



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 1,716 Chipola students (65% of total enrollment) taking at least one online course in academic year 2024-25. 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 2024-25. 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 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 2024-25 were 3.79 and 3.72, respectively – a difference of .07, which was a decrease from .09 in academic year 2023-24.

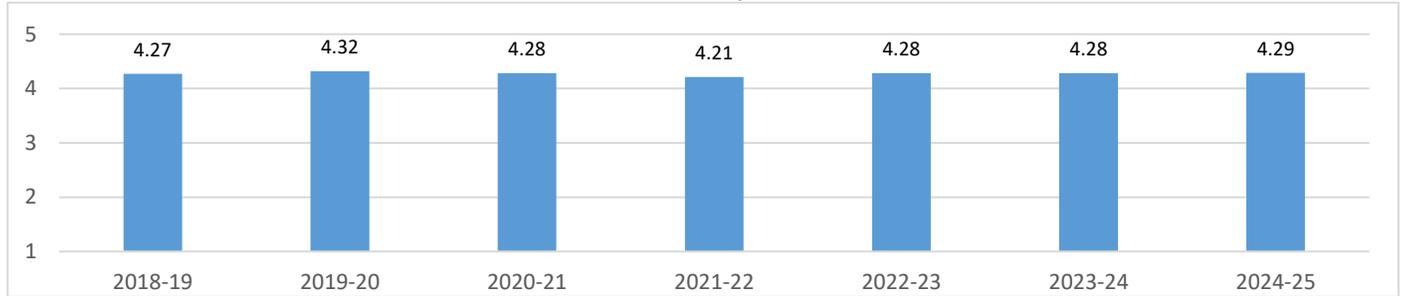
Priority Outcome 2.1.2: Percentage of students earning final grades of C or higher in online courses within three percentage points of those in same on-campus courses

Seventy-nine percent of students earned a final grade of C or higher in online courses in 2024-25. This compared with 84% of students in the same courses taught on campus. In 2023-24, the percentages were 84% for students in online courses and 86% 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)

Measure 2.1.3.1 GSS Mean: Student Satisfaction with Quality of Online Courses

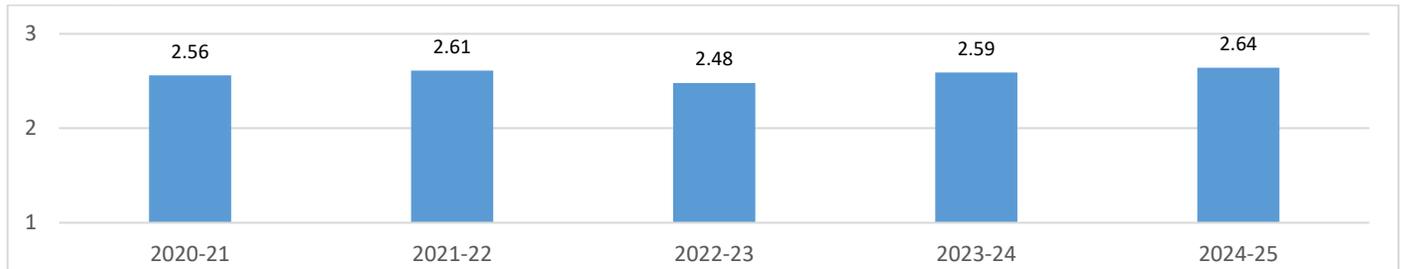


Documented: AC&G Office (Shelton). Report(s)/file(s): Graduating Student Survey - AA
 Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied
 Updated: 6.4.25

Priority Outcome 2.1.5: Test proctoring practices are effective in promoting students’ academic integrity in online courses

When asked to rate the effectiveness of online test proctoring practices in promoting academic integrity, students assigned mean ratings of 2.59 and 2.64 in academic years 2023-24 and 2024-25, respectively. (Scale: 3 = totally effective, 2 = somewhat effective, 1 = not effective)

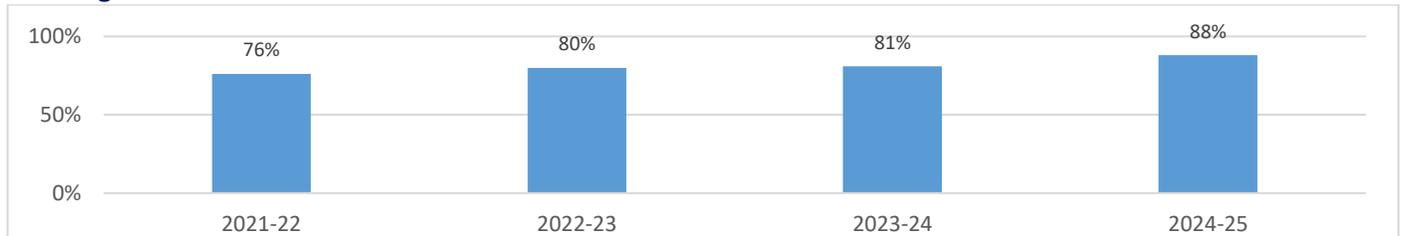
Measure 2.1.5.1 GSS Mean: Effectiveness of Test Proctoring Practices in Promoting Students’ Academic Integrity in Online Courses



Documented: AC&G Office (Shelton). Report(s)/file(s): Graduating Student Survey - Main
 Scale: 3 = totally effective, 2 = somewhat effective, 1 = not effective
 Updated: 6.4.25

Priority Outcome 2.1.6: 80% of students score at the “meets” or “exceeds” proficiency level on primary learning assessments in online courses indicating program- or discipline-level competency attainment

Measure 2.1.6.1 Percentage Students by outcome Scoring at “Meets” or “Exceeds” Proficiency Level on Primary Learning Assessments in Online Courses

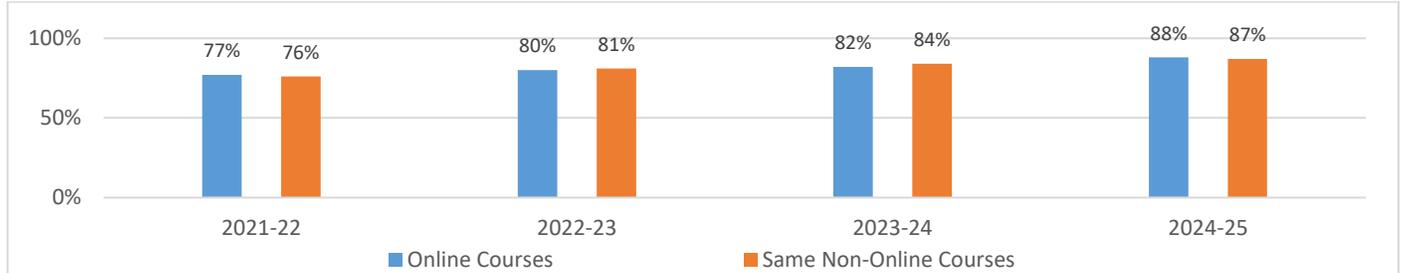


Documented: Learning Resources Division (Milton). Report(s)/file(s): 7B - Outcomes by course_student __ online and non-online
 Note: (1) Grading rubric in Canvas is the standard. (2) Does not include section 400 (independent study) and section 050 (directed independent study) courses. (3) Score of 3 on standard grading rubric = meets proficiency standard
 Updated: 10.30.25

Other outcomes associated with objective 2.1

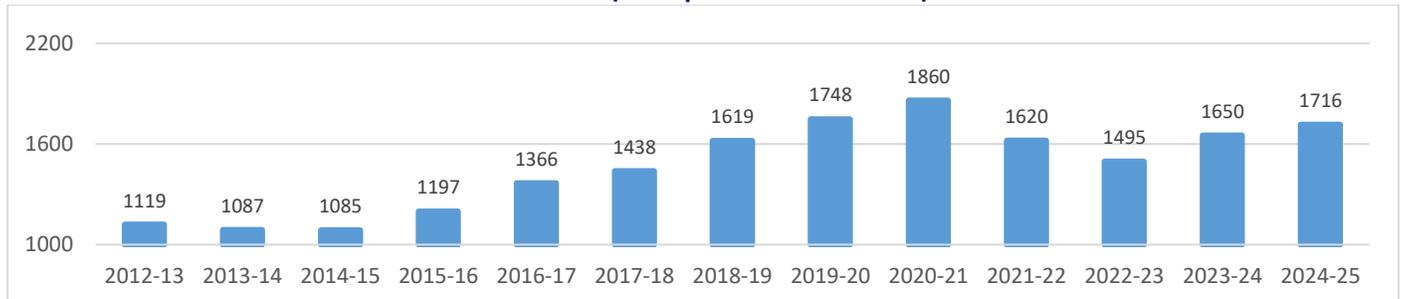
The following graphs show results of several other outcome measures that provide evidence of the extent to which the college accomplished its objective to provide high-quality online courses.

Percentage of Students Scoring at “Meets” or “Exceeds” Proficiency Level on Primary Learning Assessments in Online and Same On-Campus Courses



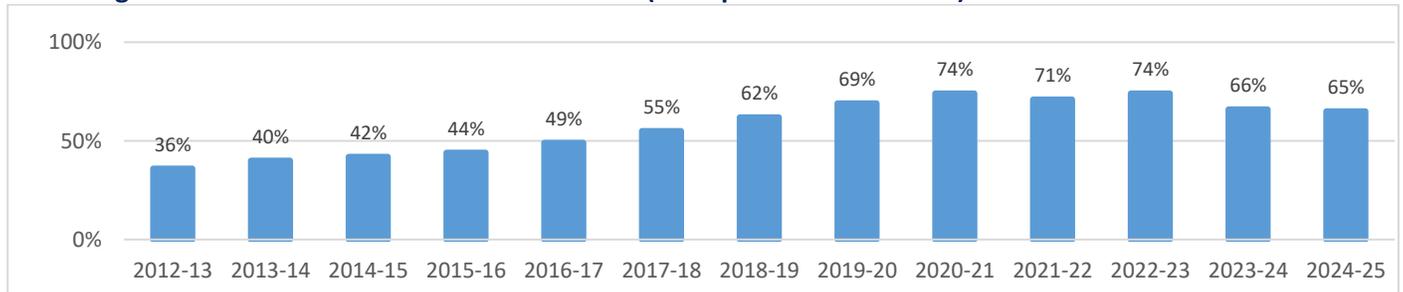
Documented: Learning Resources Division (Milton). Report(s)/file(s): 7B - Outcomes by course_student
 Note: (1) Grading rubric in Canvas is the standard. (2) Does not include section 400 (independent study) and section 050 (directed independent study) courses. (3) Score of 3 on standard grading rubric = meets proficiency standard
 Updated: 10.20.25

Number of Students Enrolled in an Online Course (Unduplicated Headcount)



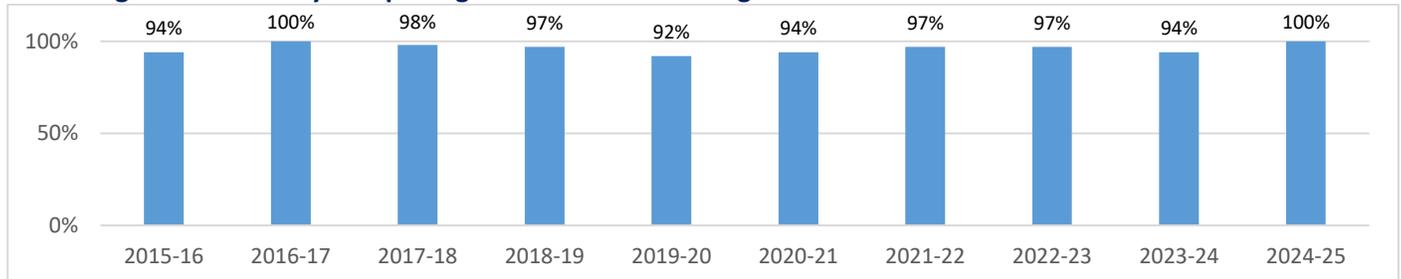
Documented: Information Systems Dept. (Stone). Report(s)/file(s): #UNDUPCNT_ONLINE
 Updated: 10.20.25

Percentage of Students Enrolled in an Online Course (Unduplicated Headcount)



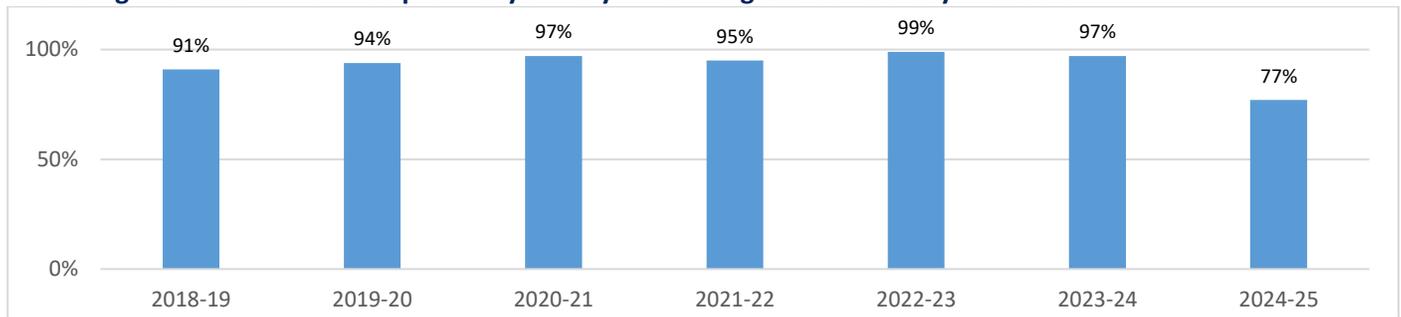
Documented: Information Systems Dept. (Stone). Report(s)/file(s): #UNDUPCNT_ONLINE
 Updated: 10.20.25

Percentage Online Faculty Completing Online Course Training



Documented: Learning Resources Division (Milton).
 Note: Training course provided by Learning Resources Division
 Updated: 10.30.25

Percentage of Online Courses Reported by Faculty as Meeting LMS Proficiency Standards



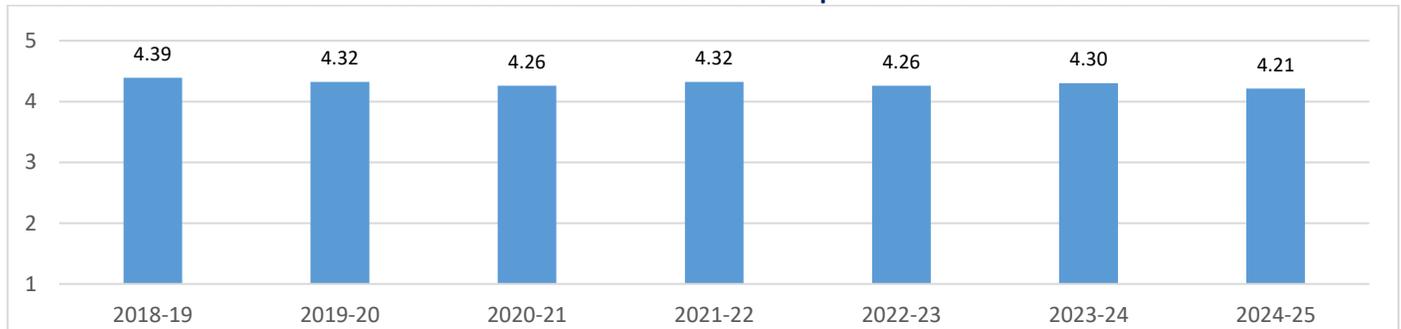
Documented: Learning Resources Division (Milton).
 Note: Proficient LMS Standards went through an extensive update during AY 2024-25
 Updated: 10.30.25

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)

Measure 2.2.1.1 GSS Mean: Student Satisfaction with Access to Help Services for Online Courses

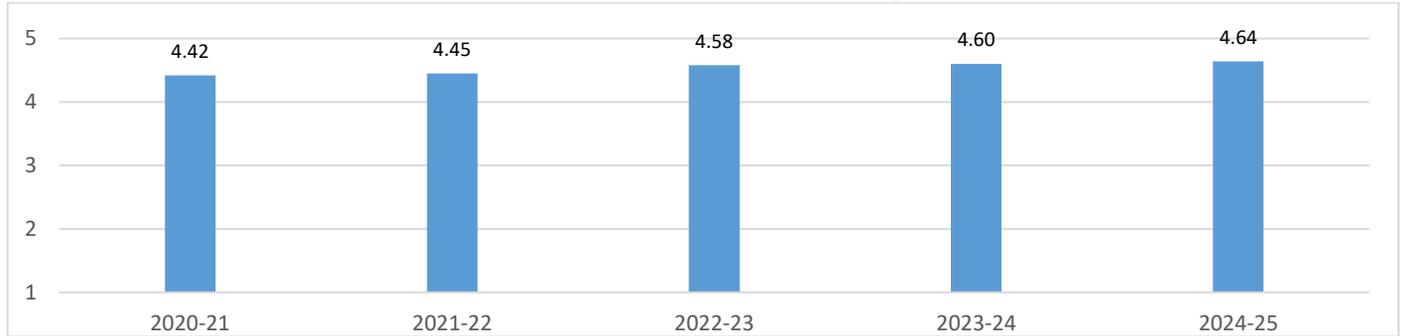


Documented: AC&G Office (Shelton). Report(s)/file(s): Graduating Student Survey - Main
 Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied
 Updated: 6.4.25

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)

Measure 2.2.2.1 GSS Mean: Student Satisfaction with ACE Online Tutoring Service

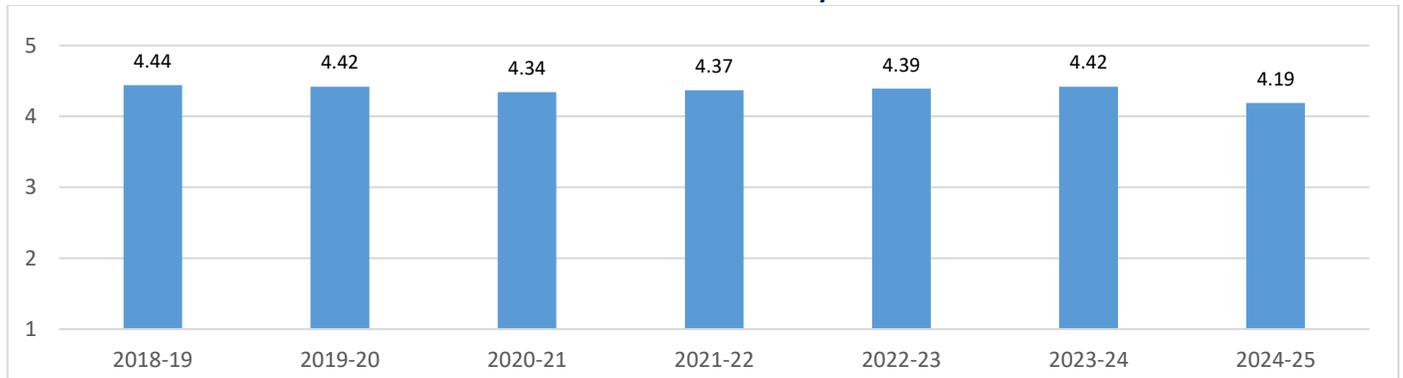


Documented: AC&G Office (Shelton). Report(s)/file(s): Graduating Student Survey - AA
Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied
Updated: 6.4.25

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 4.19 to 4.42 over the past five academic years. (Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied)

Measure 2.2.3.1 GSS Mean: Student Satisfaction with Online Library Collections

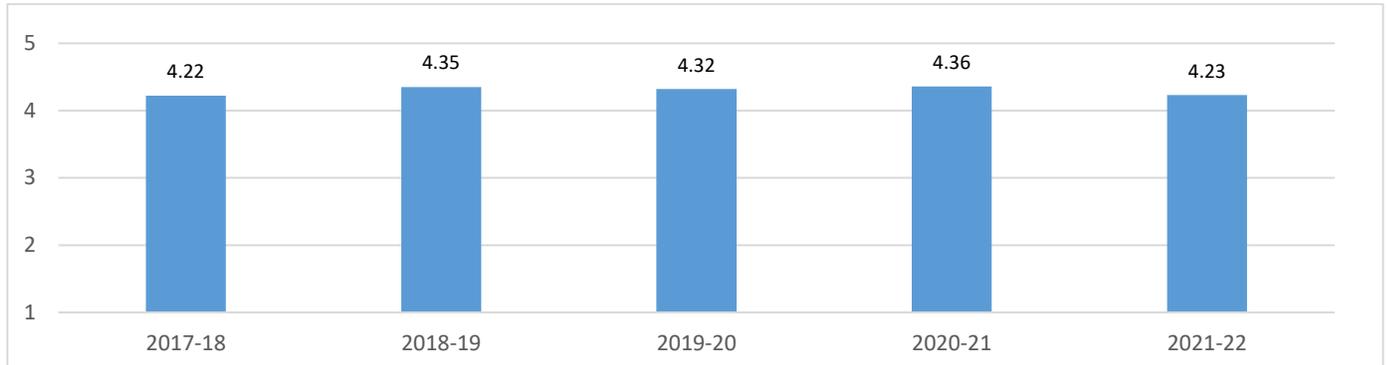


Documented: AC&G Office (Shelton). Report(s)/file(s): Graduating Student Survey - AA
Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied
Updated: 6.4.25

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)

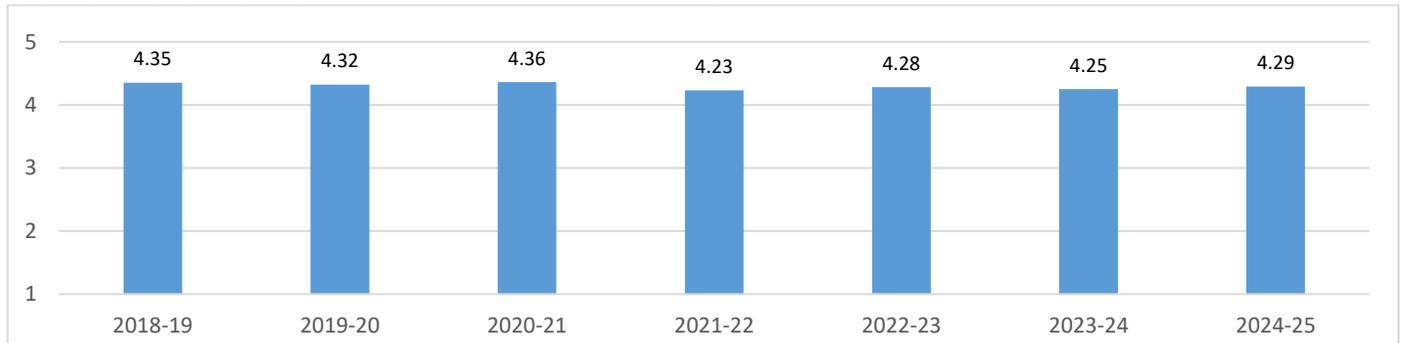
GSS Mean: Overall Student Satisfaction with Online Courses



Other outcomes associated with objective 2.2

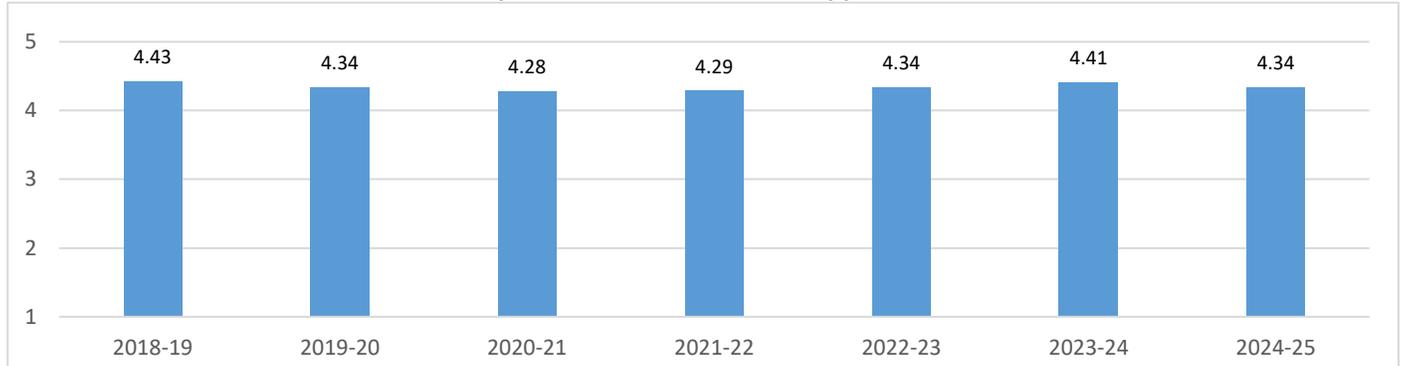
Several other outcome results associated with objective 2.2 are shown in the following graphs. These outcomes also provide evidence of the extent to which the college accomplished its objective to ensure that students taking online courses have access to high-quality academic support services.

GSS Mean: Overall Student Satisfaction with Online Courses



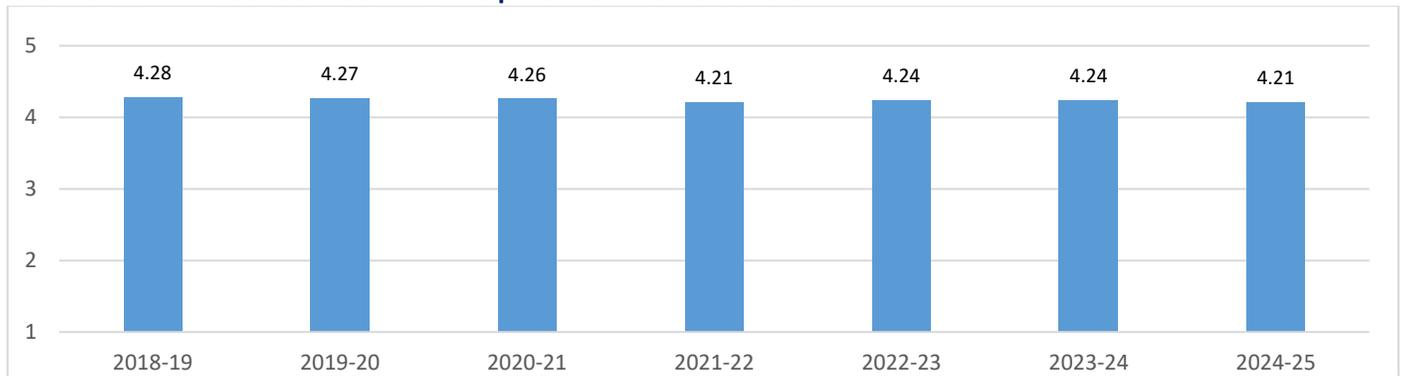
Documented: AC&G Office (Shelton). Report(s)/file(s): Graduating Student Survey - AA
Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied
Updated: 6.4.25

GSS Mean: Student Satisfaction with Help from Canvas Technical Support



Documented: AC&G Office (Shelton). Report(s)/file(s): Graduating Student Survey - AA
 Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied
 Updated: 6.4.25

GSS Mean: Student Satisfaction with Help from Online Instructors



Documented: AC&G Office (Shelton). Report(s)/file(s): Graduating Student Survey - AA
 Scale: 5 = very satisfied, 4 = satisfied, 3 = average, 2 = dissatisfied, 1 = very dissatisfied
 Updated: 6.4.25

Library and Learning/Information Resource and Service Expenditures

Resource/Service	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Books & Subscriptions	\$17,504	\$14,196	\$13,211	\$12,496	\$13,682	\$6,131
Online Databases, Learning Resources & Other Services	\$101,855	\$70,611	\$129,419	\$117,987	\$107,553	\$118,142
Classroom Equipment for Distance Learning	-	\$127,224	\$0	\$0	\$0	\$0
TOTAL	\$119,359	\$ 212,031	\$142,630	\$130,483	\$121,234	\$124,273

Documented: Learning Resources Division (J. Stephens).
 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.
 Updated: 9.20.25

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 Facts is a monthly accountability and institutional effectiveness factsheet published jointly by the Chipola College Offices of Development/Planning and Information Systems/Technology. Its purpose is to facilitate good decision-making by publishing college-related data at regular intervals throughout the year. For more information contact Brent Shelton at (850) 718-2344, Chipola College, 3094 Indian Circle, Marianna, FL 32446, sheltonb@chipola.edu.

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