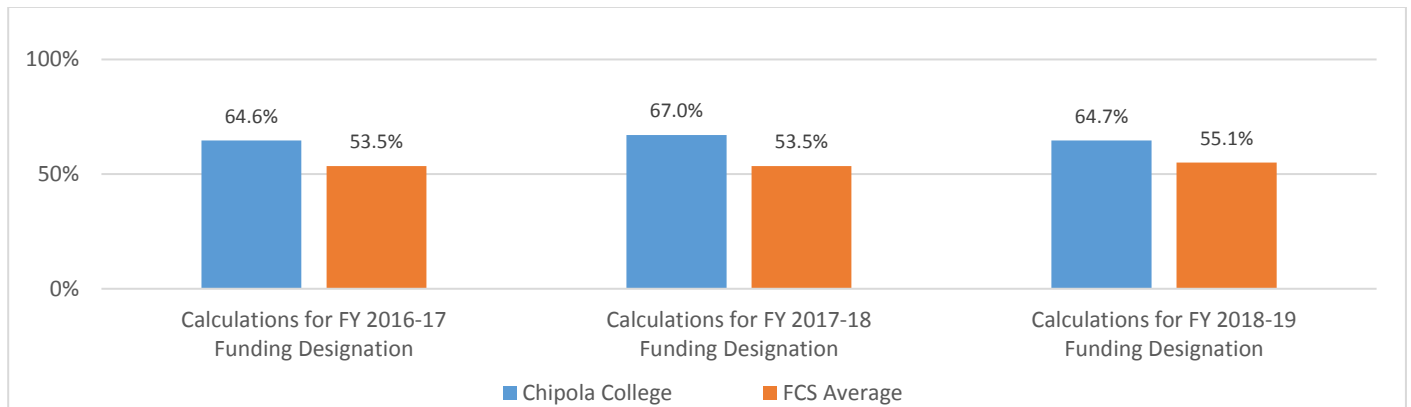
Measure 9.1.1.2 Comparison of Chipola College With FCS Average on Retention Rate Performance-Based Funding Measure



Source: AC&G Division (Hughes). Report/file: Florida College System Performance-Based Incentive <https://www.floridacollegesystem.com/sites/www/Uploads/2018-19%20Performance%20Funding%20Model/2018-19%20Performance%20Based-Incentive%20Handout.pdf>

Updated: 08/16/2018

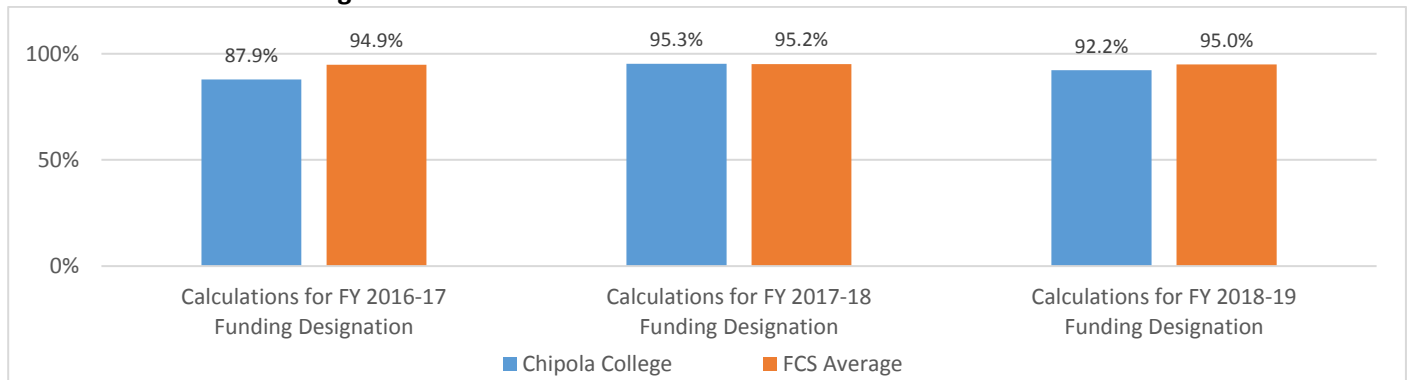
Measure 9.1.1.3 Comparison of Chipola College With FCS Average on Completion Rate Performance-Based Funding Measure



Source: AC&G Division (Hughes). Report/file: Florida College System Performance-Based Incentive <https://www.floridacollegesystem.com/sites/www/Uploads/2018-19%20Performance%20Funding%20Model/2018-19%20Performance%20Based-Incentive%20Handout.pdf>

Updated: 08/16/2018

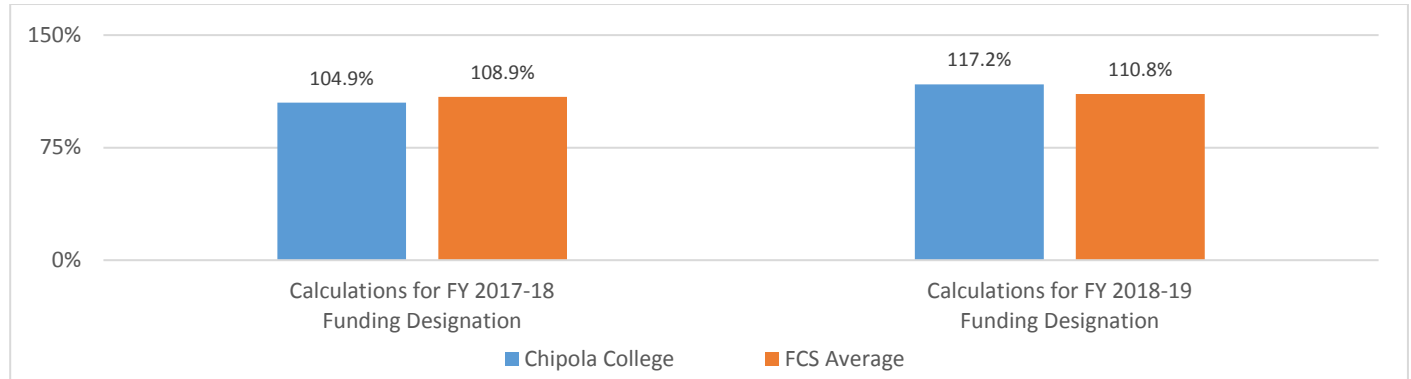
Measure 9.1.1.4 Comparison of Chipola College With FCS Average on Job Placement/Continuing Education Rate Performance-Based Funding Measure



Source: AC&G Division (Hughes). Report/file: Florida College System Performance-Based Incentive <https://www.floridacollegesystem.com/sites/www/Uploads/2018-19%20Performance%20Funding%20Model/2018-19%20Performance%20Based-Incentive%20Handout.pdf>

Updated: 08/16/2018

Measure 9.1.1.5 Comparison of Chipola College With FCS Average on Average Wages Performance-Based Funding Measure



Source: AC&G Division (Hughes). Report/file: Florida College System Performance-Based Incentive <https://www.floridacollegesystem.com/sites/www/Uploads/2018-19%20Performance%20Funding%20Model/2018-19%20Performance%20Based-Incentive%20Handout.pdf>
 Updated: 08/16/2018

Measure 9.1.2.1 Comparison of Performance on FCS Accountability Measures: Chipola College and System

Measure		Year of Report/File: 2015		Year of Report/File: 2016		Year of Report/File: 2017	
		Chipola	FCS	Chipola	FCS	Chipola	FCS
M1P1	Prior Year Public High School Graduates From Service Area	33.8%	32.4%	34.7%	32.5%	33.7%	26.2%
M1P2	Retention Rate AA	64.7%	65.6%	64.6%	66.1%	66.8%	65.2%
	Success Rate AA	86.1%	84.8%	88.3%	85.7%	87.6%	85.5%
	Graduation Rate AA	55.2%	41.5%	54.7%	52.6%	51.3%	42.5%
	Retention Rate AS	85.0%	54.4%	75.0%	53.1%	47.8%	53.2%
	Success Rate AS	100%	79.4%	80.0%	79.6%	82.6%	80.1%
	Graduation Rate AS	70.0%	17.0%	55.0%	18.9%	34.8%	19.3%
	Retention Rate PSVC	100%	90.4%	100%	91.0%	87.5%	91.7%
	Success Rate PSVC	88.9%	91.1%	87.5%	91.4%	87.5%	92.0%
	Graduation Rate PSVC	88.9%	76.8%	87.5%	81.0%	75%	81.6%
M2	SUS GPA Performance AA 2.5 & Above (Non-College Prep)	90.5%	78.3%	75.9%	77.1%	80.0%	80.2%
	SUS GPA Performance AA 2.5 & Above (College Prep)	68.2%	71.3%	38.9%	71.5%	50%	74.4%
M3P1	State Licensure Pass Rate	NA	NA	NA	NA	NA	NA
M3P2	Vocational Program Placement Completers	92.9%	89.1%	98.0%	92.0%	95.6%	92.4%
M4P1	College Prep Success Rate - Reading	80.9%	71.9%	77.8%	70.0%	36.4%	68.0%
	College Prep Success Rate - Writing	81.7%	65.4%	87.8%	62.7%	35.5%	61.1%
	College Prep Success Rate - Mathematics	73.7%	57.0%	69.9%	54.0%	40.3%	54.0%
M4P2	College Prep Retention Rate AA	55.4%	66.8%	54.3%	66.1%	52.1%	64.4%
	College Prep Success Rate AA	87.5%	85.2%	80.0%	85.6%	77.1%	86.5%
	College Prep Graduation Rate AA	35.7%	35.7%	37.1%	35.5%	33.3%	35.4%

Sources: AC&G Division (Hughes). Reports/files: S:\Accountability\2017\2017 Accountability Report FCS Summary files