CHIPOLA COLLEGE Facts!

General Education Program Assessment for Academic Year 2025-26

November 2026 | Academic Year 26-27 | An Accountability and Institutional Effectiveness Publication

The General Education Program

General education courses give students the foundational competencies needed for continued learning at the associate level and beyond. 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. Faculty in each discipline have identified the college- and discipline-level competencies that students are expected to attain.

Area	College-level competency	Discipline-level competencies
Social and Behavioral Sciences	Evaluate societal and ethical issues, problems, and values	SBS-1 Identify behaviors and social trends using appropriate research methodologies. SBS-2 Identify global influences on social, behavioral, historical, and economic events. SBS-3 Identify differences and commonalities within cultures. *(The department revised its outcomes from four to three, effective spring 2025.)*
Natural Sciences	Explore the nature of science	NS-1 Recognize appropriate scientific terminology. NS-2 Apply scientific principles or concepts. NS-3 Solve real-world problems using scientific knowledge.
Mathematics	Demonstrate basic mathematical skills and knowledge	M-1 Solve problems using arithmetic, algebraic, or geometric skills. M-2 Translate basic mathematical information verbally, numerically, graphically, or symbolically. M-3 Solve problems using appropriate technology. M-4 Interpret mathematical models such as formulas, graphs, tables, or schematics. M-5 Solve contextual problems using mathematical processes.
Communications	Comprehend and articulate effectively in English: reading, writing, oral communication	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.
Humanities	Interpret, evaluate, and appreciate works of human culture	H-1 Compare works of the humanities in various cultures or literary movements. H-2 Analyze artistic expressions. H-3 Communicate informed responses to works of the humanities. H-4 Explain thematic connections among works of the humanities.

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Table: Chipola's college- and discipline-level general education competencies. Sources: IEO Report 2025-26, Measures 3.1.6.2 to 3.1.7.1 and the Social and Behavioral Sciences outcomes exhibit.

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. Results (1) show the extent to which students have attained or are developing the competencies, (2) identify areas of the curriculum needing improvement, and (3) provide evidence of the effectiveness of the general education and A.A. degree programs.

This evidence supports **Criterion 3, Teaching and Learning for Student Success,** of the Higher Learning Commission's revised criteria. Chipola's working alignment places general education results under 3.B (Exercise of Intellectual Inquiry), 3.E (Assessment of Student Learning), and 3.G (Student Success Outcomes). Chipola remains accredited by SACSCOC while it pursues HLC accreditation. This edition of **Chipola College Facts!** summarizes six measures from the 2025-26 Institutional and Educational Outcomes (IEO) Report.

Three Numbers at a Glance

Learning outcomes at 80% or higher	General education core C or higher	CCSSE skill items above national
19 of 20	**85.3%**	**4 of 5**
Outcomes meeting the 80% target, up from 14 of 20 in 2024-25	*Florida College System: 78.1% (+7.2 points)*	*Write, speak, think critically, solve numerical problems*

Table: Three headline general education results, AY 2025-26.

Assessment Measure 1: Student Performance on Primary Learning Assessments

Faculty identified points in the curriculum where primary learning assessments (objective tests, essays, presentations) are given. Students scoring 3.0 or higher on the standard grading rubric meet the proficiency standard. The Master Plan priority outcome is for **80%** of students to meet or exceed proficiency.

Overall, **85.3%** of students met proficiency in 2025-26, above the 80% target. The overall result was 87.3% in 2024-25, 83% in 2023-24, 82% in 2022-23, and 77.4% in 2021-22. The 2021 pilot reported in the November 2021 edition was 74%.

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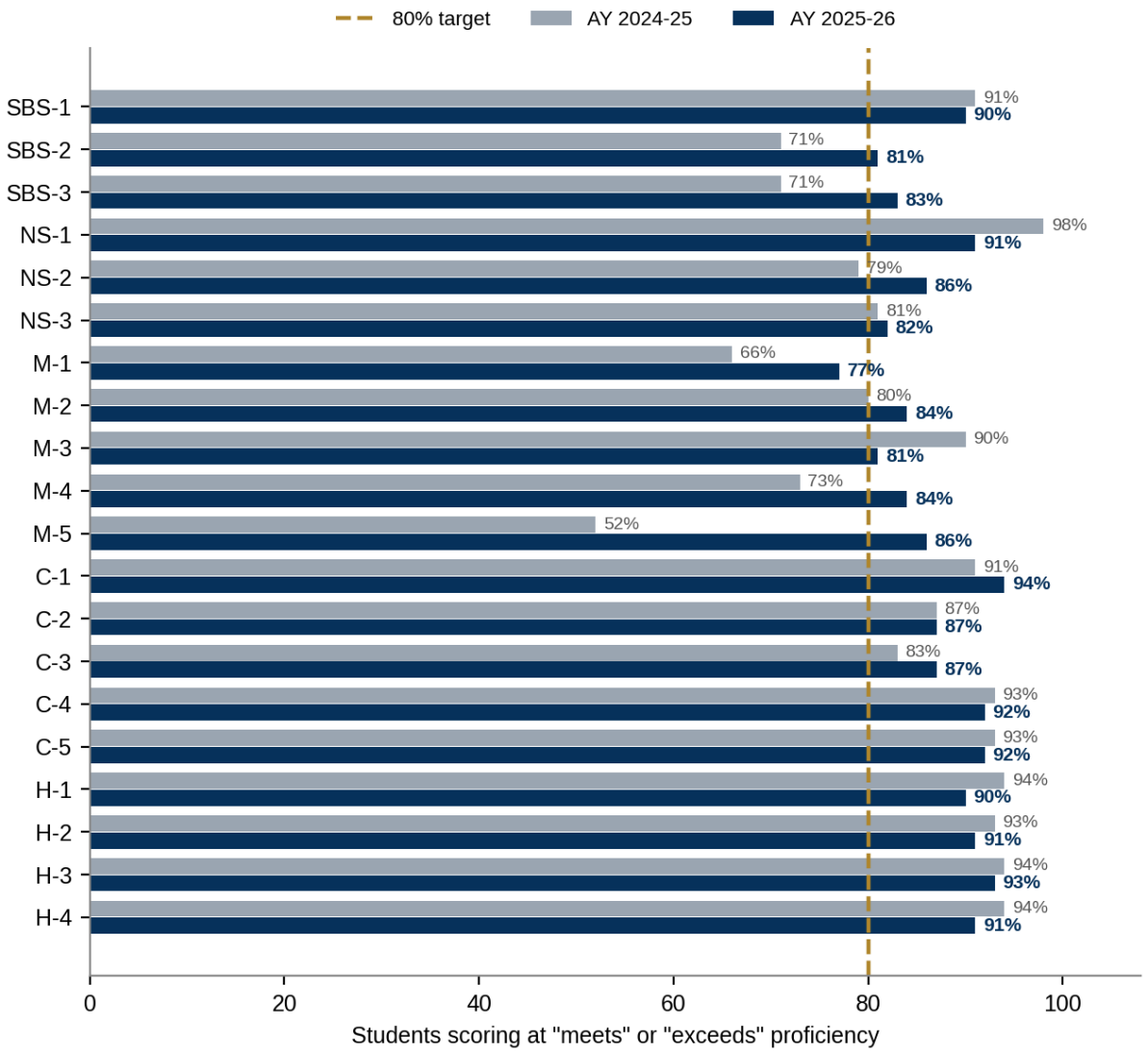


Figure: Percentage of students scoring at "meets" or "exceeds" proficiency by outcome, AY 2024-25 and AY 2025-26. SBS = Social and Behavioral Sciences, NS = Natural Sciences, M = Mathematics, C = Communications, H = Humanities. Sources: IEO Report 2025-26, Measure 3.1.3.2 and the Social and Behavioral Sciences outcomes exhibit (Learning Resources Division).

Nineteen of twenty outcomes meet the target in 2025-26, compared with fourteen of twenty in 2024-25. Mathematics **M-1 (77%)** is the only outcome below 80%, though it gained 11 points. **M-5** rose 34 points (52% to 86%), the largest gain in general education this cycle. M-4, NS-2, **SBS-2 (71% to 81%)**, and **SBS-3 (71% to 83%)** also moved from below target to above it, while SBS-1 held at about 90%. Other results moved down: Natural Sciences NS-1 (98% to 91%), Mathematics M-3 (90% to 81%), SBS-1 by one point, and all four Humanities outcomes, each by one to four points from a high base.

Assessment Measure 2: Grade Distributions

Final course grades are another indication of attainment. The Master Plan priority outcome is for **80%** of students to earn a C or higher in general education courses and in gateway courses.

The college's own grade-distribution measure shows **87%** earning a C or higher in general education courses in 2024-25, up from 81% in the 2020-21 edition. That measure has not yet been advanced to

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2025-26. For 2025-26, Florida College System enrollment data allow a direct comparison with the state: **85.3%** of general education core enrollments (4,454 of 5,223) earned a C or higher, against 78.1% statewide. Gateway course success (Florida Department of Education data) rose from 71.4% in 2020-21 to **85.5%** (1,111 of 1,300), against 72.7% statewide.

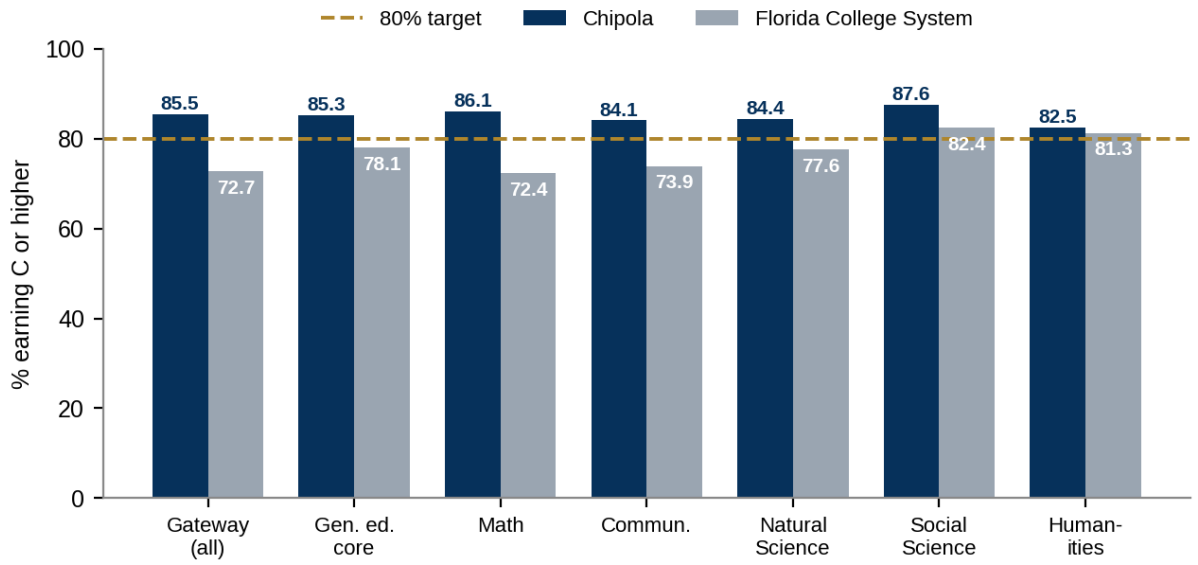


Figure: Percentage earning a C or higher, Chipola and the Florida College System, 2025-26. A course enrollment is counted once per student per course. Source: IEO Report 2025-26, Measure 3.1.1.4.

Chipola exceeds the state in every discipline, by the widest margin in **mathematics (+13.7 points)**, the discipline with the lowest rate in the 2021 edition. **Humanities** has the narrowest margin (+1.2 points).

Course-level DFW (drop, fail, withdraw) results show where to focus. Spring 2026 was the weakest of the last four terms, with a mean DFW of 18.5% across reported course-modality results against 12.7% in fall 2025. Thirteen course-modality results fell below the 80% C-or-higher standard in spring 2026, ten of them online. Three courses (ENC 1101, ARH 1000, HUM 1020) fell short in both modalities, though their face-to-face results rest on only 41, 9, and 8 students. Source: IEO Report 2025-26, Measure 3.1.1.3.

Assessment Measure 3: Face-to-Face and Online Sections of the Same Courses

Chipola also compares results in general education courses taught in both face-to-face and online sections. The Master Plan priority outcomes are for online students to earn a C or higher **within three percentage points** of students in the same on-campus courses, and for 80% of students to meet or exceed proficiency on primary learning assessments in online courses. This comparison speaks to HLC's expectation of college-level rigor regardless of delivery mode (3.A in Chipola's working alignment).

These figures cover only courses taught in both modalities, so each comparison is like with like, but they do not measure overall general education attainment. Face-to-face sections are 001-099, 100-299, 500s, and 800s; online sections are 700-799. In 2025-26 online enrollment in these courses rose 25% (1,701 to 2,123) while face-to-face enrollment fell 16% (3,558 to 2,990), so the gap applies to a larger share of students than a year ago.

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Course Success by Discipline

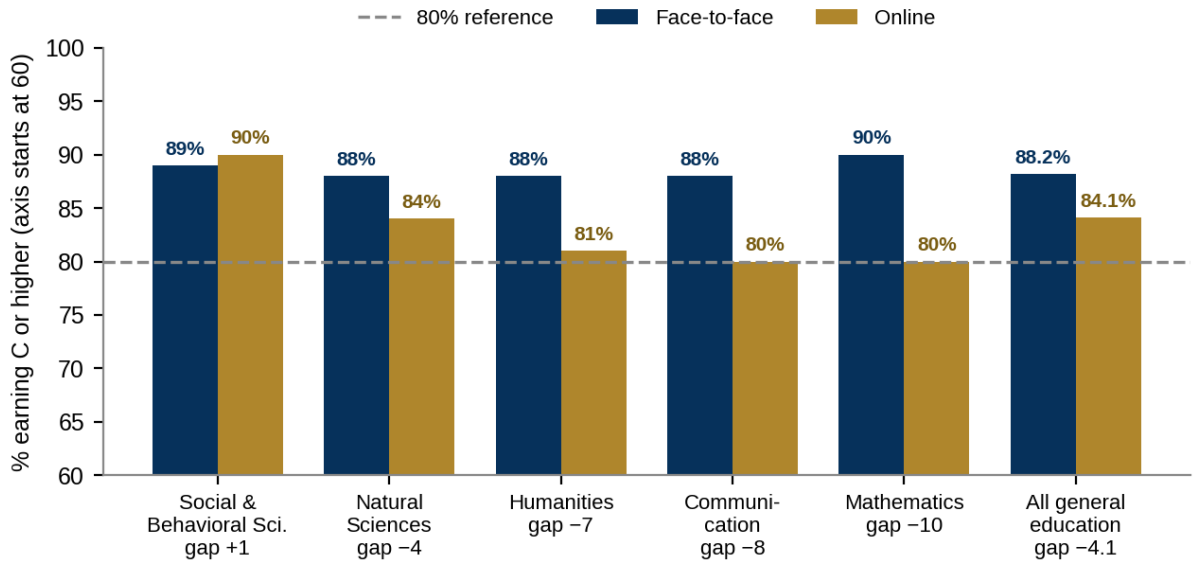


Figure: Percentage earning a C or higher in face-to-face and online sections of the same general education courses, 2025-26. Gap = online minus face-to-face, in percentage points. Source: IEO Report 2025-26, Measure 2.1.2.3.

Online students earned a C or higher at **84.1%**, against **88.2%** face-to-face, a gap of **4.1 points** that exceeds the three-point standard (4.4 points in 2024-25). Only Social and Behavioral Sciences meets the standard, and it is the one discipline where online finishes ahead. **Mathematics has the widest gap at 10 points**: its face-to-face rate rose almost eight points while online sections did not move with it.

Discipline	2024-25 face-to-face	2024-25 online	Gap	2025-26 face-to-face	2025-26 online	Gap
Social & Behavioral Sciences	85%	87%	+2	89%	90%	+1
Natural Sciences	91%	85%	−6	88%	84%	−4
Humanities	86%	80%	−6	88%	81%	−7
Communication	87%	78%	−9	88%	80%	−8
Mathematics	82%	77%	−5	90%	80%	−10
All general education combined	86.9%	82.6%	−4.4	88.2%	84.1%	−4.1

Table: Percentage earning a C or higher, face-to-face and online sections of the same courses; gap in percentage points (online minus face-to-face). Enrollments behind the combined row: 2024-25, 3,558 face-to-face and 1,701 online; 2025-26, 2,990 and 2,123. Source: IEO Report 2025-26, Measure 2.1.2.3.

Learning Outcomes by Delivery Modality

In 2025-26, online sections trailed face-to-face on **twelve of seventeen** comparable learning outcomes, led on four, and tied on one: a consistent, modest online shortfall rather than an isolated problem.

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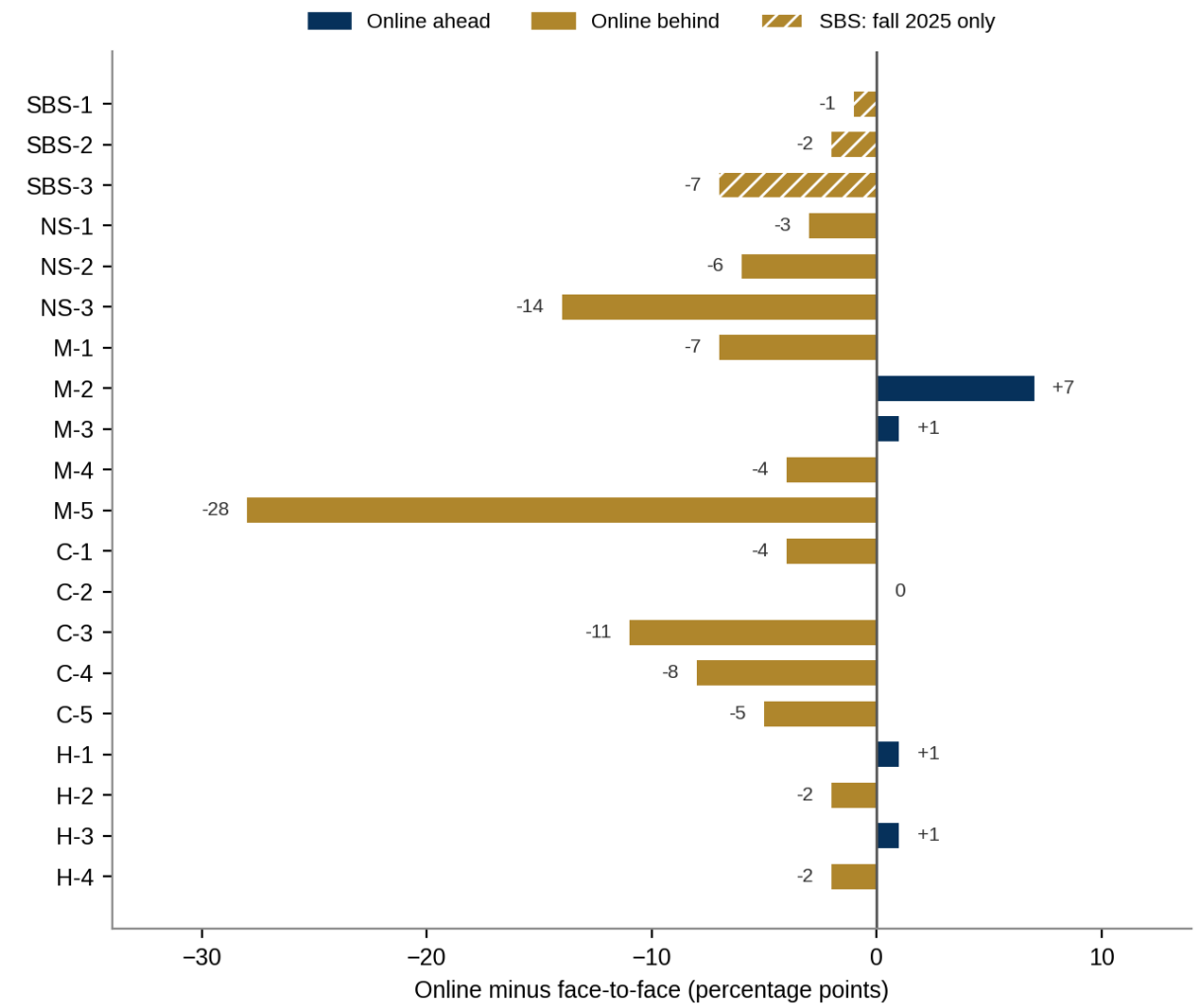


Figure: Online minus face-to-face percentage of students at "meets" or "exceeds" on primary learning assessments, 2025-26. Social and Behavioral Sciences (SBS) results are fall 2025 only. Source: IEO Report 2025-26, Measure 2.1.6.1.

Six results fall below the 80% target: Mathematics M-1 (79% face-to-face, 72% online), M-5 online (66%), Natural Sciences NS-3 online (71%), Communications C-3 online (78%), and SBS-3 online (79%, fall 2025 only). Everyone except M-1 face-to-face is an online result. Two large 2024-25 gaps closed: Mathematics M-4 online rose from 48% to 81%, and Communications C-2 online from 61% to 87%. Moving the other way, M-5 and NS-3 now show online gaps of 28 and 14 points.

Course-Level Patterns

Thirty general education and related courses ran in both modalities between fall 2024 and spring 2026. Taking each course's most recent term in both modalities, **twenty show a higher online DFW rate** than face-to-face, eight lower, and two the same. **STA 2023 Statistics** has the widest sustained gap: online DFW exceeded face-to-face in all four terms, by 22 points in spring 2026, with an online C-or-higher rate of 73% against 95%. The anatomy and physiology sequence is the widest cluster, with BSC 2085 online above face-to-face in all four terms. Gaps also run the other way: in spring 2026 online ECO 2013 Macroeconomics had a DFW rate 17 points below face-to-face. HUM 1020 has the highest DFW of any course in both modalities (38% face-to-face and 53% online in spring 2026). Source: IEO Report 2025-26, Measure 2.1.2.2.

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Student course evaluations do not show a matching gap. For the same courses taught on campus and online (all disciplines, not only general education), the average rating is 3.79 on campus and 3.77 online (4 = always), a 0.02 difference against a 0.1 standard. Source: IEO Report 2025-26, Measure 2.1.1.1.

Assessment Measure 4: Contribution to Academic Skills (CCSSE)

Randomly selected Chipola students take the Community College Survey of Student Engagement (CCSSE). Five items show how much students feel Chipola contributed to their academic skills. The Master Plan priority outcome is for Chipola's mean to exceed the national cohort's on each. The 2026 administration included 267 students.

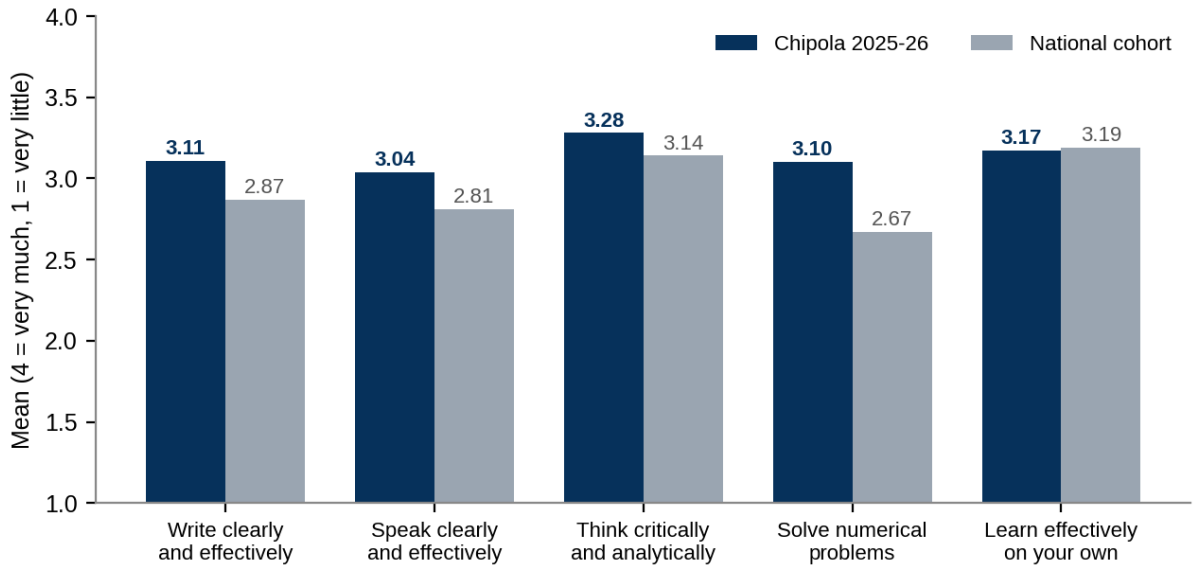


Figure: CCSSE means, extent to which Chipola contributed to each skill, 2025-26 (4 = very much, 3 = quite a bit, 2 = some, 1 = very little). Source: IEO Report 2025-26, Measures 3.1.9.1 to 3.1.13.1.

Chipola exceeds the national cohort on **four of five** skills, led by solving numerical problems (+0.43) and writing (+0.24). "Learn effectively on your own" (3.17 vs 3.19) is the only item not met, by 0.02. All five Chipola means were between 2.68 and 2.96 in 2024-25 and rose in 2026, so a single year's result should be read with the trend in mind.

Gaps Among Student Groups

The Master Plan also calls for smaller gaps among demographic groups. Gaps on the primary learning assessments have narrowed considerably.

Group (3.0 or higher on primary learning assessments)	Earliest year shown	Earliest	2025-26
Pell recipients / non-Pell	2020-21	68% / 78%	85% / 89%
First-generation / not first-generation	2020-21	66% / 78%	87% / 89%
Female / male	2020-21	74% / 80%	88% / 88%
African American / White	2021-22	70% / 79%	85% / 89%
Hispanic / other races	2021-22	80% / 73%	90% / 87%

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Table: Percentage scoring 3.0 or higher, by student group. Values are rounded to whole percentages in the source charts. Source: IEO Report 2025-26, Measures 3.1.14.1 to 3.1.14.4.

Course success tells a more mixed story. In general education core courses in 2025-26, Black students earned a C or higher at 79.5%, against 70.9% for Black students statewide, and Chipola's White-Black gap (7.5 points) is narrower than the state's (10.4). But the gap by economic status is wider than the state's: **89.1% for students who are not economically disadvantaged against 76.0% for those who are, a 13.1-point gap against 7.4 statewide**. In gateway courses the gap is 15.5 points against 9.7 statewide. Narrowing the economic gap is the clearest equity action in this report. Source: IEO Report 2025-26, Measure 3.1.14.6.

Summary and Key Findings

1. **Student learning on primary assessments is strong.** Nineteen of twenty outcomes meet the 80% target, led by a 34-point gain in mathematics M-5 and double-digit gains in SBS-2 and SBS-3. Mathematics M-1 (77%) remains below target.
2. **Course success exceeds the state in every discipline.** General education core is 85.3% against 78.1% statewide and gateway courses 85.5% against 72.7%. Humanities has the narrowest margin, and spring 2026 DFW rates were the highest of the last four terms.
3. **Students rate Chipola's contribution to their skills above the national cohort on four of five CCSSE items,** and transfer students out-earn the system average GPA in every period since 2016-17.
4. **Online sections of the same general education courses trail face-to-face by 4.1 points** (84.1% against 88.2%), beyond the three-point standard. Mathematics (10 points) is the widest gap and Social and Behavioral Sciences the only discipline within standard, while student course evaluations of the same courses are equivalent (3.77 online, 3.79 on campus).
5. **Gaps have narrowed on assessments but not on course success by economic status.** Closing the 13-point gap between economically disadvantaged and other students in general education courses is the largest equity opportunity.

Assessment results inform decisions about curriculum and instructional improvement and are reviewed each year through CoMPASS.

Data Source

Data are drawn from the Institutional and Educational Outcomes (IEO) Report for Academic Year 2025-26, prepared by the Office of Assessment, Compliance & Grants, with measures updated through October 2026. Course success comparisons use Florida College System course enrollment data for 2025-26, where each course enrollment counts once.

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