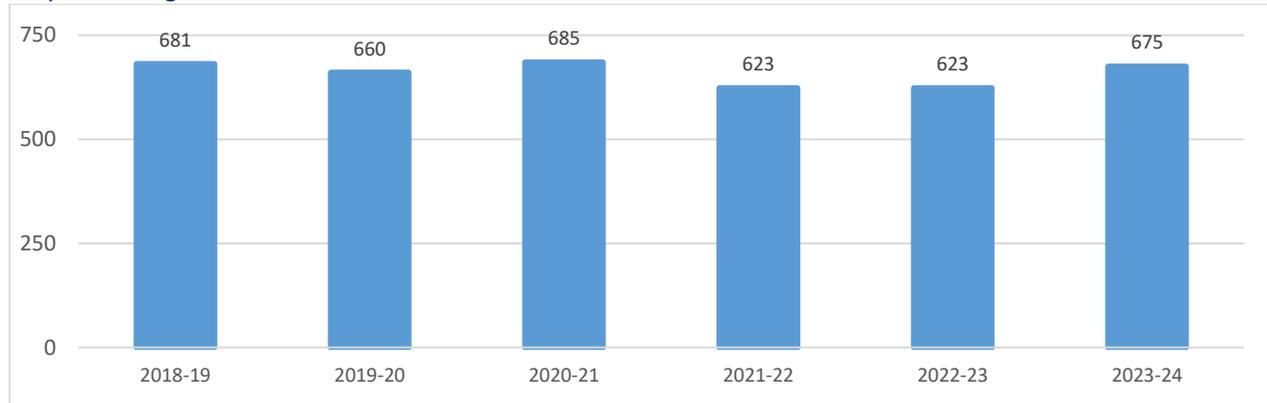


 <p>Facts!</p>	<p>March 2025</p> <p><i>An Accountability and Institutional Effectiveness Publication</i></p>
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2023-24 Assessment of Chipola's Dual Enrollment Program

The dual enrollment program enables qualified high school students to get a head start on their postsecondary education by enrolling in college courses that meet high school as well as college graduation requirements. Chipola experienced significant growth in the number of dual enrollment students over the last several years.

Chipola College Dual Enrollment Headcount



Source: 2023-24 Chipola College Institutional and Educational Outcomes Report

Note: Includes students enrolled in dual-credit courses at high schools, online, and/or on the Chipola College campus.

Many students take dual-credit courses at their high schools where the courses are taught by teachers meeting postsecondary faculty credential requirements. Additionally, full-time Chipola College faculty provide instruction to students housed on the high school campus. Students can also take dual-credit courses online and on the college campus. Regardless of instructional site and modality, instructors must meet the college's faculty credential requirements. Also, regardless of instructional site and modality, dual-credit course curriculum and instruction is supervised by the college. The following table shows the academic year 2023-24 dual-credit courses taught at high schools in the Chipola College district.

Course	High School							
	Blountstown	Bethlehem	Chipley	Cottondale	Holmes County	Liberty County	Ponce De Leon	Vernon
ENC 1101		X	X	X	X	X	X	X
ENC 1102		X	X	X	X	X		X
MAC 1114	X		X		X	X		
MAC 1105					X			X
MAC 1140	X		X			X		X
PSY 2012	X							

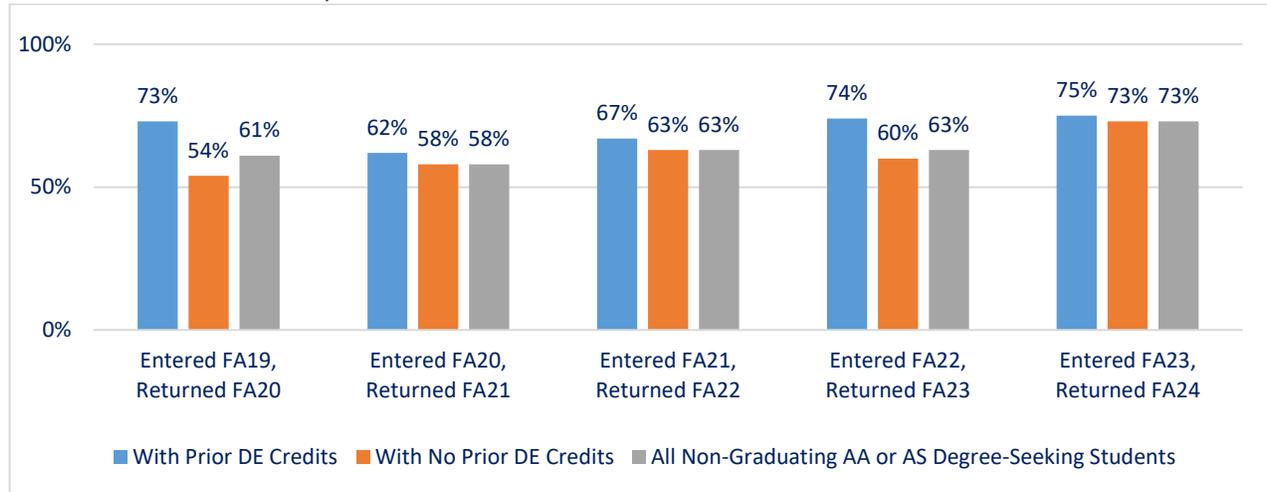
In this month's issue of *Chipola College Facts!* are assessment results from the academic year 2023-24 dual enrollment program. Assessment results are based on the extent to which the college achieved its priority outcomes for the dual enrollment program identified in the 2023-24 college master plan. Following is an excerpt from the master plan showing the college's goal, objectives, and priority outcomes for its dual enrollment program.

Goal 4: Provide a high-quality dual enrollment program	4.1 Provide high-quality dual enrollment courses in district high schools	1.1.1	Equal or exceeding fall-to-fall retention rate of AA and AS degree-seeking non-graduating students with prior dual enrollment credits and those with no prior dual enrollment credits
		1.1.2	Equal or exceeding completion rate of FTIC AA and AS degree-seeking students with prior dual enrollment credits equals and those with no prior dual enrollment credits
		1.1.3	Equal or exceeding average final grades earned by students with prior off-campus dual enrollment credits to those of students with no prior off-campus dual enrollment credits in AMH, AML, BSC, ENC, ENL, HUM, MAC, MCB, MGF, PSY, STA, and WOH courses
		1.1.4	Equal or exceeding percentage of students earning average final grades of C or higher in dual enrollment courses based at high schools and those of students in same on-campus courses
		1.1.5	80% of students in high school-based dual enrollment courses score at the "meets" or "exceeds" proficiency level on primary learning assessments indicating discipline- or program-level competency attainment (4=exceeds, 3=meets, 2=marginal, 1=below marginal)
		1.1.6	Course evaluation means of on-campus courses and dual enrollment courses based at high schools within .05 points on four-point scale

Achievement of Priority Outcomes for Objective 4.1.1

Priority outcome 4.1.1: Equal or exceeding fall-to-fall retention rate of students with prior dual enrollment credits and those with no prior dual enrollment credits

Measure 4.1.1.1 Comparison of Fall-to-Fall Retention Rates of AA or AS Degree-Seeking Students with and without Prior Off-Campus Dual Enrollment Credits



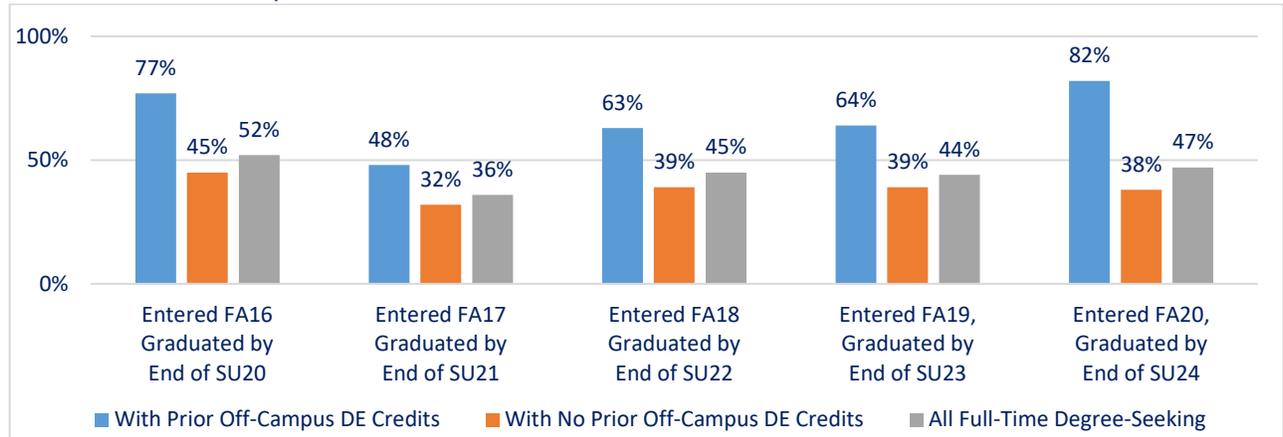
Documented: AC&G Office (Shelton). Report(s)/file(s): CCSSE item 11.f Scale: 4 = very much, 3 = quite a bit, 2 = some, 1 = very little
 Note: Because of the COVID-19 pandemic, the 2019-20 CCSSE was administered online instead of in class as in previous years. Therefore, no 2019-20 data are presented for comparison with data from in-class CCSSE administrations.

Seventy-five percent of AA or AS degree-seeking students with prior dual-enrollment credits who entered Chipola in the 2023 fall semester and who did not graduate returned to Chipola in the 2024 fall semester. In the same entering student cohort, 73% of students who had no prior dual enrollment credits returned the 2024 fall semester. **Priority outcome 4.1.1 achieved.**

Achievement of Priority Outcomes for Objective 4.1.2

Priority outcome 4.1.2: Equal or exceeding completion rate of FTIC AA and AS degree-seeking students with prior dual enrollment credits equals and those with no prior dual enrollment credits

Measure 4.1.2.1 Comparison of Three-Year Graduation Rates of Degree-Seeking Students with and without Prior Off-Campus Dual Enrollment Credits



Documented: Information Systems Dept. (Stone). Report(s)/file(s): dualenr_offcampus_retention_drhughes

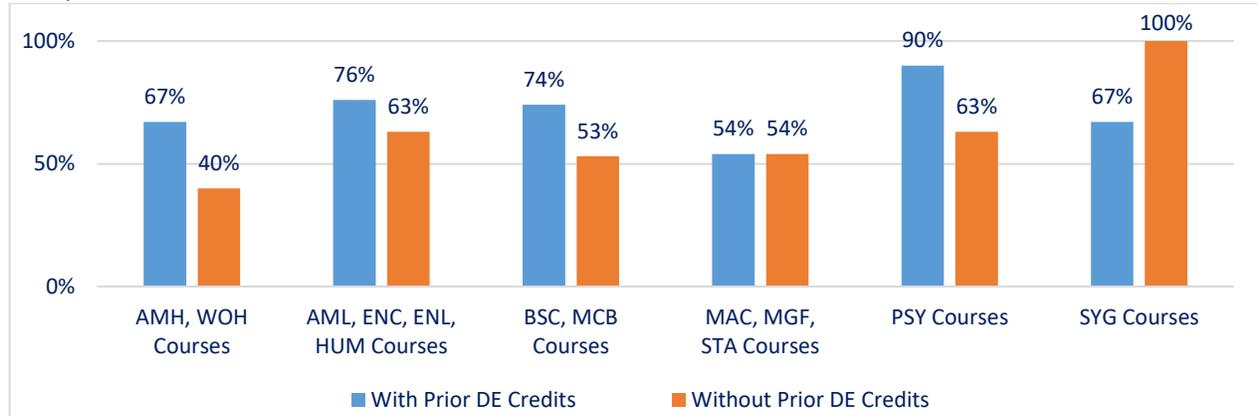
Notes: (1) Includes only degree-seeking students enrolled for the first-time at Chipola College following completion of secondary education. (2) Early admission students are considered dual enrollment students and are included in these calculations.

Eighty-two percent of AA or AS degree-seeking students with prior dual-enrollment credits who entered Chipola in the 2020 fall semester graduated by the end of the 2024 summer semester. In the same entering student cohort, 38% of students who had no prior dual enrollment credits graduated by the end of the 2024 summer semester. **Priority outcome 4.1.2 achieved.**

Achievement of Priority Outcomes for Objective 4.1.3

Priority outcome 4.1.3: Equal or exceeding average final grades earned by students with prior off-campus dual enrollment credits to those of students with no prior off-campus dual enrollment credits in AMH, AML, BSC, ENC ENL, HUM, MAC, MCB, MGF, PSY, STA, WOH courses

Measure 4.1.3.1 Percentage of 2023-24 FTIC Students Earning Grades of A or B in Selected General Education Disciplines: Students with and Students without Prior Dual Enrollment Experience in Identified Disciplines



Documented: Information Systems Dept. (Stone). Report(s)/file(s): SQL-COMPARISON OF FTIC STUDENTS EARNING AN A OR B WITH AND WITHOUT PRIOR DE

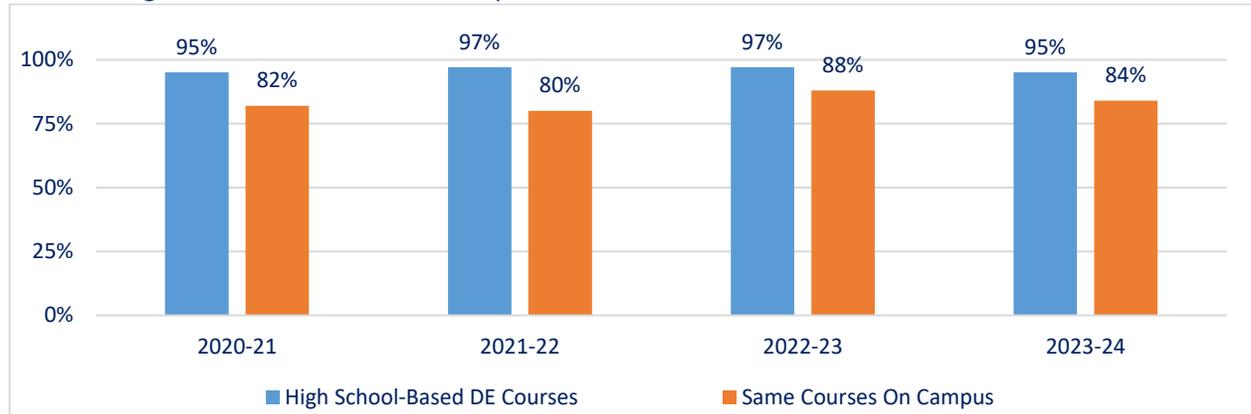
Note: Early admission students are considered dual enrollment students and are included in these calculations.

In academic year 2023-24, the percentage of students with prior dual enrollment credits who earned final grades of A or B in AMH, AML, BSC, ENC ENL, HUM, MAC, MCB, MGF, PSY, STA, WOH courses exceeded that of students who had no prior dual enrollment experience. **Priority outcome 4.1.3 achieved.**

Achievement of Priority Outcomes for Objective 4.1.4

Priority outcome 4.1.4: Grade distributions in off-campus dual enrollment courses equal or exceed those of the same courses taught on campus

Measure 4.1.4.1 Percentage Students Earning Final Grades of C or Higher in Dual Enrollment Courses Based at High Schools and Same On-Campus Courses



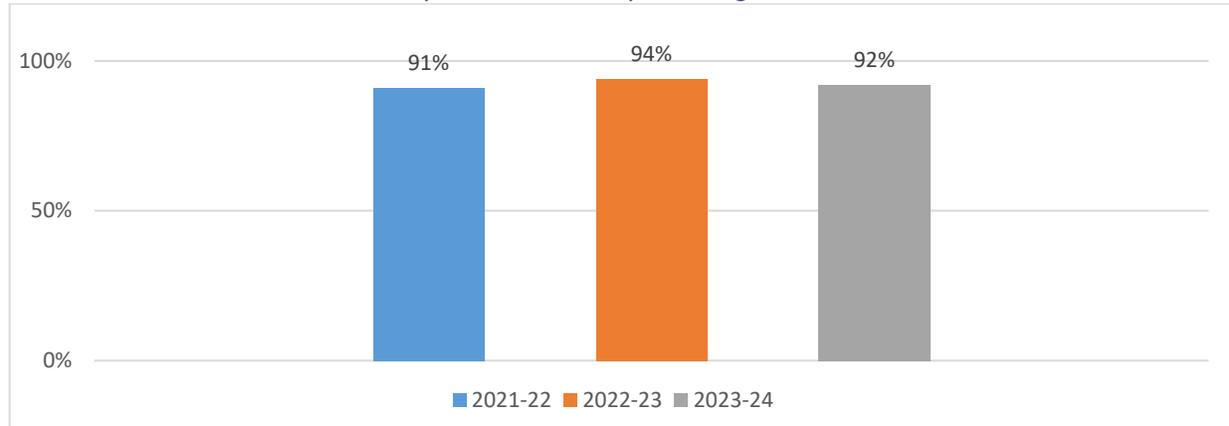
Documented: Information Systems (Stone). Report(s)/file(s): (SUyr-SPyr) grades distribution - all students all courses
Note: Does not include withdrawals, ungraded labs, and incompletes.

Ninety-five percent of students enrolled in off-campus dual-credit courses in the 2023-24 academic year earned final grades of A, B, or C compared to 84% of students enrolled in the same courses taught on campus. Ninety-seven percent of students enrolled in off-campus dual-credit courses in the 2022-23 academic year earned final grades of A, B, or C compared to 88% of students enrolled in the same courses taught on campus. **Priority outcome 4.1.4 achieved.**

Achievement of Priority Outcomes for Objective 4.1.5

Priority outcome 4.1.5: 80% of students in high school-based dual enrollment courses score at the “meets” or “exceeds” proficiency level on primary assessments indicating discipline- or program-level competency attainment

Measure 4.1.5.1 Percentage Students Enrolled in Dual Enrollment Courses Based at High Schools Scoring at “Meets” or “Exceeds” Proficiency Level on Primary Learning Assessments



Documented: Learning Resources Division (Milton). Report(s)/file(s): 2023-24 DE courses w on-campus offerings - 7B - Outcomes by course_student __

Note: Primary learning assessments piloted SP21; none administered in high school-based dual enrollment courses.

Ninety-two percent of students enrolled in off-campus dual-credit courses in the 2023-24 academic year scored at “meets” or “exceeds” proficiency level on primary learning assessments. **Priority outcome 4.1.5 achieved.**

Achievement of Priority Outcomes for Objective 4.1.6

Priority outcome 4.1.6: Course evaluation means of on-campus courses and dual enrollment courses based at high schools within .05 points on four-point scale

Measure 4.1.6.1 Mean Ratings of Off-Campus Dual Enrollment Courses and All Other Non-Dual Enrollment Courses, 2023-24

Course Evaluation Item	Mean: Off-Campus Dual Enrollment Courses	Mean: All Other Non-Dual Enrollment Courses	Difference
Met and dismissed class on time. Online course: Course materials were available in a timely manner.	3.76	3.81	.03
Grade requirements were listed in the learning management systems (Canvas) in a timely manner.	3.67	3.77	.10
Grades and information on my progress were provided/posted in a timely manner in Canvas.	3.52	3.68	1.6
Responded to email/messages in a timely manner.	3.63	3.68	.05
Stimulated interest in course content.	3.59	3.67	.08
Encouraged discussion/participation when applicable.	3.72	3.75	.03
Presented course content in an effective and organized manner.	3.65	3.72	.07
Willingness to provide individual help when requested. Online course: Active and responsive in the online course.	3.82	3.74	.06
Was available for individual help outside of class.	3.65	3.73	.08
Provided clearly written information in syllabus/first day handout.	3.78	3.82	.04
Provided clearly written information in supplemental materials.	3.68	3.76	.08
Provided clearly written information on tests, projects, and other graded assignments.	3.67	3.74	.07
Showed enthusiasm for course content.	3.78	3.77	.01
Was an effective instructor.	3.69	3.72	.03
Allowed the expression of opposition to ideas or opinions.	3.80	3.79	.01
Provided for classroom/laboratory safety. Online course: Fostered an environment of respectful, thought-provoking participation.	3.76	3.83	.07
Used appropriate language for classroom/laboratory.	3.83	3.87	.04
Average	3.71	3.75	.04

Documented: Learning Resources Division (Milton). Report(s)/file(s): Student Course Evaluations

Scale: 4 = always, 3 = usually, 2 = sometimes, 1 = never

Note: All other courses = All courses that are not dual enrollment-only courses taught at high school/home school site; includes online courses, does not include public service courses

In academic year 2023-24, the average of the mean ratings of course evaluation items in off-campus dual-credit courses was 3.71 compared to 3.75 in all other courses (4=always, 3=usually, 2=sometimes, 1=never). **Priority outcome 4.1.6 achieved.**

Assessment Results Pertaining to Chipola College Goal of Providing a High-Quality Dual Enrollment Program

The evaluation of academic year 2023-24 outcomes data reveals the following about students who enter Chipola having participated in the college's dual enrollment program.

- ✓ Higher retention rate for students with prior dual enrollment credits.
- ✓ Higher graduation rate for students with prior dual enrollment credits.
- ✓ Surpassed the threshold for proficiency levels for students in high school-based DE courses.
- ✓ Higher final course grades than those earned by students in same courses on campus.
- ✓ Achieved course evaluation means of on-campus courses and dual enrollment courses based at high schools.

Based on the analysis of priority outcomes data, the college met objectives 4.1 of its 2023-24 master plan and, therefore, **accomplished the goal of providing a high-quality dual enrollment program.**

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 Brent Shelton at Chipola College, 3094 Indian Circle, Marianna, FL 32446 or at sheltonb@chipola.edu.

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