ASSESSMENT DAY

College of Arts and Sciences

School of Education

February 21, 2020

Strengths

Challenges

Recommendations

Academic Assessment

	LEVEL	FOCUS	CONDUCTED BY	FREQUENCY
Academic Success Committee	Program	• Quality of assessment practices	Committee of peers	Years 1 & 2
Instructional Program Review	Program / Cluster	• Enrollment, retention, completion • Industry certifications and job placement • Program budget and staffing • Advisory committees • Curriculum changes	Committee of peers	Year 3
Assessment Day	Course/ Program	• Enrollment by demographics • Graduation and retention • Average class size • Course success rate • Placement rate • SLOs, PLOs and ILOs	Program Chair and Faculty	Years 1, 2, 3

Programs

6221 - Bachelor of Science in Education - Elementary Education

6222 - Bachelor of Science in Education - Exceptional Education

6224 - Bachelor of Science in Education - Secondary Biology Education

6226 - Bachelor of Science in Education - Secondary Chemistry Education

6227 - Bachelor of Science in Education - Secondary Earth/Space Science Education

6223 - Bachelor of Science in Education - Secondary Mathematics Education

6225 - Bachelor of Science in Education - Secondary Physics Education

Last Assessment Day Action Items

Action Items (01/19/2019):

- Minority recruitment;
- Address minority progress;
- Offer options for student assignment submissions;
- Explore generic secondary STEM programs;
- Explore EDF2085 15 hour field hours;
- Explore option for stop out (lifelong learning course);
- Explore transfer credits from Flagler High School Education Academy;
- Change threshold for learning outcomes;

- For Institutional Effectiveness/Institutional Research: Add math department students

Program Learning Outcomes

BS in Education - Elementary Education #6221

1. Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession.
2. Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator.
3. Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship.
4. Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management.

Assessment Results

1. For the 2018-19, the average GPA of students admitted into the BSED in Elementary Education was 3.38 for Fall 2018 with 29/38 (76%) earning a 3.0 GPA or higher and an average GPA of 3.24 for Spring 2019 with 12/17 (70%) earning 3.0 or higher.
2. The following table shows the changes in demographic trends of students enrolled in the BSED Elementary Education K-6 program:

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	DSC Average (17-18)
Average Age	29	27	28	29	27
Female/Male	88%/12%	91%/9%	89%/11%	93%/7%	58%/39%
Ethnicity					
American Indian / Alaska Native					
Asian	1%	2%	1%		
Black or African American	5%	4%	3%	3%	14%
Hispanic	11%	8%	10%	12%	19%
Native Hawaiian / Pacific Islander					
Two or More Races	2%	3%	3%	4%	3%
White	81%	83%	85%	81%	59%

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession. *Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% or the students enrolled in prerequisite course EDF1005 will pass the General Knowledge Test of Skills Essay assignment with a grade of 80% or higher.*

Assessment Results

3. In EDF1005 Fall A 2018, Section 101A, 36/36 (100%) students earned 100% on the GKT Essay assignment. In EDF1005 Spring A 2019, Section 101A, 27/28 (96%) earned 100% on the GKT Essay assignment.

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession. *Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% or the students enrolled in prerequisite course EDF1005 will pass the General Knowledge Test of Skills Essay assignment with a grade of 80% or higher.*

Assessment Results

1. FTCE Data from Subject Area Exam Elementary Education K-6 taken by Senior Interns

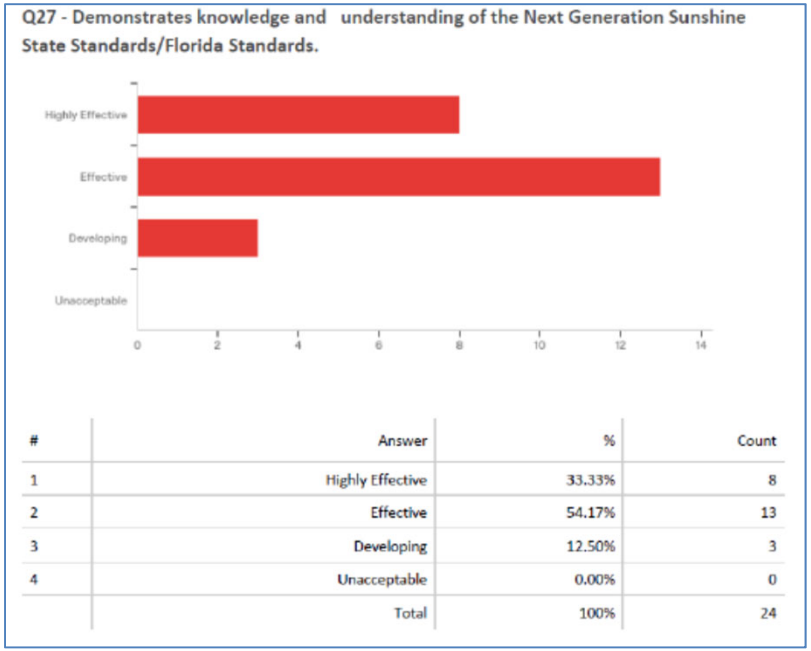
Elementary Education K-6 Subtest 1: Language Arts and Reading (601)										
		Institution								Statewide
Competency Area	Range of Items	Average Percent Correct FA15 (19)	Average Percent Correct SP16 (23)	Average Percent Correct FA16 (29)	Average Percent Correct SP17 (23)	Average Percent Correct FA17 (15)	Average Percent Correct SP18 (20)	Average Percent Correct FA18 (17)	Average Percent Correct SP19 (15)	Average Percent Correct SP19
01 Knowledge of the reading process	17	76.78%	77.72%	78.75%	79.46%	82.28%	78.53%	77.85%	82.35%	76.67%
02 Knowledge of literary analysis and genres	9	82.46%	76.33%	72.80%	76.33%	78.52%	78.89%	80.72%	74.81%	78.16%
03 Knowledge of language and the writing process	10	80.00%	70.87%	72.41%	73.04%	79.33%	76.00%	83.20%	78.67%	76.17%
04 Knowledge of literacy instruction and assessments	14	77.44%	77.95%	79.31%	80.43%	76.67%	81.07%	79.83%	81.43%	75.65%
05 Knowledge of communication and media literacy	9-10	73.92%	69.13%	70.96%	69.37%	77.85%	74.00%	78.69%	75.33%	72.64%

Elementary Education K-6 Subtest 4: Mathematics (604)										
		Institution								Statewide
Competency Area	Range of Items	Average Percent Correct FA15 (19)	Average Percent Correct SP16 (23)	Average Percent Correct FA16 (29)	Average Percent Correct SP17 (22)	Average Percent Correct FA17 (15)	Average Percent Correct SP18 (20)	Average Percent Correct FA18 (20)	Average Percent Correct SP19 (15)	Average Percent Correct SP19
01 Knowledge of student thinking and instructional practices	13	78.95%	79.26%	75.07%	75.87%	81.03%	71.54%	73.30%	67.18%	72.79%
02 Knowledge of operations, algebraic thinking, counting and number in base ten	14	76.69%	77.33%	80.54%	82.14%	78.10%	78.93%	79.41%	81.90%	75.50%
03 Knowledge of fractions, ratios, and integers	9	77.78%	82.61%	73.95%	74.24%	79.26%	75.56%	73.20%	68.89%	72.38%
04 Knowledge of measurement, data analysis, and statistics	8	70.39%	73.37%	73.28%	78.98%	74.17%	73.75%	72.79%	73.33%	74.06%
05 Knowledge of geometric concepts	6	77.19%	72.46%	75.29%	79.39%	77.33%	82.50%	87.84%	73.33%	73.88%

PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator. *Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge (Math and Literacy) and teaching methods and skills (assessment, differentiation, classroom management, academic feedback and questioning, and connections to practice) needed to be an effective educator. .*

Assessment Results

2.Employer Satisfaction Survey data specific to content knowledge



#	Answer	%	Count
1	Highly Effective	33.33%	8
2	Effective	54.17%	13
3	Developing	12.50%	3
4	Unacceptable	0.00%	0
	Total	100%	24

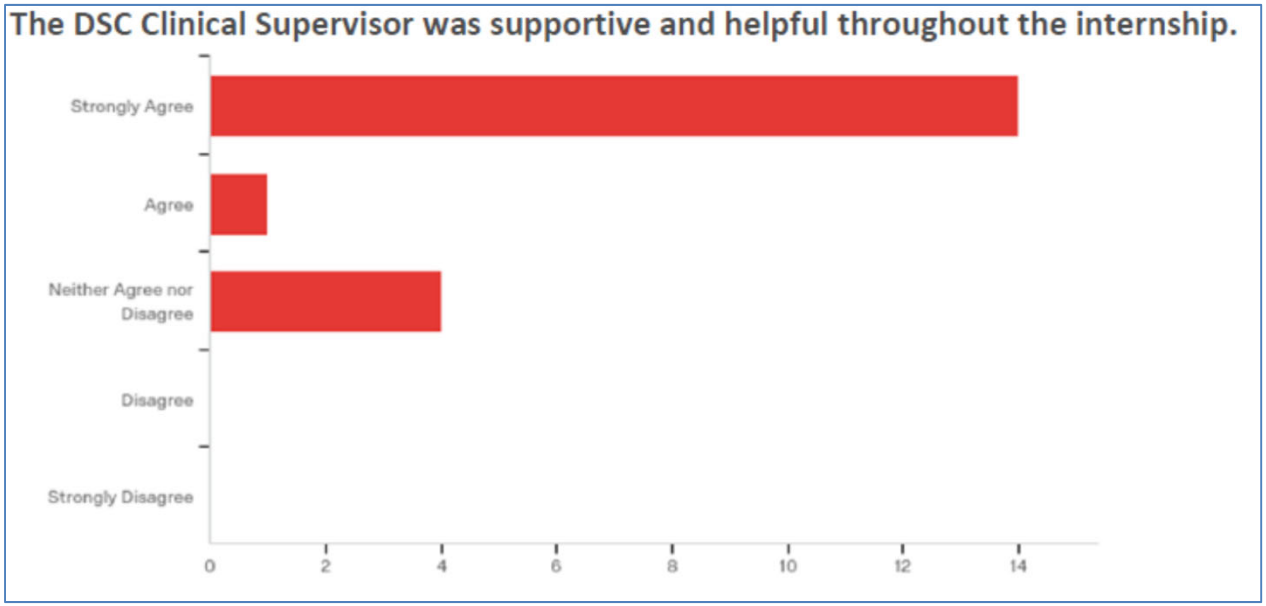
88% (21/24) of the graduates were effective/high effective at demonstrating content knowledge of the standards and the number of graduates listed as “developing” decreased from 9 in 2017-18 to 3 in 2018-19.

3. In the 2018 - 2019 APPR for the BSED in Elementary Ed K-6 compiled by the Florida DOE, graduates of the program in years 2013-14, 2014-15, 2015-16 earned a performance level of 3 out of 4 points in the category of “Student Performance on Statewide Assessments”.

PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator. *Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge (Math and Literacy) and teaching methods and skills (assessment, differentiation, classroom management, academic feedback and questioning, and connections to practice) needed to be an effective educator. .*

Assessment Results

1. Fall 2018 administration survey results of college supervisors.



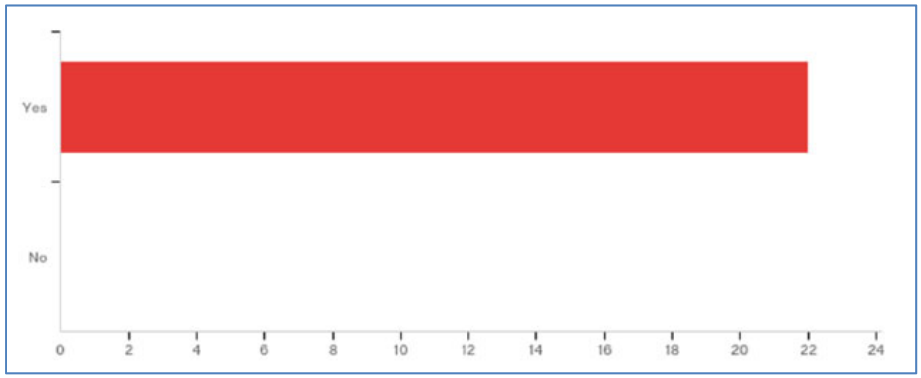
#	Answer	%	Count
1	Strongly Agree	73.68%	14
2	Agree	5.26%	1
3	Neither Agree nor Disagree	21.05%	4
4	Disagree	0%	0
5	Strongly Disagree	0%	0
	Total	100%	19

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship.
Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.

Assessment Results

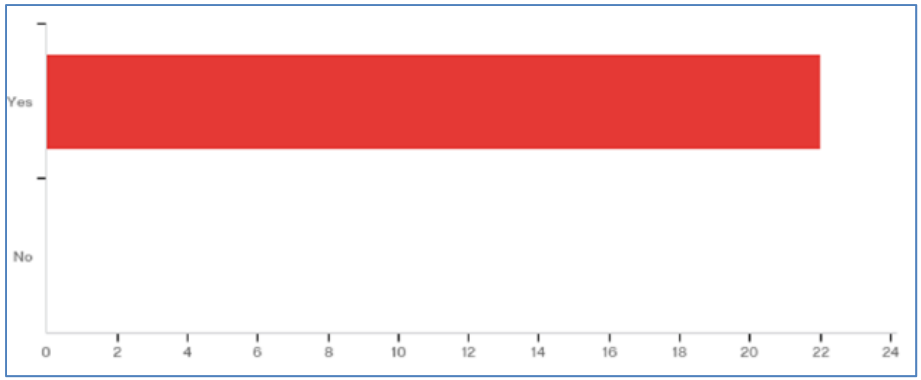
2. Spring 2018 Senior intern survey results of college supervisors.

Q38 - Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	100.00%	22
2	No	0.00%	0
	Total	100%	22

Q39 - Did your College Supervisor provide specific actionable feedback focused on student learning?

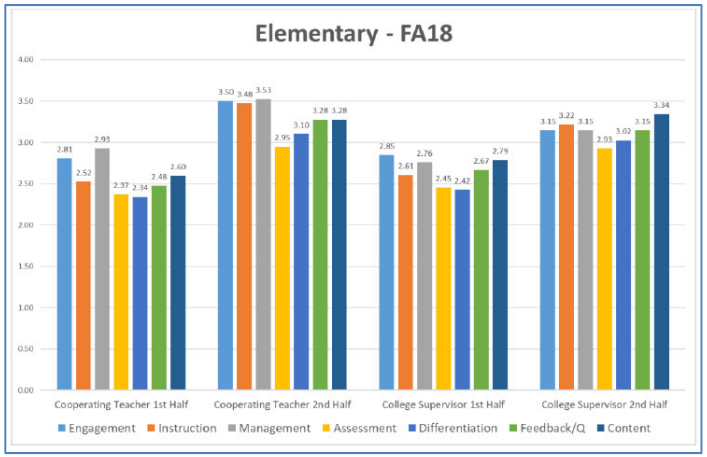


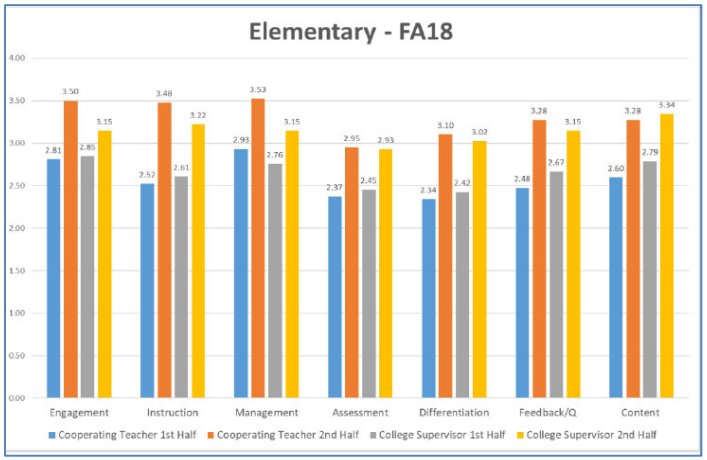
#	Answer	%	Count
1	Yes	100.00%	22
2	No	0.00%	0
	Total	100%	22

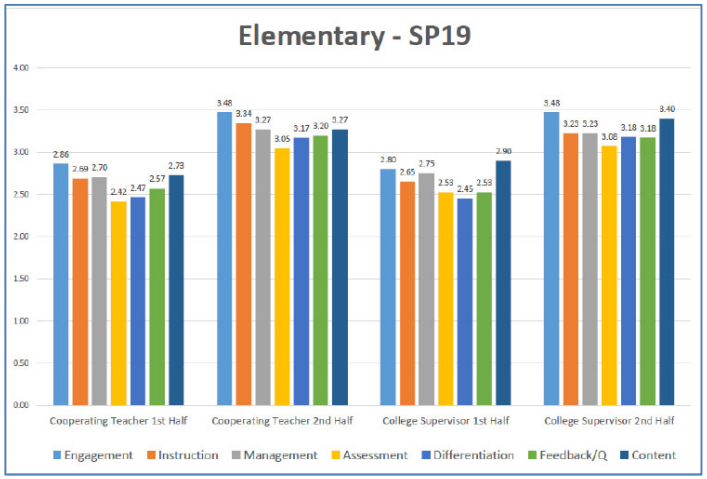
PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship.
Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.

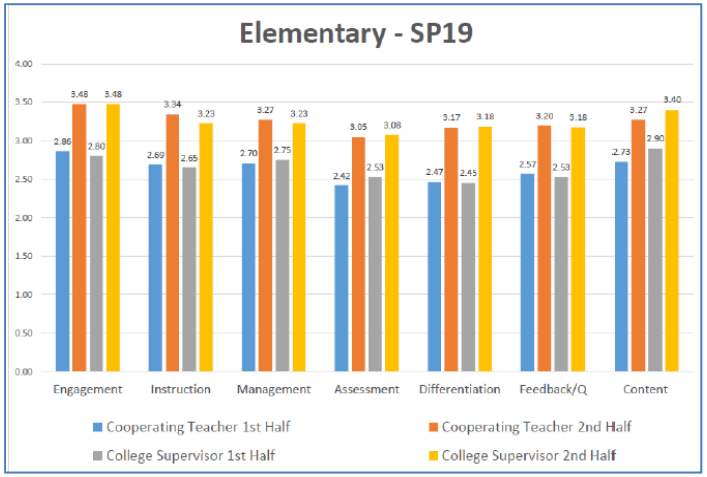
Assessment Results

3. Data disaggregated from Fall 2018 and Spring 2019 feedback forms used by College Supervisors during Senior Intern observations of Elementary majors.









PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship.
Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.

Assessment Results

1. APPR (50%) averaged across all programs and weighted by number of completers

SUMMATIVE RATING

Each Annual Program Performance Report shall receive a summative rating between 1.0 and 4.0. The summative rating is computed by calculating the average of all performance levels. If the program is eligible for the bonus metric, the score is weighted as 20 percent of the total score.

OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	**PERFORMANCE LEVEL**
Placement Rate	3
Retention Rate	3
Student Performance on Statewide Assessments	3
Student Performance by Subgroups	1
Teacher Evaluation Results	3
Critical Teacher Shortage	--
SUMMATIVE RATING = 2.6	

2. Site Visit (30%) averaged across all four quality areas

Inspection judgments

Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1is inadequate.

Daytona State College

	BSED	EPI
Quality of selection for teacher candidates	2	2
Quality of content knowledge and teaching methods	3	2
Quality of clinical placement, feedback, and candidate performance	2	2
Quality of program performance management	2	2

PLO4: Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management. *Target: 2.4 to 3.5 on the Continued Approval Summative Scores (CASS) approval rating for continue program approval.*

Assessment Results

3.Evidence of Improvement (20%) (Scale: evidence or no evidence):

Rated 4 for evidence of improvement by the Florida Department of Education.

Final CASS Score:
(2.6 x .5) + (2.25 x .3) + (4 x .2) =

1.3 + .675 + .8 = ***2.775*** 2019 final score for BSED in Elementary program approval

PLO4: Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management. *Target: 2.4 to 3.5 on the Continued Approval Summative Scores (CASS) approval rating for continue program approval.*

Program Learning Outcomes

BS in Education - Exceptional Student Education
#6222

1. Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession.
2. Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator.
3. Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship.
4. Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management.

Assessment Results

1. For the 2018-19, the average GPA of students admitted into the BSED in Exceptional Student Education was 3.48 for Fall 2018 with 2/2 (100%) earning a 3.0 GPA or higher and an average GPA of 3.24 for Spring 2019 with 2/2 (100%) earning 3.0 or higher.
2. The following table shows the changes in demographic trends of students enrolled in the BSED Exceptional Student Education K-6 program:

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	DSC Average (17-18)
Average Age	34	34	34	31	27
Female/Male	76%/24%	69%/31%	63%/37%	58%/42%	58%/39%
Ethnicity					
American Indian / Alaska Native					
Asian					
Black or African American	2%	6%	5%	5%	14%
Hispanic	2%	3%	11%	15%	19%
Native Hawaiian / Pacific Islander					
Two or More Races					3%
White	95%	91%	84%	80%	59%

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession. *Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% or the students enrolled in prerequisite course EDF1005 will pass the General Knowledge Test of Skills Essay assignment with a grade of 80% or higher.*

Assessment Results

3. In EDF1005 Fall A 2018, Section 101A, 36/36 (100%) students earned 100% on the GKT Essay assignment. In EDF1005 Spring A 2019, Section 101A, 27/28 (96%) earned 100% on the GKT Essay assignment.

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession. *Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% or the students enrolled in prerequisite course EDF1005 will pass the General Knowledge Test of Skills Essay assignment with a grade of 80% or higher.*

Assessment Results

1. FTCE Data from Subject Area Exam Exceptional Student Education K-12 taken by Senior Interns Fall 2018 and Spring 2019.

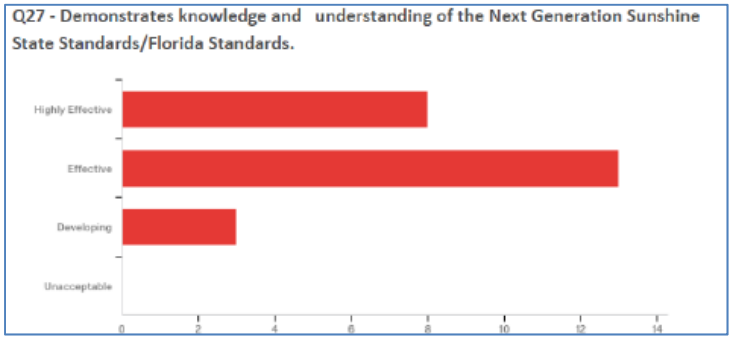
Exceptional Student Education K-12 (61)					
		Institution		Statewide	
Competency Area	Range of Items	Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of foundations of exceptional student education	29	20.33	70.11%	21.62	74.55%
02 Knowledge of assessment and evaluation	15-16	12.33	82.22%	11.08	71.65%
03 Knowledge of instructional practices in exceptional student education	24-25	18.33	76.39%	18.01	72.19%
04 Knowledge of the positive behavioral support process	13-14	10.67	76.19%	10.40	74.80%
05 Knowledge of multiple literacies and communication skills	25-26	20.00	80.00%	18.61	71.73%
06 Knowledge of the transition process	10	9.00	90.00%	7.17	71.72%
Number of Students included for Institution Totals: 3 Number of Students included for Statewide Totals: 1,585					

Exceptional Student Education K-12 (61)					
		Institution		Statewide	
Competency Area	Range of Items	Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of foundations of exceptional student education	29	20.00	68.97%	21.83	75.27%
02 Knowledge of assessment and evaluation	15-16	12.00	78.19%	11.13	71.73%
03 Knowledge of instructional practices in exceptional student education	24-25	17.67	71.56%	17.93	71.88%
04 Knowledge of the positive behavioral support process	13-14	9.33	68.32%	10.35	74.79%
05 Knowledge of multiple literacies and communication skills	25-26	19.67	76.72%	18.68	72.01%
06 Knowledge of the transition process	10	7.00	70.00%	7.13	71.32%
Number of Students included for Institution Totals: 3 Number of Students included for Statewide Totals: 1,747					

PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator.. *Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge and teaching methods and skills (assessment, differentiation, classroom management, academic feedback and questioning, and connections to practice) needed to be an effective educator.*

Assessment Results

2. Employer Satisfaction Survey data specific to content knowledge



#	Answer	%	Count
1	Highly Effective	33.33%	8
2	Effective	54.17%	13
3	Developing	12.50%	3
4	Unacceptable	0.00%	0
	Total	100%	24

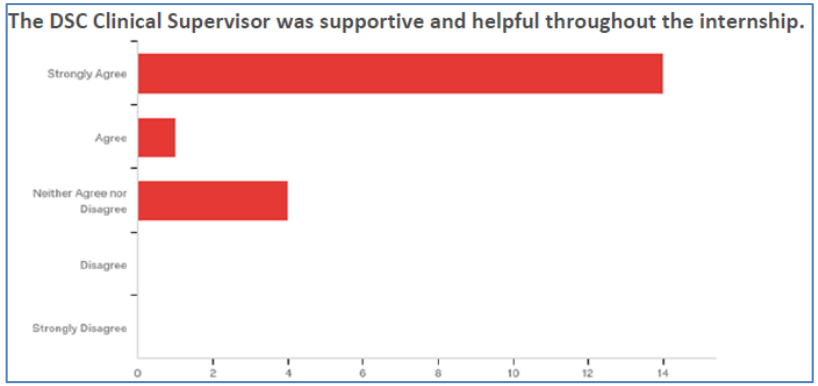
88% (21/24) of the graduates were effective/high effective at demonstrating content knowledge of the standards and the number of graduates listed as "developing" decreased from 9 in 2017-18 to 3 in 2018-19.

3. In the 2019 Annual Program Performance Report (APPR) for the BSED in ESE K-12 compiled by the Florida Department of Education, graduates of the program in years 2013-14, 2014-15, 2015-16 earned a performance level of "not applicable" in the category of "Student Performance on Statewide Assessments".

PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator.. *Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge and teaching methods and skills (assessment, differentiation, classroom management, academic feedback and questioning, and connections to practice) needed to be an effective educator.*

Assessment Results

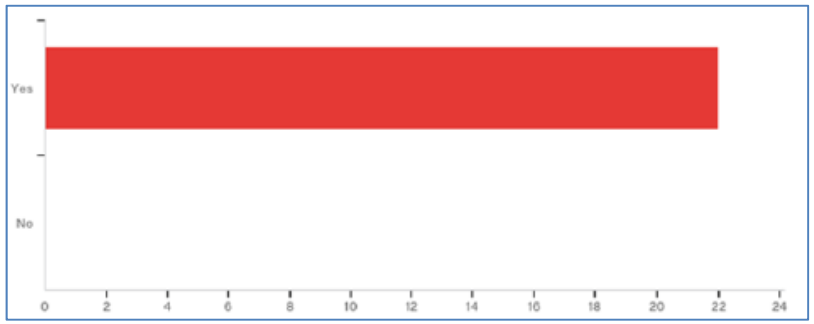
1. FA18 administration survey results of college supervisors.



#	Answer	%	Count
1	Strongly Agree	73.68%	14
2	Agree	5.26%	1
3	Neither Agree nor Disagree	21.05%	4
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	19

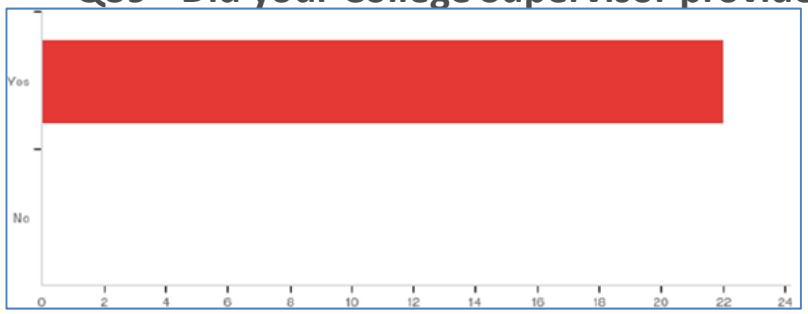
2. FA18 Senior intern survey results of college supervisors.

Q38 - Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	100.00%	22
2	No	0.00%	0
	Total	100%	22

Q39 - Did your College Supervisor provide specific feedback focused on student learning?



#	Answer	%	Count
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2	No	0.00%	0
	Total	100%	22

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

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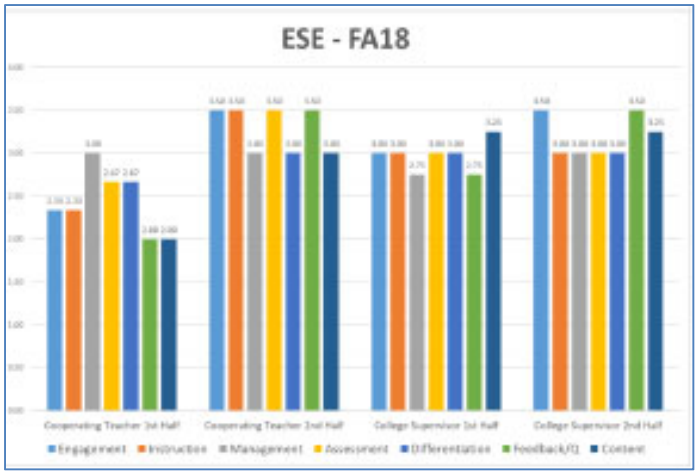

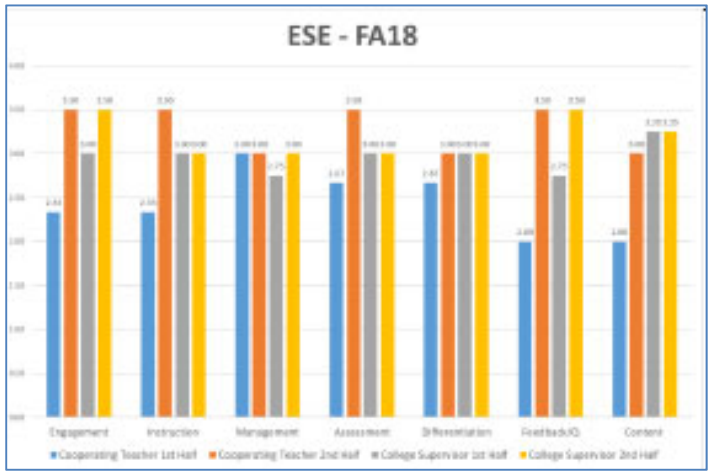

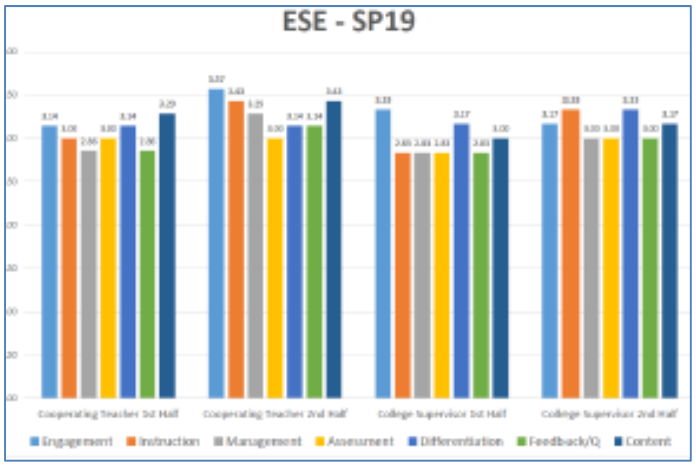

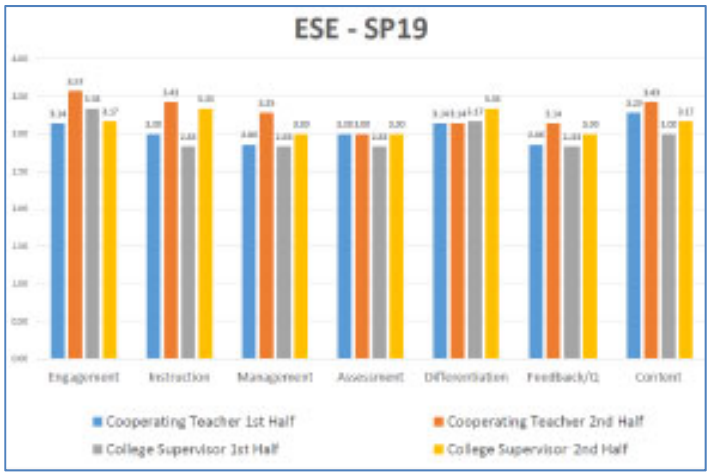

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship.
Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.

Assessment Results

1. APPR (50%) averaged across all programs and weighted by number of completers

SUMMATIVE RATING

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OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	**PERFORMANCE LEVEL**
Placement Rate	4
Retention Rate	4
Student Performance on Statewide Assessments	--
Student Performance by Subgroups	--
Teacher Evaluation Results	3
Critical Teacher Shortage	--
SUMMATIVE RATING = 3.7	

2. Site Visit (30%) averaged across all four quality areas

Inspection judgments

Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1 is inadequate.

Daytona State College

	BSED	EPI
Quality of selection for teacher candidates	2	2
Quality of content knowledge and teaching methods	3	2
Quality of clinical placement, feedback, and candidate performance	2	2
Quality of program performance management	2	2

PLO4: Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management. *Target: 2.4 to 3.5 on the Continued Approval Summative Scores (CASS) approval rating for continue program approval.*

Assessment Results

3. Evidence of Improvement (20%) (Scale: evidence or no evidence)

Rated 4 for evidence of improvement by the Florida Department of Education.

Final CASS Score:

(3.7 x .5) + (2.25 x .3) + (4 x .2) =

1.85 + .675 + .8 = ***3.325*** final score for BSED in ESE program approval

PLO4: Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management. *Target: 2.4 to 3.5 on the Continued Approval Summative Scores (CASS) approval rating for continue program approval.*

Program Learning Outcomes

BS in Education – Secondary Mathematics Education #6223

1. Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession.
2. Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator.
3. Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship.
4. Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management.

Assessment Results

1. For the 2018-19, the average GPA of students admitted into the BSED in Secondary Mathematics Education was 3.73. In Fall 2018 1/1 (100%) earned a 4.0 GPA and in Spring 2019 1/1 (100%) earned a 3.46.
2. The following table shows the changes in demographic trends of students enrolled in the BSED Secondary Mathematics Education 6-12 program:

ASSESSMENT DAY SUMMARY

College of Arts and Sciences
School of Education
Program Bachelor of Science in Education - Secondary Mathematics #622300
Date of Review 1/18/2019

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	DSC Average (17-18)
Average Age	32	28	30	30	27
Female/Male	54%/46%	50%/50%	73%/27%	45%/55%	58%/39%
Ethnicity					
American Indian / Alaska Native					
Asian					
Black or African American	8%				14%
Hispanic	8%	17%	27%	27%	19%
Native Hawaiian / Pacific Islander					
Two or More Races					3%
White	85%	83%	73%	73%	59%

	2014-2015	2015-2016	2016-2017	2017-2018	Target(17-18)	New Target(18-19)
Headcount	13	12	11	11		
Graduates	4	1	2			
Graduation Rate (150%)	100%(FA12)	33.3%(FA13)	--	50% (FA15)	+5%	
Graduation Rate (200%)	100%(FA12)	33.3%(FA13)	--	50% (FA15)	+5%	
Retention Rate (Retained by Program)	75% (FA13)	71.4% (FA14)	80% (FA15)	71% (FA16)	+5%	
Job Placement	67%(12/13)	-	100%(14/15)	100% (15/16)	+5%	
Average Annual Salary		-	$**	$**		

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession. *Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% or the students enrolled in prerequisite course EDF1005 will pass the General Knowledge Test of Skills Essay assignment with a grade of 80% or higher.*

Assessment Results

3. In EDF1005 Fall A 2018, Section 101A, 36/36 (100%) students earned 100% on the GKT Essay assignment. In EDF1005 Spring A 2019, Section 101A, 27/28 (96%) earned 100% on the GKT Essay assignment.

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession. *Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% or the students enrolled in prerequisite course EDF1005 will pass the General Knowledge Test of Skills Essay assignment with a grade of 80% or higher.*

Assessment Results

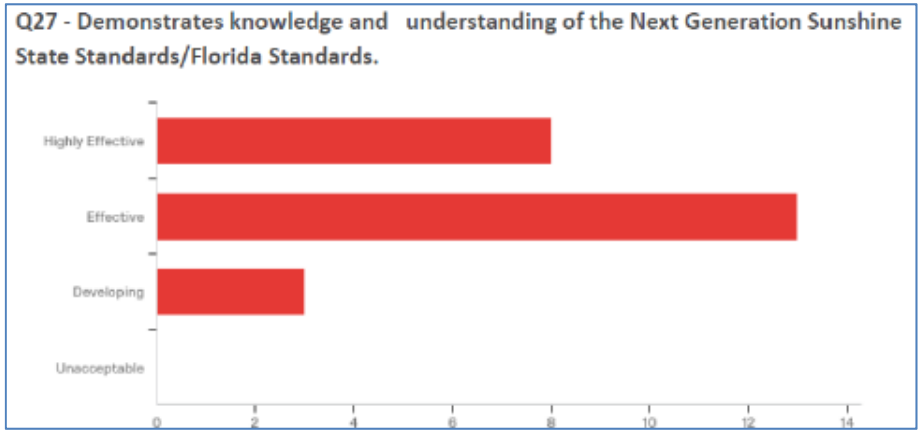
1. FTCE Data from Subject Area Exam Secondary Mathematics Education 6-12 taken by Senior Interns.

Mathematics 6-12 (26)					
		Institution		Statewide	
Competency Area	Range of Items	Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of algebra	9-10	7.80	80.67%	7.32	75.12%
02 Knowledge of advanced algebra	9-10	6.80	68.00%	7.61	77.45%
03 Knowledge of functions	6	4.40	73.33%	4.32	71.92%
04 Knowledge of geometry	11	7.20	65.45%	7.54	68.53%
05 Knowledge of coordinate geometry	4	2.80	70.00%	2.84	70.88%
06 Knowledge of trigonometry	5	3.60	72.00%	3.11	62.26%
07 Knowledge of statistics and probability	7-8	4.40	62.86%	4.70	65.57%
08 Knowledge of calculus	7-8	4.80	60.00%	4.91	62.79%
09 Knowledge of mathematical reasoning	4	1.80	45.00%	2.46	61.41%
10 Knowledge of instruction and assessment	10-11	6.80	68.00%	7.22	70.99%
Number of Students included for Institution Totals: 5 Number of Students included for Statewide Totals: 425					

PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator. *Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge (Math) and teaching methods and skills (assessment, differentiation, classroom management, academic feedback and questioning, and connections to practice) needed to be an effective educator.*

Assessment Results

2. Employer Satisfaction Survey data specific to content knowledge



#	Answer	%	Count
1	Highly Effective	33.33%	8
2	Effective	54.17%	13
3	Developing	12.50%	3
4	Unacceptable	0.00%	0
	Total	100%	24

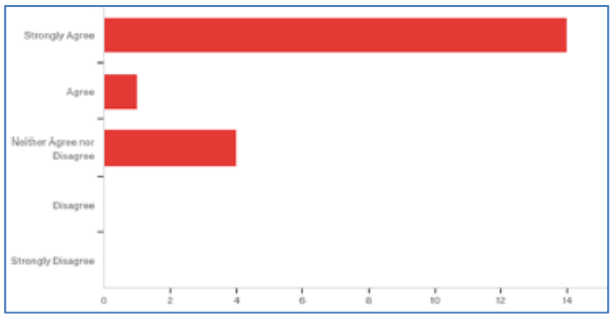
88% (21/24) of the graduates were effective/high effective at demonstrating content knowledge of the standards and the number of graduates listed as "developing" decreased from 9 in 2017-18 to 3 in 2018-19

3. In the 2018 Annual Program Performance Report (APPR) for the BSED in Secondary Mathematics Education 6-12 compiled by the Florida Department of Education, graduates of the program in years 2013-14, 2014-15, 2015-16 earned a performance level of 3 out of 4 points in the category of "Student Performance on Statewide Assessments".

PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator. *Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge (Math) and teaching methods and skills (assessment, differentiation, classroom management, academic feedback and questioning, and connections to practice) needed to be an effective educator.*

Assessment Results

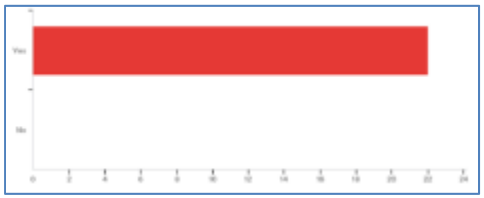
1. FA18 administration survey results of college supervisors.
   - The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	73.68%	14
2	Agree	5.26%	1
3	Neither Agree nor Disagree	21.05%	4
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	19

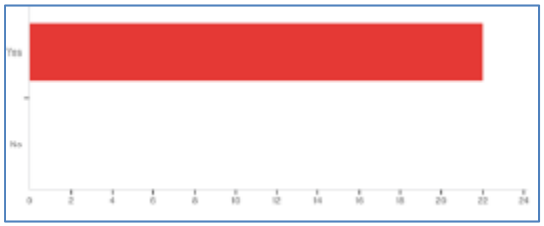
2. Spring 2018 Senior intern survey results of college supervisors.

Q38 -Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	100.00%	22
2	No	0.00%	0
	Total	100%	22

Q39 - Did your College Supervisor provide specific feedback focused on student learning?

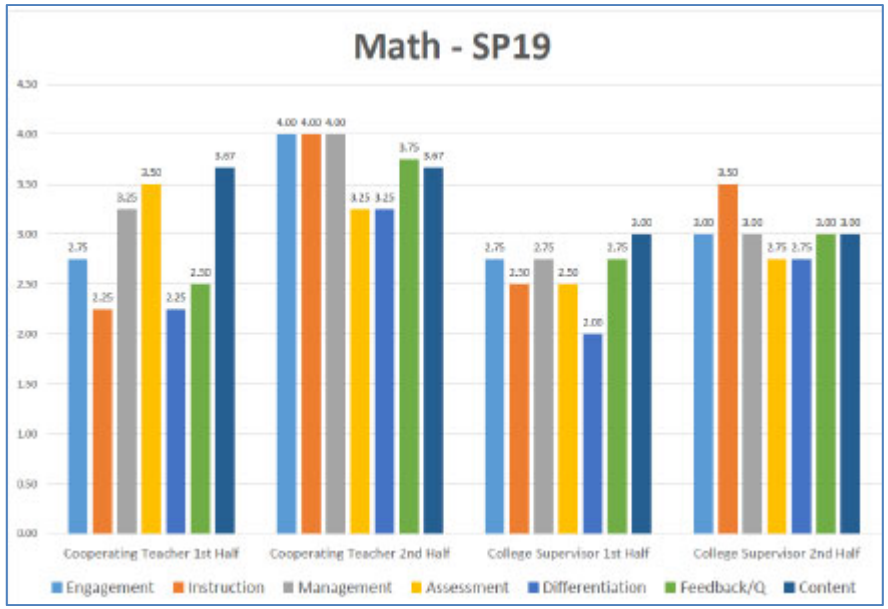


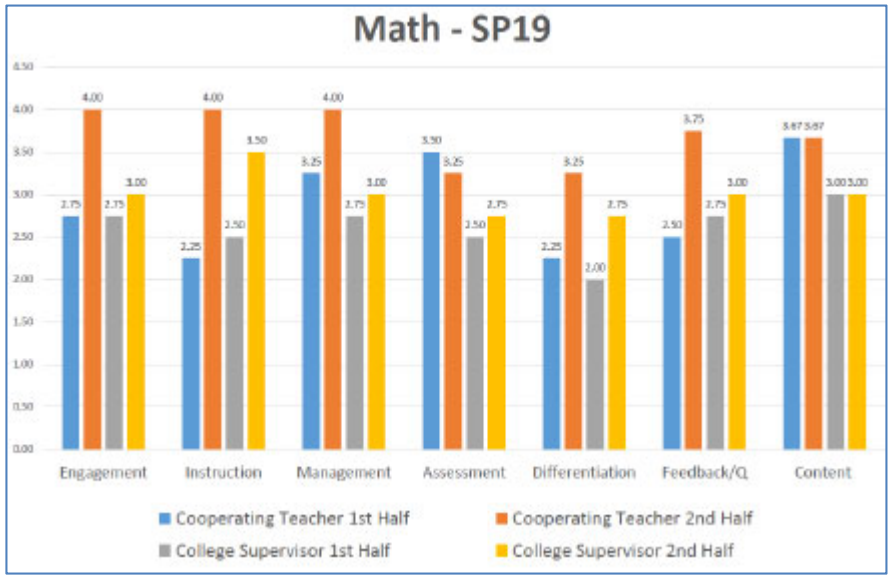
#	Answer	%	Count
1	Yes	100.00%	22
2	No	0.00%	0
	Total	100%	22

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

3. Data collected from College Supervisor observation feedback forms used in Spring 2019.





PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

1. APPR (50%) averaged across all programs and weighted by number of completers.

SUMMATIVE RATING

Each Annual Program Performance Report shall receive a summative rating between 1.0 and 4.0. The summative rating is computed by calculating the average of all performance levels. If the program is eligible for the bonus metric, the score is weighted as 20 percent of the total score.

OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	**PERFORMANCE LEVEL**
Placement Rate	4
Retention Rate	--
Student Performance on Statewide Assessments	3
Student Performance by Subgroups	1
Teacher Evaluation Results	3
Critical Teacher Shortage	--
SUMMATIVE RATING = 2.8	

2. Site Visit (30%) averaged across all four quality areas

Inspection judgments

Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1 is inadequate.

Daytona State College

	BSED	EPI
Quality of selection for teacher candidates	2	2
Quality of content knowledge and teaching methods	3	2
Quality of clinical placement, feedback, and candidate performance	2	2
Quality of program performance management	2	2

PLO4: Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management. *Target: 2.4 to 3.5 on the Continued Approval Summative Scores (CASS) approval rating for continue program approval.*

Assessment Results

3. Evidence of Improvement (20%) (Scale: evidence or no evidence)

Rated 4 for evidence of improvement by the Florida Department of Education.

Final CASS Score:

(2.8 x .5) + (2.25 x .3) + (4 x .2) =

1.4 + .675 + .8 = ***2.875*** final score for BSED in Secondary Mathematics

PLO4: Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management. *Target: 2.4 to 3.5 on the Continued Approval Summative Scores (CASS) approval rating for continue program approval. .*

Program Learning Outcomes

BS in Education – Secondary Biology Education #6224

1. Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession.
2. Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator.
3. Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship.
4. Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management.

Assessment Results

1. For the 2018-19 academic year, there were no BSED in Secondary Biology Education majors admitted to the program.
2. The following table shows the changes in demographic trends of students enrolled in the BSED Secondary Biology Education 6-12 program:

ASSESSMENT DAY SUMMARY

College of Arts and Sciences
School of Education
Program Bachelor of Science in Education - Secondary Biology #622400
Date of Review 1/18/2019

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	DSC Average (17-18)
Average Age	30	26	31	35	27
Female/Male	71%/29%	75%/25%	75%/25%	100%/0%	58%/39%
Ethnicity					
American Indian / Alaska Native					
Asian					
Black or African American					14%
Hispanic		25%	25%	50%	19%
Native Hawaiian / Pacific Islander					
Two or More Races					3%
White	100%	75%	75%	50%	59%

	2014-2015	2015-2016	2016-2017	2017-2018	Target(17-18)	New Target(18-19)
Headcount	7	4	4	2		
Graduates	3	5	2	1		
Graduation Rate (150%)	60% (FA12)	100% (FA13)	--	100% (FA15)	+5%	
Graduation Rate (200%)	80% (FA12)	100% (FA13)	--	100% (FA15)	+5%	
Retention Rate (Retained by Program)	100% (FA13)	50% (FA14)	100% (FA15)	100% (FA16)	+5%	
Job Placement	100%(12/13)	100%(13/14)	100%(14/15)	100% (15/16)	+5%	
Average Annual Salary		$**,***	$**,***	$**,***		

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession. *Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% or the students enrolled in prerequisite course EDF1005 will pass the General Knowledge Test of Skills Essay assignment with a grade of 80% or higher.*

Assessment Results

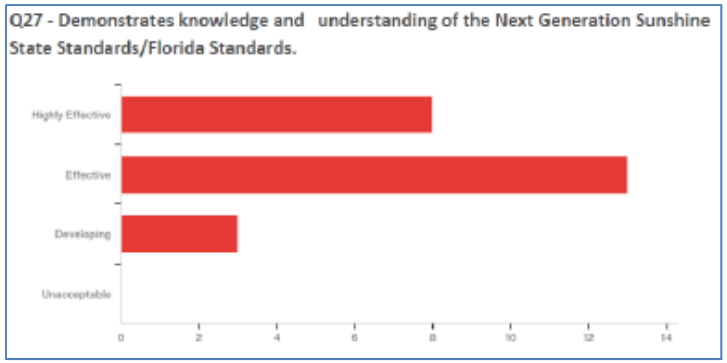
3. In EDF1005 Fall A 2018, Section 101A, 36/36 (100%) students earned 100% on the GKT Essay assignment. In EDF1005 Spring A 2019, Section 101A, 27/28 (96%) earned 100% on the GKT Essay assignment.

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession. *Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% or the students enrolled in prerequisite course EDF1005 will pass the General Knowledge Test of Skills Essay assignment with a grade of 80% or higher.*

Assessment Results

1. FTCE Data from Subject Area Exam Secondary Biology Education 6-12 taken by Senior Interns: There were no Secondary Biology majors in 2017-18 or 2018-19 resulting in no SAE results.

2. Employer Satisfaction Survey data specific to content knowledge



#	Answer	%	Count
1	Highly Effective	33.33%	8
2	Effective	54.17%	13
3	Developing	12.50%	3
4	Unacceptable	0.00%	0
	Total	100%	24

88% (21/24) of the graduates were effective/high effective at demonstrating content knowledge of the standards and the number of graduates listed as "developing" decreased from 9 in 2017-18 to 3 in 2018-19.

PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator.
Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge and teaching methods and skills (assessment, differentiation, classroom management, academic feedback and questioning, and connections to practice) needed to be an effective educator.

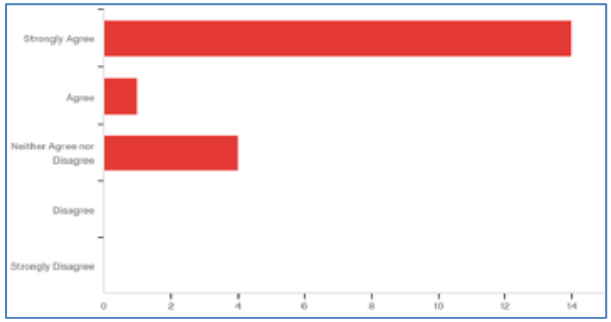
Assessment Results

3. In the 2019 Annual Program Performance Report (APPR) for the BSED in Secondary Biology Education 6-12 compiled by the Florida Department of Education, graduates of the program in years 2013-14, 2014-15, 2015-16 earned a performance level of “Not applicable” in the category of “Student Performance on Statewide Assessments”.

PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator. *Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge (Math) and teaching methods and skills (assessment, differentiation, classroom management, academic feedback and questioning, and connections to practice) needed to be an effective educator.*

Assessment Results

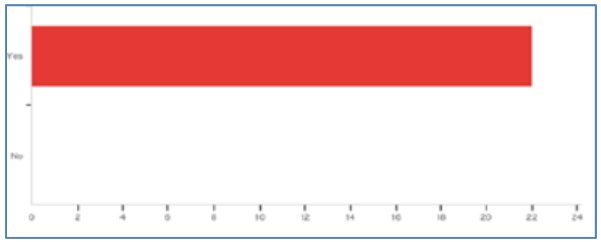
1. Fall 2018 administration survey results of college supervisors.
   - The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	73.68%	14
2	Agree	5.26%	1
3	Neither Agree nor Disagree	21.05%	4
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	19

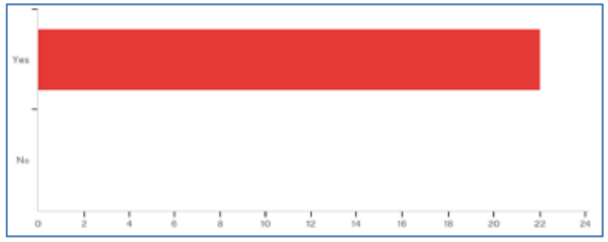
2. Fall 2018 Senior intern survey results of college supervisors.

Q38 -Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	100.00%	22
2	No	0.00%	0
	Total	100%	22

Q39 - Did your College Supervisor provide specific feedback focused on student learning?

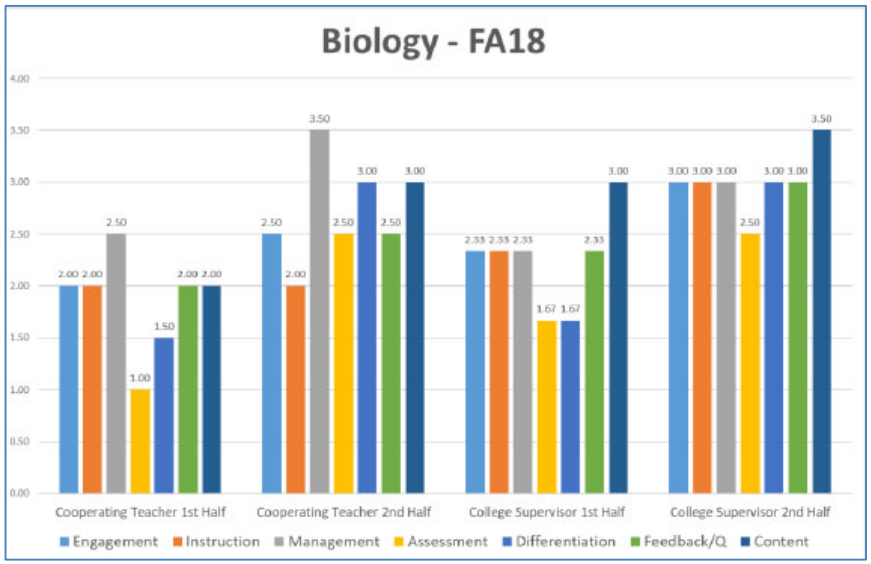


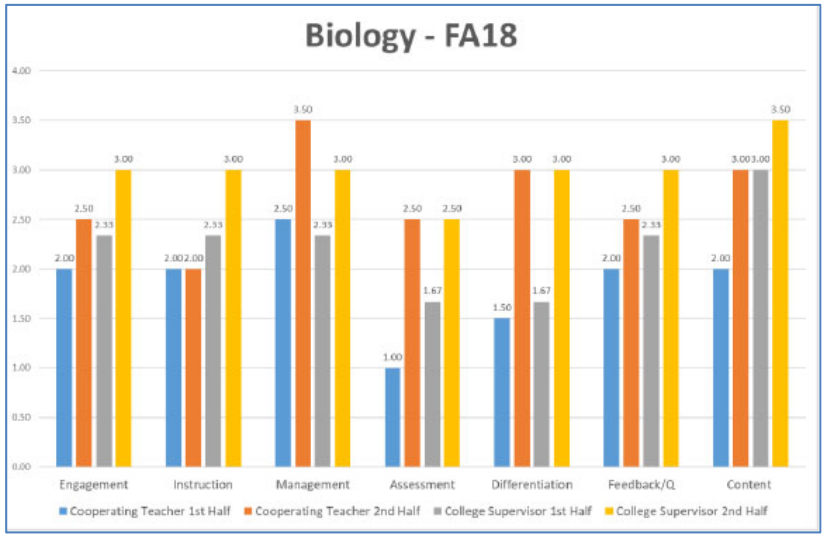
#	Answer	%	Count
1	Yes	100.00%	22
2	No	0.00%	0
	Total	100%	22

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

3. Data disaggregated from Fall 2018 feedback forms used by College Supervisors during Senior Intern observations of Biology majors: There were no Secondary Science majors in Senior Internship during Spring of 2019.





PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

1. APPR (50%) averaged across all programs and weighted by number of completers.

SUMMATIVE RATING

Each Annual Program Performance Report shall receive a summative rating between 1.0 and 4.0. The summative rating is computed by calculating the average of all performance levels. If the program is eligible for the bonus metric, the score is weighted as 20 percent of the total score.

OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	**PERFORMANCE LEVEL**
Placement Rate	4
Retention Rate	3
Student Performance on Statewide Assessments	--
Student Performance by Subgroups	--
Teacher Evaluation Results	3
Critical Teacher Shortage	4
SUMMATIVE RATING = 3.5	

2. Site Visit (30%) averaged across all four quality areas

Inspection judgments

Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1 is inadequate.

Daytona State College

	BSED	EPI
Quality of selection for teacher candidates	2	2
Quality of content knowledge and teaching methods	3	2
Quality of clinical placement, feedback, and candidate performance	2	2
Quality of program performance management	2	2

PLO4: Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management. *Target: 2.4 to 3.5 on the Continued Approval Summative Scores (CASS) approval rating for continue program approval.*

Assessment Results

3. Evidence of Improvement (20%) (Scale: evidence or no evidence)

Rated 4 for evidence of improvement by the Florida Department of Education.

Final CASS Score:
(3.5 x .5) + (2.25 x .3) + (4 x .2) =

1.75 + .675 + .8 = ***3.225*** final score for BSED in Secondary Biology which is in the range for program approval. *Note: All Secondary Science programs are given the same score regardless of the program numbers.*

PLO4: Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management. *Target: 2.4 to 3.5 on the Continued Approval Summative Scores (CASS) approval rating for continue program approval.*

Program Learning Outcomes

Secondary Physics Education #6225

1. Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession.
2. Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator.
3. Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship.
4. Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management.

Assessment Results

1. GPA of student admitted to BSED in Secondary Physics Education program in 2017-18: For the 2018-19, there were no BSED in Secondary Physics Education admitted to the program.
2. The following table shows the changes in demographic trends of students enrolled in the BSED Secondary Physics Education 6-12 program:

ASSESSMENT DAY SUMMARY

College of Arts and Sciences
School of Education
Program Bachelor of Science in Education - Secondary Physics #622500
Date of Review 1/18/2019

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	DSC Average (17-18)
Average Age					27
Female/Male					58%/39%
Ethnicity					
American Indian / Alaska Native					
Asian					
Black or African American					14%
Hispanic					19%
Native Hawaiian / Pacific Islander					
Two or More Races					3%
White					59%

	2014-2015	2015-2016	2016-2017	2017-2018	Target(17-18)	New Target(18-19)
Headcount	No Enrollment	-	No Enrollment	No Enrollment		
Graduates		1				
Graduation Rate (150%)		-				
Graduation Rate (200%)		-				
Retention Rate (Retained by Program or DSC)		-				
Job Placement		-				
Average Annual Salary		-				

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession. *Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% or the students enrolled in prerequisite course EDF1005 will pass the General Knowledge Test of Skills Essay assignment with a grade of 80% or higher.*

Assessment Results

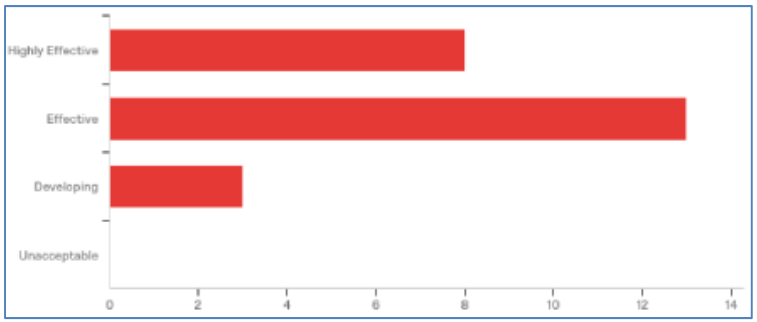
3. In EDF1005 Fall A 2018, Section 101A, 36/36 (100%) students earned 100% on the GKT Essay assignment. In EDF1005 Spring A 2019, Section 101A, 27/28 (96%) earned 100% on the GKT Essay assignment.

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession. *Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% or the students enrolled in prerequisite course EDF1005 will pass the General Knowledge Test of Skills Essay assignment with a grade of 80% or higher.*

Assessment Results

1. FTCE Data from Subject Area Exam Secondary Physics Education 6-12 taken by Senior Interns: There have not been any Secondary Physics majors admitted into the program.

2. Employer Satisfaction Survey data specific to content knowledge



#	Answer	%	Count
1	Highly Effective	33.33%	8
2	Effective	54.17%	13
3	Developing	12.50%	3
4	Unacceptable	0.00%	0
	Total	100%	24

88% (21/24) of the graduates were effective/high effective at demonstrating content knowledge of the standards and the number of graduates listed as "developing" decreased from 9 in 2017-18 to 3 in 2018-19.

PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator.
Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge and teaching methods and skills (assessment, differentiation, classroom management, academic feedback and questioning, and connections to practice) needed to be an effective educator.

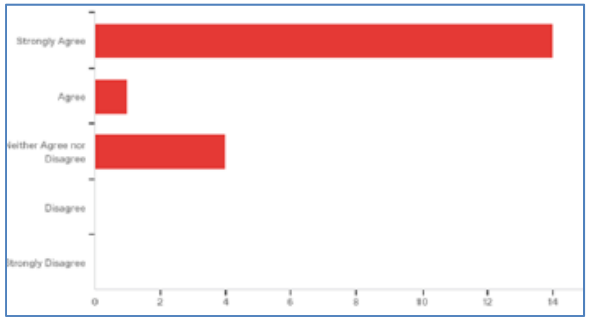
Assessment Results

3. In the 2018 Annual Program Performance Report (APPR) for the BSED in Secondary Physics Education 6-12 compiled by the Florida Department of Education, graduates of the program in years 2013-14, 2014-15, 2015-16 earned a performance level of “Not applicable” in the category of “Student Performance on Statewide Assessments”.

PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator. *Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge (Math) and teaching methods and skills (assessment, differentiation, classroom management, academic feedback and questioning, and connections to practice) needed to be an effective educator.*

Assessment Results

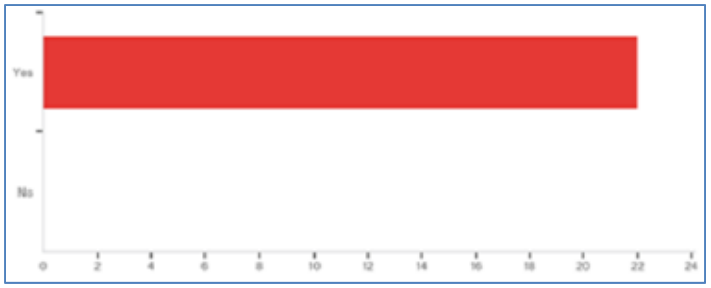
1. Fall 2018 administration survey results of college supervisors.
   - The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	73.68%	14
2	Agree	5.26%	1
3	Neither Agree nor Disagree	21.06%	4
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	19

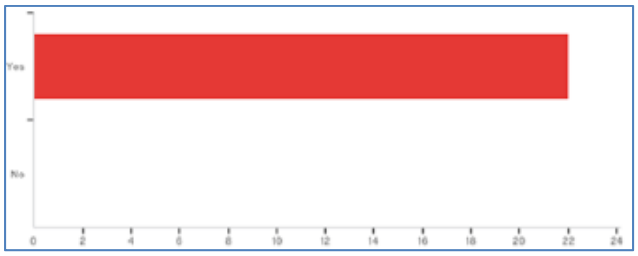
2. Fall 2018 Senior intern survey results of college supervisors.

Q38 -Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	100.00%	22
2	No	0.00%	0
	Total	100%	22

Q39 - Did your College Supervisor provide specific feedback focused on student learning?



#	Answer	%	Count
1	Yes	100.00%	22
2	No	0.00%	0
	Total	100%	22

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

3. Data collected from College Supervisor observation feedback forms: There were no Fall 2018 or Spring 2019 Secondary Physics majors in Senior Internship

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

1. APPR (50%) averaged across all programs and weighted by number of completers.

SUMMATIVE RATING

Each Annual Program Performance Report shall receive a summative rating between 1.0 and 4.0. The summative rating is computed by calculating the average of all performance levels. If the program is eligible for the bonus metric, the score is weighted as 20 percent of the total score.

OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	**PERFORMANCE LEVEL**
Placement Rate	4
Retention Rate	3
Student Performance on Statewide Assessments	--
Student Performance by Subgroups	--
Teacher Evaluation Results	3
Critical Teacher Shortage	4
SUMMATIVE RATING = 3.5	

2. Site Visit (30%) averaged across all four quality areas

Inspection judgments

Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1is inadequate.

Daytona State College

	BSED	EPI
Quality of selection for teacher candidates	2	2
Quality of content knowledge and teaching methods	3	2
Quality of clinical placement, feedback, and candidate performance	2	2
Quality of program performance management	2	2

PLO4: Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management. *Target: 2.4 to 3.5 on the Continued Approval Summative Scores (CASS) approval rating for continue program approval.*

Assessment Results

3. Evidence of Improvement (20%) (Scale: evidence or no evidence)

Rated 4 for evidence of improvement by the Florida Department of Education.

Final CASS Score:
(3.5 x .5) + (2.25 x .3) + (4 x .2) =

1.75 + .675 + .8 = ***3.225*** final score for BSED in Secondary Physics which is in the range for program approval. *Note: All Secondary Science programs are given the same score regardless of the program numbers.*

PLO4: Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management. *Target: 2.4 to 3.5 on the Continued Approval Summative Scores (CASS) approval rating for continue program approval.*

Program Learning Outcomes

Chemistry Science Education #6226

1. Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession.
2. Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator.
3. Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship.
4. Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management.

Assessment Results

1. GPA of student admitted to BSED in Secondary Chemistry Education program: For the 2018-19 academic year, there was one BSED in Secondary Chemistry Education major admitted to the program. The student GPA was 2.8, which met the minimum GPA of 2.5 but did not achieve 3.0 or higher.
2. Total number of minority students enrolled in courses in BSED in Secondary Chemistry Education program in 2018-19

ASSESSMENT DAY SUMMARY

College of Arts and Sciences
School of Education
Program Bachelor of Science in Education - Secondary Chemistry #622600
Date of Review 1/18/2019

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	DSC Average (18-19)
Average Age	40	41	35	32	27
Female/Male	0%/100%	0%/100%	33%/67%	50%/50%	58%/39%
Ethnicity					
American Indian / Alaska Native					
Asian					
Black or African American					14%
Hispanic					19%
Native Hawaiian / Pacific Islander					
Two or More Races					3%
White	100%	100%	100%	100%	59%

	2014-2015	2015-2016	2016-2017	2017-2018	Target(17-18)	New Target(18-19)
Headcount	2	1	3	2		
Graduates	6	14	1	2		
Graduation Rate (150%)		-	100%(FA14)		Maintain	
Graduation Rate (200%)		-	100%(FA14)		Maintain	
Retention Rate (Retained by Program)		100%(FA14)	-	100% (FA16)	-	
Job Placement		-	-	-		
Average Annual Salary		-	-	-		

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession. *Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% or the students enrolled in prerequisite course EDF1005 will pass the General Knowledge Test of Skills Essay assignment with a grade of 80% or higher.*

Assessment Results

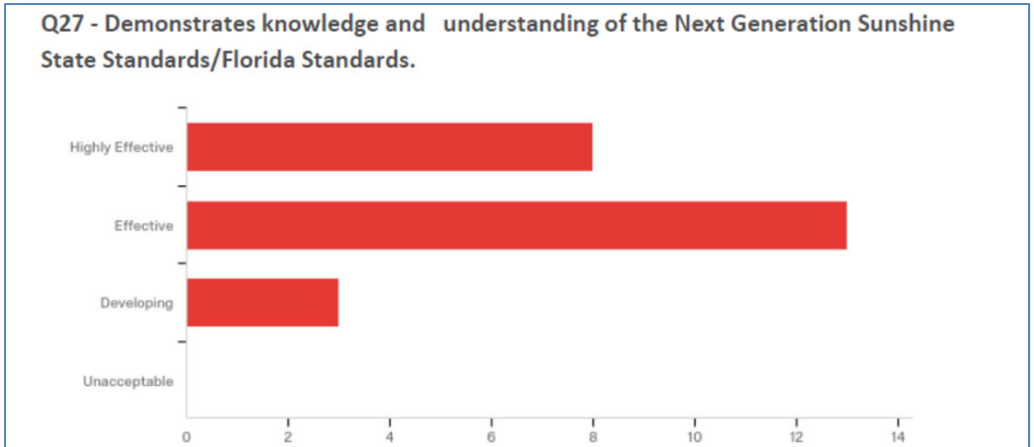
3. General Knowledge Test of Skills Essay assignment grade in EDF1005 for students enrolled in Fall 2018 and Spring 2019: In EDF1005 Fall A 2018, Section 101A, 36/36 (100%) students earned 100% on the GKT Essay assignment. In EDF1005 Spring A 2019, Section 101A, 27/28 (96%) earned 100% on the GKT Essay assignment.

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession. *Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% or the students enrolled in prerequisite course EDF1005 will pass the General Knowledge Test of Skills Essay assignment with a grade of 80% or higher.*

Assessment Results

1. FTCE Data from Subject Area Exam Secondary Chemistry: There were no Secondary Chemistry majors entering Senior Internship in 2018-19 resulting in no SAE results.

2. Employer Satisfaction Survey data specific to content knowledge



#	Answer	%	Count
1	Highly Effective	33.33%	8
2	Effective	54.17%	13
3	Developing	12.50%	3
4	Unacceptable	0.00%	0
	Total	100%	24

88% (21/24) of the graduates were effective/high effective at demonstrating content knowledge of the standards and the number of graduates listed as “developing” decreased from 9 in 2017-18 to 3 in 2018-19.

PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator.
Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge and teaching methods and skills (assessment, differentiation, classroom management, academic feedback and questioning, and connections to practice) needed to be an effective educator.

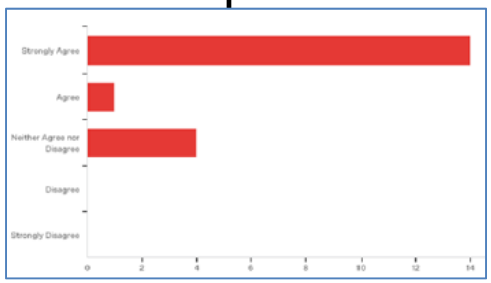
Assessment Results

3. In the 2019 Annual Program Performance Report (APPR) for the BSED in Secondary Chemistry Education 6-12 compiled by the Florida Department of Education, graduates of the program in years 2013-14, 2014-15, 2015-16 earned a performance level of “Not applicable” in the category of “Student Performance on Statewide Assessments”.

PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator. *Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge (Math) and teaching methods and skills (assessment, differentiation, classroom management, academic feedback and questioning, and connections to practice) needed to be an effective educator.*

Assessment Results

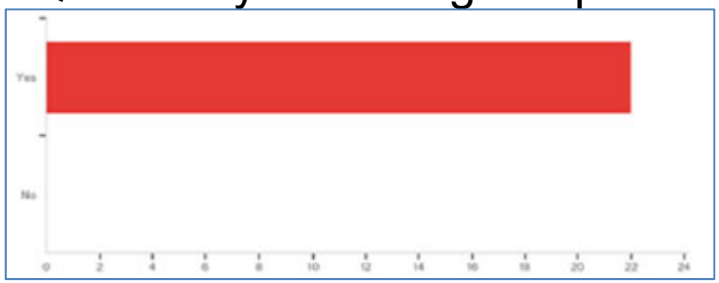
1. Fall 2018 administration survey results of college supervisors.
   - The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	73.68%	14
2	Agree	5.26%	1
3	Neither Agree nor Disagree	21.06%	4
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	19

2. Fall 2018 Senior intern survey results of college supervisors.

Q38 -Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	100.00%	22
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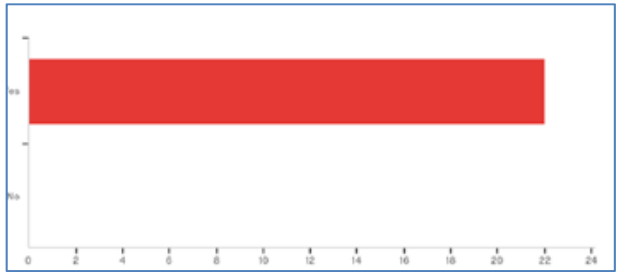
	Total	100%	22

Q39 - Did your College Supervisor provide specific feedback focused on student learning?



#	Answer	%	Count
1	Yes	100.00%	22
2	No	0.00%	0
	Total	100%	22

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

3. Data collected from College Supervisor observation feedback forms: There were no Fall 2018 or Spring 2019 Secondary Chemistry majors in Senior Internship.

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

1. APPR (50%) averaged across all programs and weighted by number of completers.

SUMMATIVE RATING

Each Annual Program Performance Report shall receive a summative rating between 1.0 and 4.0. The summative rating is computed by calculating the average of all performance levels. If the program is eligible for the bonus metric, the score is weighted as 20 percent of the total score.

OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	**PERFORMANCE LEVEL**
Placement Rate	4
Retention Rate	3
Student Performance on Statewide Assessments	--
Student Performance by Subgroups	--
Teacher Evaluation Results	3
Critical Teacher Shortage	4
SUMMATIVE RATING = 3.5	

2. Site Visit (30%) averaged across all four quality areas

Inspection judgments

Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1is inadequate.

Daytona State College

	BSED	EPI
Quality of selection for teacher candidates	2	2
Quality of content knowledge and teaching methods	3	2
Quality of clinical placement, feedback, and candidate performance	2	2
Quality of program performance management	2	2

PLO4: Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management. *Target: 2.4 to 3.5 on the Continued Approval Summative Scores (CASS) approval rating for continue program approval.*

Assessment Results

3. Evidence of Improvement (20%) (Scale: evidence or no evidence)

Rated 4 for evidence of improvement by the Florida Department of Education.

Final CASS Score:
(3.5 x .5) + (2.25 x .3) + (4 x .2) =

1.75 + .675 + .8 = ***3.225*** final score for BSED in Secondary Chemistry which is in the range for program approval. *Note: All Secondary Science programs are given the same score regardless of the program numbers.*

PLO4: Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management. *Target: 2.4 to 3.5 on the Continued Approval Summative Scores (CASS) approval rating for continue program approval.*

Program Learning Outcomes

BS in Education – Secondary Earth-Space Education #6227

1. Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession.
2. Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator.
3. Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship.
4. Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management.

Assessment Results

1. GPA of student admitted to BSED in Secondary Earth-Space Education program in 2018-19: For the 2018-19, there were no BSED in Secondary Earth-Space majors admitted to the program.
2. The following table shows the changes in demographic trends of students enrolled in the BSED Secondary Earth-Space Education 6-12 program

ASSESSMENT DAY SUMMARY

College of Arts and Sciences
School of Education
Program Bachelor of Science in Education - Secondary Earth/Space Science #622700
Date of Review 1/18/2019

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	DSC Average (17-18)
Average Age	35	34	35	33	27
Female/Male	50%/50%	75%/25%	67%/3%	100%/0%	58%/39%
Ethnicity					
American Indian / Alaska Native					
Asian					
Black or African American					14%
Hispanic					19%
Native Hawaiian / Pacific Islander					
Two or More Races					3%
White	100%	100%	100%	100%	59%

	2014-2015	2015-2016	2016-2017	2017-2018	Target(17-18)	New Target(18-19)
Headcount	1	4	3	2		
Graduates	80	72	1	2		
Graduation Rate (150%)		-	100% (FA14)	100% (FA15)	Maintain	
Graduation Rate (200%)		-	100% (FA14)	100% (FA15)	Maintain	
Retention Rate (Retained by Program)	100%(FA13)	100%(FA14)	100%(FA15)	100% (FA16)	Maintain	
Job Placement	100%(12/13)	-	-	-		
Average Annual Salary		-	-	-		

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession. *Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% or the students enrolled in prerequisite course EDF1005 will pass the General Knowledge Test of Skills Essay assignment with a grade of 80% or higher.*

Assessment Results

3. General Knowledge Test of Skills Essay assignment grade in EDF1005 for students enrolled in Fall 2018 and Spring 2019: In EDF1005 Fall A 2018, Section 101A, 36/36 (100%) students earned 100% on the GKT Essay assignment. In EDF1005 Spring A 2019, Section 101A, 27/28 (96%) earned 100% on the GKT Essay assignment.

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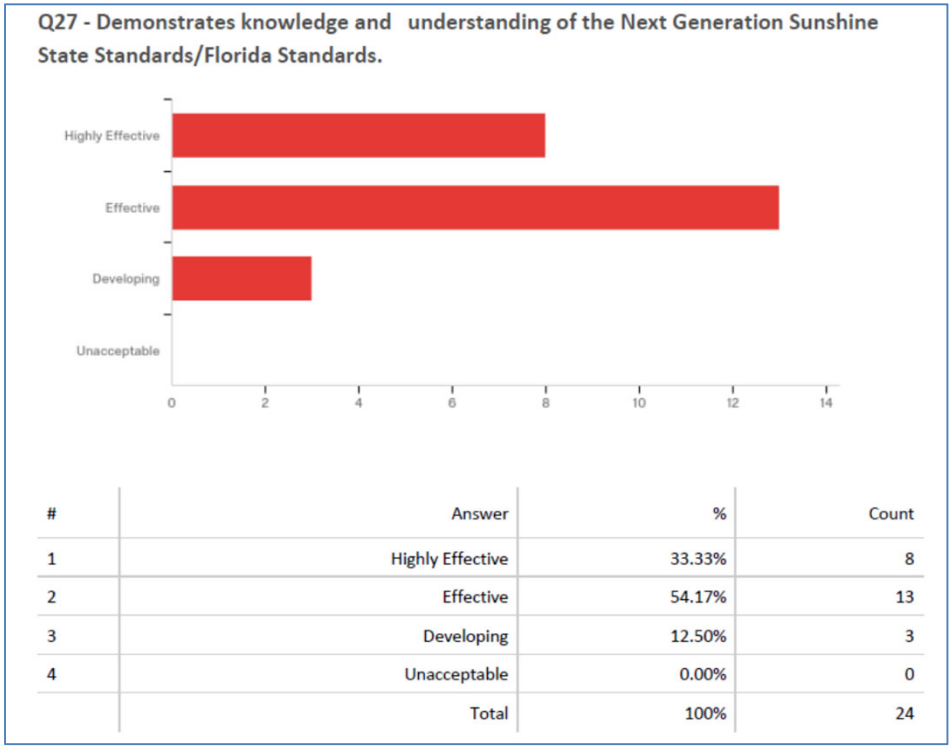
Assessment Results

1. FTCE Data from Subject Area Exam Secondary Earth-Space: *There were no Secondary Earth-Space majors in 2018-19 resulting in no SAE results*

2. Employer Satisfaction Survey data specific to content knowledge



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Assessment Results

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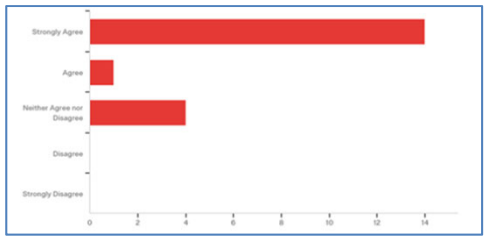

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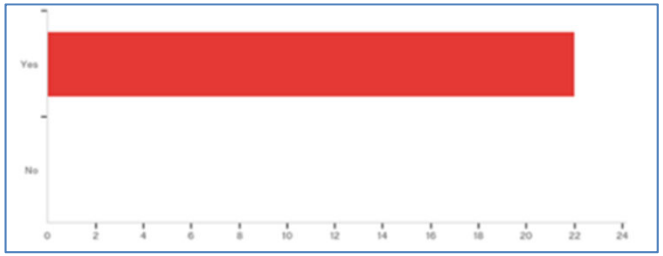

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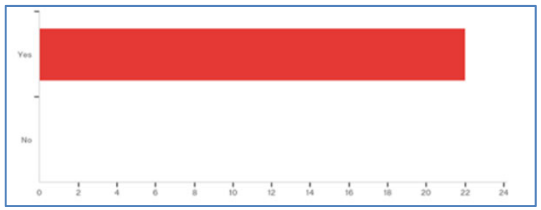

#	Answer	%	Count
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	Total	100%	22

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

3. Data collected from College Supervisor observation feedback forms: There were no Earth-Space majors in Senior Internship during Fall 2018 or Spring 2019.

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

1. APPR (50%) averaged across all programs and weighted by number of completers.

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Daytona State College

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Quality of program performance management	2	2

PLO4: Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management. *Target: 2.4 to 3.5 on the Continued Approval Summative Scores (CASS) approval rating for continue program approval. .*

Assessment Results

3. Evidence of Improvement (20%) (Scale: evidence or no evidence)

Rated 4 for evidence of improvement by the Florida Department of Education.

Final CASS Score:
(3.5 x .5) + (2.25 x .3) + (4 x .2) =

1.75 + .675 + .8 = ***3.225*** final score for BSED in Secondary Earth-Space which is in the range for program approval. *Note: All Secondary Science programs are given the same score regardless of the program numbers.*

PLO4: Continually use data to improve the quality of teacher preparation and outcomes for all teacher candidates through program performance management. *Target: 2.4 to 3.5 on the Continued Approval Summative Scores (CASS) approval rating for continue program approval. .*

Assessment Data 2017-2018 and 2018-2019: Programs and Institutional Learning Outcomes

Program	Critical/ Creative Thinking		Communication		Cultural Literacy		Information and Technical Literacy	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
6221 - Bachelor of Science in Education - Elementary Education	64.51%-100%	80%-93%	81%-90%	81%-95%	78.85%-100%	70.58%-97.73%	59%-100%	69%-92%
6222 - Bachelor of Science in Education - Exceptional Education	64.51%-100%	67%-93%	81%-90%	81%-95%	78.85%-100%	70.58%-100%	59%-100%	69%-97%
6223 - Bachelor of Science in Education - Secondary Mathematics Education	50%-100%	50%-100%	50%-94%	80%-100%	78.85%-100%	70.85%-100%	59%-100%	47%-97%
6224 - Bachelor of Science in Education - Secondary Biology Education	50%-100%	50%-100%	50%-94%	80%-100%	78.85%-100%	70.58%-100%	59%-100%	47%-97%
6225 - Bachelor of Science in Education - Secondary Physics Education	50%-100%	50%-100%	50%-94%	80%-100%	78.85%-100%	70.58%-100%	59%-100%	47%-97%
6226 - Bachelor of Science in Education - Secondary Chemistry Education	50%-100%	50%-100%	50%-94%	80%-100%	78.85%-100%	70.58%-100%	59%-100%	47%-97%
6227 - Bachelor of Science in Education - Secondary Earth/Space Science Education	50%-100%	50%-100%	50%-94%	80%-100%	78.85%-100%	70.58%-100%	59%-100%	47%-97%

Headcount by Major

Major	2015-2016	2016-2017	2017-2018	2018-2019
6221 - BS-Elementary Education	127	119	114	108
6222 - BS-Exceptional Education	32	19	20	15
6223 - BS-Secondary Math Education	12	11	11	10
6224 - BS-Secondary Biology Education	4	4	2	1
6225- Secondary Physics Education				1
6226 - BS-Secondary Chem. Education	1	3	2	1
6227 - BS-Sec. Earth/Space Science	4	3	2	
8008 - EPI	59	54	47	30
Total	236	213	198	166

Source: IR Program Assessment Data

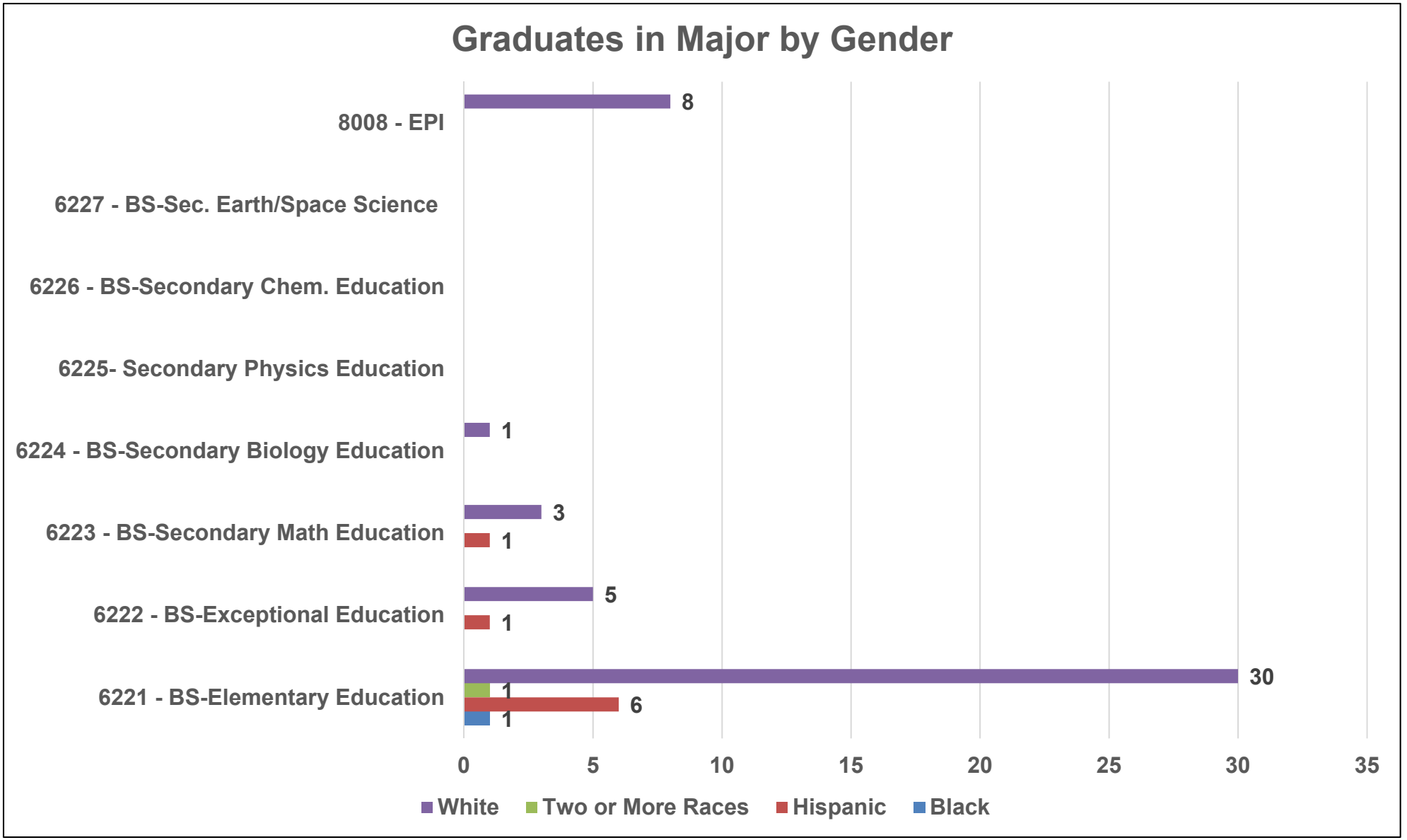
Students are duplicated across programs, unduplicated in the total.

Graduates in Major

Major	2015-2016	2016-2017	2017-2018	2018-2019
6221 - BS-Elementary Education	37	33	39	38
6222 - BS-Exceptional Education	14	4	7	6
6223 - BS-Secondary Math Education	1	2		4
6224 - BS-Secondary Biology Education	5	2	1	1
6225- Secondary Physics Education	1			
6226 - BS-Secondary Chem. Education	14	1	2	
6227 - BS-Sec. Earth/Space Science	72	1	2	
8008 - EPI	37	16	12	8
Total	14	59	63	57

Blank cells or missing years indicate no graduates.

Source: IR Program Assessment Data



Source: IR Program Assessment Data

Graduation Rates

Major	Fall Cohort Year	# in Cohort	150% Graduates	150% Graduation Rate	200% Graduates	200% Graduation Rate
6221- Elementary Education	2013	15	11	73.3%	12	80.0%
	2014	29	17	58.6%	21	72.4%
	2015 –200% In progress	16	13	81.3%	13	81.3%
	2016 – In progress	33	29	87.9%	29	87.9%
6222- Exceptional Education	2013	7	4	57.1%	4	57.1%
	2014	11	9	81.8%	9	81.8%
	2015 – 200% In progress	3	3	100%	3	100%
	2016 – In progress	4	3	75%	3	75%
6223- Secondary Math Education	2013	3	1	33.3%	1	33.3%
	2014	0				
	2015 – 200% In progress	4	3	75%	3	75%
	2016 – In progress	3	1	33.3%	1	33.3%
6224- Secondary Biology Education	2013	1	1	100%	1	100%
	2014	0				
	2015 –200% In progress	1	1	100%	1	100%
	2016 – In progress	0				
6226 - BS-Secondary Chemistry Ed.	2014	1	1	100%	1	100%
	2015 – 200% In Progress	0				
	2016 –In Progress	2	2	100%	2	100%
6227 - BS-Sec. Earth/Space Science	2013	0				
	2014	1	1	100%	1	100%
	2015 – 200% In progress	1	1	100%	1	100%
	2016 – In progress	0				
8008- EPI	2015	19	2	10.5%	2	10.5%
	2016	18	4	22.2%	7	38.9%
	2017 – 200% In Progress	13	1	7.7%	1	7.7%
	2018 – In Progress	11	2	18.2%	2	18.2%

Less than College average (150%- 58.3%, 200%- 66.1%)
Fall terms include prior Summer term enrollment in major.
Graduation within 200% time includes graduates within 150% time.

Source: IR Program Assessment Data

Graduation Rates by Race /Ethnicity (1 of 2)

Major	Fall Cohort Year	Race/Ethnicity	# in Cohort	Graduated within 150% Time	150% Graduation Rate	Graduated within 200% Time	200% Graduation Rate
622100 - Elementary Education B.S.	2013	Black	1	0	0%	0	0%
		White	14	11	78.6%	12	85.7%
	2014	Hispanic	3	0	0%	1	33.3%
		Two or More Races	2	0	0%	1	50%
		White	24	17	70.8%	19	79.2%
	2015	Asian	1	1	100%	1	100%
		Two or More Races	1	1	100%	1	100%
		White	14	11	78.6	11	78.6%
	2016	Black	1	1	100%	1	100%
		Hispanic	2	2	100%	2	100%
		Two or More Races	1	1	100%	1	100%
		White	29	25	86.2%	25	86.2%
622200 - Exceptional Student Ed. B.S.	2013	White	7	4	57.1%	4	57.1%
	2014	Black	1	1	100%	1	100%
		White	10	8	80%	8	80%
	2015	White	3	3	100%	3	100%
	2016	White	4	3	75%	3	75%
622300 - Secondary Mathematics Ed. B.S.	2012	White	2	2	100%	2	100%
	2013	Hispanic	1	0	0%	0	0%
		White	2	1	50%	1	50%
	2015	White	4	3	75%	3	75%
	2016	White	3	1	33.3%	1	33.3%

College average (150%- 58.3%, 200%- 66.1%)

Fall Cohort Year includes prior Summer term enrollment in major.

Graduation within 200% time includes graduates within 150% time.

Source: IR Program Assessment Data

Graduation Rates by Race /Ethnicity (2 of 2)

Major	Fall Cohort Year	Race/Ethnicity	# in Cohort	Graduated within 150% Time	150% Graduation Rate	Graduated within 200% Time	200% Graduation Rate
622400 - Secondary Biology Ed. B.S.	2012	White	5	3	60%	4	80%
	2013	White	1	1	100%	1	100%
	2015	White	1	1	100%	1	100%
	2016						
622600 - Secondary Chemistry Ed. B.S.	2014	White	1	1	100%	1	100%
	2016	White	2	2	100%	2	100%
622700 - Secondary Earth/Space Ed. B.S.	2012	White	1	1	100%	1	100%
	2014	White	1	1	100%	1	100%
	2015	White	1	1	100%	1	100%
	2016						
800800 - Educator Preparation Institute	2015	Black	3	0	0%	0	0%
		Hispanic	2	0	0%	0	0%
		White	14	2	14.3%	2	14.3%
	2016	Black	1	0	0%	0	0%
		Hispanic	3	1	33.3%	2	66.7%
		White	14	3	21.4%	5	35.7%
	2017	Hispanic	1	0	0%	0	0%
		White	12	1	8.3%	1	8.3%
	2018	Asian	3	0	0%	0	0%
		White	8	2	25%	2	25%

College average (150%- 58.3%, 200%- 66.1%)

Fall Cohort Year includes prior Summer term enrollment in major.

Graduation within 200% time includes graduates within 150% time.

Source: IR Program Assessment Data

Graduation Rates by Gender (1 of 2)

Major	Fall Cohort Year	Race/Ethnicity	# in Cohort	Graduated within 150% Time	150% Graduation Rate	Graduated within 200% Time	200% Graduation Rate
622100 - Elementary Education B.S.	2014	Female	27	16	59%	19	70%
		Male	2	1	50%	2	100%
	2015– 200% in progress	Female	13	10	77%	10	77%
		Male	3	3	100%	3	100%
	2016 – In progress	Female	31	31	90%	28	90%
		Male	2	2	50%	1	50%
622200 - Exceptional Student Ed. B.S.	2014	Female	6	5	83%	5	83%
		Male	5	4	80%	4	80%
	2015 – 200% in progress	Female	2	2	100%	2	100%
		Male	1	1	100%	1	100%
	2016 – In progress	Female	3	2	67%	2	67%
		Male	1	1	100%	1	100%
622300 - Secondary Mathematics Ed. B.S.	2015 – 200% in progress	Female	3	2	67%	2	67%
		Male	1	1	100%	1	100%
	2016 – In progress	Female	2	0	0%	0	0%
		Male	1	1	100%	1	100%
622400 - Secondary Biology Ed. B.S.	2015 – 200% in progress	Female	1	1	100%	1	100%

College average (150%- 58.3%, 200%- 66.1%)

Fall Cohort Year includes prior Summer term enrollment in major.

Graduation within 200% time includes graduates within 150% time.

Source: IR Program Assessment Data

Graduation Rates by Gender (2 of 2)

Major	Fall Cohort Year	Race/ Ethnicity	# in Cohort	Graduated within 150% Time	150% Graduation Rate	Graduated within 200% Time	200% Graduation Rate
622600 - Secondary Chemistry Ed. B.S.	2014	Male	1	1	100%	1	100%
	2016 – In progress	Female	1	1	100%	1	100%
		Male	1	1	100%	1	100%
622700 - Secondary Earth/Space Ed. B.S.	2014	Male	1	1	100%	1	100%
	2016 – In progress	Female	1	1	100%	1	100%
800800 - Educator Preparation Institute	2016	Female	10	4	40%	5	50%
		Male	8	0	0%	2	25%
	2017 – In progress	Female	10	1	10%	1	10%
		Male	3	0	0%	0	0%
	2018 – in progress	Female	9	2	22%	2	22%
		Male	2	0	0%	0	0%

College average (150%- 58.3%, 200%- 66.1%)

Fall Cohort Year includes prior Summer term enrollment in major.

Graduation within 200% time includes graduates within 150% time.

Source: IR Program Assessment Data

Persistence Rates

Major	FA to SP	Registered	Excluded	Persistence by DSC		Persistence by Program		Total Persistence
				N	%	N	%	
8008 - EPI	FA15 to SP16	39	1	0	0%	17	45%	45%
	FA16 to SP17	31	2	0	0%	16	53%	53%
	FA17 to SP18	34	1	0	0%	14	42%	42%
	FA18 to SP19	25	2	0	0%	13	56.5%	56.5%

By Race/Ethnicity

Major	Term	Race/Ethnicity	Registered	Exclusions	Adjusted Cohort	Persistence by Program	
						N	%
8008 - EPI	FA16 to SP17	Black	4	0	4	0	0%
		Hispanic	3	0	3	1	33%
		White	23	1	22	14	64%
	FA17 to SP18	Asian	1	0	1	0	0%
		Black	2	0	2	1	50%
		Hispanic	2	0	2	1	50%
		Two or More Races	1	0	1	0	0%
		White	27	1	26	11	42%
	FA18 to SP19	Asian	4	0	4	3	75%
		Hispanic	1	0	1	0	0%
		Two or More Races	1	0	1	0	0%
		White	19	2	17	10	58.8%

By Gender

Program and Cohort		Race/Ethnicity	Registered	Excluded	Persistence by DSC		Persistence by Program		Total Persistence
					N	%	N	%	%
8008 - EPI	FA18 to SP19	Female	20	2	0	0%	10	56.5%	56.5%
		Male	5	0	0	0%	3	60%	60%

Source: IR Program Assessment Data

Retention Rates

Major	Fall Term	Registered	Excluded	Retained by DSC		Retained by Program		Total Retained
				N	%	N	%	
6221 BS-Elementary Education	2014	124	54	3	4.29%	61	87.1%	91.4%
	2015	59	19	0	0%	25	62.5%	62.5%
	2016	81	31	0	0%	41	82%	82%
	2017	84	37	4	8.5%	39	83%	91.5%
6222 BS-Exceptional Education	2014	31	13	0	0%	15	83.3%	83.3%
	2015	12	8	0	0%	2	50%	50%
	2016	15	4	0	0%	8	73%	73%
	2017	14	7	0	0%	4	57.1%	57.1%
6223 BS-Secondary Math Ed.	2014	10	3	1	14.3%	5	71.4%	85.7%
	2015	8	3	0	0%	4	80%	80%
	2016	9	2	1	14%	5	71%	86%
	2017	9	1	0	0%	5	62.5%	62.5%
6224 BS-Secondary Biology Ed.	2014	6	4	0	0%	1	50%	50%
	2015	2	1	0	0%	1	100%	100%
	2016	3	2	0	0%	1	100%	100%
	2017	2	1	0	0%	1	100%	100%
6226 BS-Secondary Chemistry Ed.	2014	1	0	0	0%	1	100%	100%
	2015	0						
	2016	3	1	0	0%	2	100%	100%
	2017	2	2					
6227 BS-Sec. Earth/Space Sci.	2014	2	0	0	0%	2	100%	100%
	2015	2	0	0	0%	2	100%	100%
	2016	3	1	0	0%	2	100%	100%
	2017	2	2					

College average (67.1%)

Registered - Includes all students enrolled in the fall term of the specified year, with the specified program as their primary major.
Exclusions - Includes students who are deceased or graduated fall of the specified year or the following spring or summer.
Not retained - Students who were not registered the following fall term.
Retained by DSC - Students who were still registered at DSC the following fall but with a different primary major.
Retained by Program - Students who were registered the following fall with the same primary major.

Source: IR Program Assessment Data

FA2017-FA2018 Retention Rates by Race/Ethnicity

Major	Race/Ethnicity	Registered	Exclusions	Adjusted Cohort	Retained by Program N	Retained by Program %
6221 BS-Elementary Education	Black	2	1	1	1	100%
	Hispanic	12	3	9	7	77.8%
	Two or More Races	2	1	1	1	100%
	White	68	32	36	30	83.3%
6222 BS-Exceptional Education	Black	1	1	0		
	Hispanic	2	1	1	0	0%
	White	11	5	6	4	66.7%
6223 BS-Secondary Math Ed.	Hispanic	2	0	2	1	50%
	White	7	1	6	4	66.7%
6224 BS-Secondary Biology Ed	Hispanic	1	1	0		
	White	1	0	1	1	100%
622600 - Secondary Chemistry Ed. B.S.	White	2	2			
6227 BS-Sec. Earth/Space Science	White	2	2			

*one student retained by DSC

College average (African American: 49.9%, Hispanic: 66.3%)

Registered - Includes all students enrolled in the fall term of the specified year, with the specified program as their primary major.
Exclusions - Includes students who are deceased or graduated fall of the specified year or the following spring or summer.
Adjusted Cohort - Registered students less exclusions.
Not retained - Students who were not registered the following fall term.
Retained by DSC - Students who were still registered at DSC the following fall but with a different primary major.
Retained by Program - Students who were registered the following fall with the same primary major.

Source: IR Program Assessment Data

FA2017-FA2018 Retention Rates by Gender

Major	Gender	Registered	Exclusions	Adjusted Cohort	Retained by Program	
					N	%
6221 BS-Elementary Education	Female	78	35	43	36	84%
	Male	6	2	4	3	75%
6222 BS-Exceptional Education	Female	8	4	4	2	50%
	Male	6	3	3	2	67%
6223 BS-Secondary Math Ed.	Female	5	1	4	3	75%
	Male	4	0	4	2	50%
6224 BS-Secondary Biology Ed	Female	2	1	1	1	100%
622600 - Secondary Chemistry Ed. B.S.	Female	1	1	0		
	Male	1	1	0		
6227 BS-Sec. Earth/Space Science	Female	2	2	0		

College average (African American: 49.9%, Hispanic: 66.3%)

Registered - Includes all students enrolled in the fall term of the specified year, with the specified program as their primary major.
Exclusions - Includes students who are deceased or graduated fall of the specified year or the following spring or summer.
Adjusted Cohort - Registered students less exclusions.
Not retained - Students who were not registered the following fall term.
Retained by DSC - Students who were still registered at DSC the following fall but with a different primary major.
Retained by Program - Students who were registered the following fall with the same primary major.

Source: IR Program Assessment Data

Performance Funding - Placement Rates (1 of 2)
(College average: 95.5%)

Program Title	Cohort Year	Grads Reported	Continuing Education	Employed		Estimated Average Annual Full-Time Wage	
				DSC	FCS	DSC	FCS
6221-Bachelor of Science in Education - Elementary Education	2016/17	33	***%	91%	77%	$43,468	$41,740
	2015/16	37	NA	86%	90%	$ 41,456	$ 39,768
	2014/15	53	NA	87%	88%	$ 39,708	$ 40,200
	2013/14	46	4%	91%	89%	$ 37,952	$ 39,672
6222-Bachelor of Science in Education - Exceptional Education	2016/17	****	0%	75%	94%	$**,***	$43,908
	2015/16	14	NA	93%	92%	$ 38,176	$ 43,320
	2014/15	13	NA	100%	89%	$ 41,360	$ 44,576
	2013/14	8	13%	100%	89%	$ **,***	$ 40,228
6224-Bachelor of Science in Education - Secondary Biology Education	2016/17	****	50%	100%	88%	$**,***	$45,536
	2015/16	NA	NA	100%	100%	$ **,***	$ 38,188
	2014/15	NA	0%	100%	94%	$ **,***	$ 45,696
	2013/14	6	0%	100%	87%	$ **,***	$ 39,132
6227-Bachelor of Science in Education - Secondary Earth/Space Science Education	2016/17	****	0%	100%	100%	$ **,***	$ **,***
	2015/16	NA					
	2013/14	1	0%	100%	100%	$ **,***	$ **,***

Indicates the College average above the State Averages
Indicates the College average same as the State Averages
Indicates the College average below the State Averages

Source: IR Program Assessment Data

Performance Funding - Placement Rates (2 of 2)
(College average: 95.5%)

Program Title	Cohort Year	Grads Reported	Continuing Education	Employed		Estimated Average Annual Full-Time Wage	
				DSC	FCS	DSC	FCS
6223-Bachelor of Science in Education - Secondary Mathematics Education	2016/17	****	0%	100%	88%	$**,***	$43,772
	2015/16	NA	NA	100%	91%	$ **,***	$ 45,300
	2014/15	NA	0%	100%	79%	$ **,***	$ 48,260
8008-EPI	2016/17	16	0%	93%	82%	$42,976	$45,240
	2015/16	15	0%	93%	92%	$ 41,832	$ 43, 864
	2014/15	NA		100%	84%	$ **,***	$ 43,488
	2013/14	14	0%	100%	91%	$ 36,112	$ 41,808

Indicates the College average above the State Averages
Indicates the College average same as the State Averages
Indicates the College average below the State Averages

Source: IR Program Assessment Data

Course Success Rates (1 of 2)

Major and Associated Courses		2015-2016		2016-2017		2017-2018		2018-2019	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6221 - BS-Elementary Education	EDE4223	41	100%	38	100%	20	100%		
	EDE4943	40	95%	43	98%	41	98%		
	EDF4430	113	93%	132	92%	106	98%	96	96%
	EDF4603	168	93%	121	94%	134	96%	126	94%
								49	98%
	EDG4323	98	96%	127	95%	110	96%	98	96%
	EEX4070	54	94%	34	100%	41	100%	39	100%
	ESE4945	60	97%	56	96%	55	96%	49	98%
	LAE3414	34	94%	51	94%	37	100%	41	100%
	LAE4314	81	98%	34	100%	43	100%	46	100%
	MAE4326	71	96%	39	95%	54	100%	41	100%
	MAE4803					16	100%	46	100%
	RED3309	42	90%	59	92%	49	98%	38	100%
	RED4511	60	98%	43	95%	49	96%	45	100%
	RED4519	48	96%	51	96%	41	100%	57	100%
	RED4844	64	100%	60	100%	48	100%	46	100%
	SCE3310	58	91%	46	93%	46	96%	51	96%
	SSE3312	55	100%	41	100%	51	100%	70	100%
	TSL3080	42	93%	65	94%	79	97%	116	97%
	TSL4081	62	98%	45	100%	41	100%	28	100%
	Major	1191	96%	1085	96%	1061	98%	1082	98%
6222 - BS-Exceptional Education	EEX3240	7	100%	10	100%	1	100%		
	EEX3280	9	100%	20	90%	9	100%		
	EEX4034	36	94%	20	100%	6	100%		
	EEX4221	16	100%	7	100%	7	100%	6	100%
	EEX4265							6	83%
	EEX4601	15	100%	8	100%	6	100%	6	100%
	EEX4943	14	100%	6	83%	8	88%		
	Major	97	98%	71	96%	37	97%	18	94%

Indicates a success rate of 90% or higher
Indicates a success rate between 70% and 89%
Indicates a success rate below 70%

Source: IR Program Assessment Data

Course Success Rates (2 of 2)

Major or Dept. and Associated Courses		2015-2016		2016-2017		2017-2018		2018-2019	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6223 - BS-Secondary Math Ed.	MAS3105							4	100%
	MAS3301							6	83%
	MAS4203							5	100%
	MHF4404							4	100%
	MTG4212							4	100%
	STA4024							2	100%
	Major	5	100%	3	100%	4	75%	25	96%
6224 - BS-Secondary Biology Ed.	EDF3214	56	96%	62	97%	39	90%	27	93%
	EEX4242	5	100%	8	100%	8	100%	3	100%
	EME3434	5	100%	7	100%	7	86%	5	100%
	ESE4943	6	100%	7	100%	6	100%		
	LAE4361	7	100%	8	100%	6	100%		
	SCE4360	5	100%	4	100%	1	100%		
	Major	84	98%	96	98%	67	93%	35	94%
8008	EPI0940			20	90%	24	92%	16	94%
	RED3012			57	95%	47	89%	80	98%
	Major			77	94%	71	90%	96	97%
EDU - Education	EDF1005	305	81%	243	82%	228	86%	266	80%
	EDF2085	274	84%	251	80%	232	75%	139	79%
	EDG2905	8	100%	16	100%	9	100%		
	EDP2002	73	82%	81	93%	117	92%	149	93%
	EEX2010			279	88%	107	86%	193	91%
	EEX4034							7	86%
	EME2040	276	91%	133	89%	180	91%	86	91%
	MAE2801	158	91%	100	100%	155	87%	166	89%
	SLS3355L					75	100%	67	97%
	Major	1094	86%	1103	87%	1103	86%	1073	87%
6223/6224/6225/ 6226/6227	SMT4301							4	100%
Total		2471	91%	2435	92%	2343	92%	2333	93%

Course Success Rates by Race/Ethnicity (1 of 4)

Program, Course, Race/Ethnicity	2017-2018		2018-2019	
	Enrolled	Success Rate	Enrolled	Success Rate
6221 - BS-Elementary Ed.	1054	98%	1082	98%
EDF4430	104	98%	96	96%
Asian	2	100%	3	100%
Black	7	100%	3	100%
Hispanic	13	100%	16	94%
Two or More Races	5	100%	4	100%
White	77	97%	70	96%
EDF4603	132	95%	126	94%
Asian	2	100%	2	100%
Black	4	100%	10	100%
Hispanic	16	88%	15	93%
Two or More Races	4	100%	4	100%
Unknown			2	100%
White	106	96%	93	94%
EDF4943			49	98%
Black			1	100%
Hispanic			7	100%
Two or More Races			1	100%
White			40	98%
EDG4323	108	96%	98	96%
Asian	2	100%	3	100%
Black	8	100%	3	100%
Hispanic	13	100%	12	100%
Two or More Races	2	100%	4	100%
Unknown			1	100%
White	83	95%	75	95%
EEX4070	41	100%	39	100%
Black	1	100%	2	100%
Hispanic	4	100%	7	100%
Two or More Races	1	100%	1	100%
White	35	100%	29	100%

Program, Course, Race/Ethnicity	2017-2018		2018-2019	
	Enrolled	Success Rate	Enrolled	Success Rate
6221 - BS-Elementary Ed.	1054	98%	1082	98%
ESE4945	55	96%	49	98%
Black	2	100%	1	100%
Hispanic	5	100%	7	100%
Two or More Races	1	100%	1	100%
White	47	96%	40	98%
LAE3414	37	100%	41	100%
Black	2	100%	1	100%
Hispanic	5	100%	9	100%
Two or More Races	2	100%	1	100%
White	28	100%	30	100%
LAE4314	43	100%	46	100%
Black	1	100%	2	100%
Hispanic	5	100%	6	100%
Two or More Races	1	100%	2	100%
White	36	100%	36	100%
MAE4326	54	100%	41	100%
Black	1	100%	2	100%
Hispanic	7	100%	7	100%
Two or More Races	1	100%	1	100%
White	45	100%	31	100%
MAE4803	16	100%	46	100%
Black	1	100%	2	100%
Hispanic	3	100%	7	100%
Two or More Races			2	100%
White	12	100%	35	100%
RED3309	49	98%	38	100%
Black	2	100%	1	100%
Hispanic	6	100%	7	100%
Two or More Races	2	100%	1	100%
White	39	97%	29	100%
RED4511	49	96%	45	100%
Black	1	100%	2	100%
Hispanic	7	100%	7	100%
Two or More Races	1	100%	1	100%
White	40	95%	35	100%

Indicates a success rate of 90% or higher
Indicates a success rate between 70% and 89%
Indicates a success rate below 70%

Source: IR Program Assessment Data

Course Success Rates by Race/Ethnicity (2 of 4)

Program, Course, Race/Ethnicity	2017-2018		2018-2019	
	Enrolled	Success Rate	Enrolled	Success Rate
6221 - BS-Elementary Ed.	1054	98%	1082	98%
RED4519	41	100%	57	100%
Black	1	100%	2	100%
Hispanic	6	100%	9	100%
Two or More Races	1	100%	2	100%
White	33	100%	44	100%
RED4844	48	100%	46	100%
Black	1	100%	2	100%
Hispanic	7	100%	7	100%
Two or More Races	1	100%	1	100%
White	39	100%	36	100%
SCE3310	46	96%	51	96%
Black	1	100%	2	100%
Hispanic	7	100%	7	100%
Two or More Races	1	100%	2	100%
White	37	95%	40	95%
SSE3312	51	100%	70	100%
Black	1	100%	3	100%
Hispanic	6	100%	11	100%
Two or More Races	1	100%	2	100%
White	43	100%	54	100%
TSL3080	78	97%	116	97%
Asian	1	100%	3	100%
Black	3	100%	5	100%
Hispanic	11	100%	14	93%
Two or More Races	3	100%	3	100%
Unknown			1	100%
White	60	97%	90	97%
TSL4081	41	100%	28	100%
Black	1	100%	1	100%
Hispanic	5	100%	4	100%
Two or More Races	1	100%	1	100%
White	34	100%	22	100%

Program, Course, Race/Ethnicity	2017-2018		2018-2019	
	Enrolled	Success Rate	Enrolled	Success Rate
6222 - BS-Exceptional Ed.	37	97%	18	94%
EEX4221	6	100%	6	100%
Hispanic	1	100%	1	100%
White	5	100%	5	100%
EEX4265	7	100%	6	83%
White	6	100%	6	83%
EEX4601	6	100%	6	100%
Hispanic	1	100%	1	100%
White	5	100%	5	100%
6223 - BS-Secondary Math Ed.	4	75%	25	96%
MAS3105			4	100%
Black			1	100%
White			3	100%
MAS3301			6	83%
Hispanic/Latino			2	100%
White			4	75%
MAS4203			5	100%
Hispanic/Latino			2	100%
White			3	100%
MHF4404			4	100%
Hispanic/Latino			2	100%
White			2	100%
MTG4212			4	100%
Hispanic/Latino			2	100%
White			2	100%
STA4024			2	100%
Hispanic/Latino			1	100%
White			1	100%
6224 - BS-Secondary Biology Ed.	67	93%	35	94%
EDF3214	39	90%	27	93%
Asian	1	100%	3	100%
Black	2	100%	2	100%
Hispanic	3	100%	1	100%
Unknown			2	100%
White	33	88%	19	89%

Indicates a success rate of 90% or higher
Indicates a success rate between 70% and 89%
Indicates a success rate below 70%

Course Success Rates by Race/Ethnicity (3 of 4)

Program, Course, Race/Ethnicity	2017-2018		2018-2019	
	Enrolled	Success Rate	Enrolled	Success Rate
6224 - BS-Secondary Biology Ed.	67	93%	35	94%
EEX4242	8	100%	3	100%
Hispanic	2	100%	1	100%
White	6	100%	2	100%
EME3434	7	86%	5	100%
Hispanic	1	100%	2	100%
White	6	83%	3	100%
8008 - EPI	68	90%	96	97%
EPI0940	23	91%	16	94%
Asian	1	100%	2	50%
Hispanic	2	100%	1	100%
Two or More Races	1	100%	1	100%
White	17	88%	12	100%
RED3012	45	89%	80	98%
Asian	1	100%	4	100%
Black	2	100%	9	89%
Hispanic	3	100%	7	100%
Two or More Races	1	100%	4	100%
Unknown			1	100%
White	38	87%	55	98%
EDU - Education	1087	86%	1073	87%
EDF1005	222	86%	266	80%
Asian			1	100%
Black	15	73%	20	65%
Hispanic	32	78%	54	85%
Hawaii			2	0%
Two or More Races	10	80%	15	87%
Unknown			3	67%
White	165	88%	171	81%

Program, Course, Race/Ethnicity	2017-2018		2018-2019	
	Enrolled	Success Rate	Enrolled	Success Rate
EDU - Education	1087	86%	1073	87%
EDF2085	227	75%	139	79%
Am. Ind	1	100%	1	100%
Asian			1	100%
Black	28	50%	17	76%
Hispanic	31	77%	28	75%
Two or More Races	7	57%	6	100%
Unknown			2	50%
White	160	80%	84	80%
EDP2002	117	92%	149	93%
Asian	1	100%	2	100%
Black	8	75%	15	87%
Hispanic	14	79%	30	93%
Two or More Races	7	100%	5	80%
Unknown			3	100%
White	87	95%	94	94%
EEX2010	106	86%	193	91%
Black	7	57%	14	86%
Hispanic	15	93%	43	95%
Two or More Races	3	67%	5	80%
Unknown			1	100%
White	81	88%	130	90%
EEX4034			7	86%
White			7	86%
EME2040	177	91%	86	91%
Black	11	91%	9	89%
Hispanic	18	100%	10	80%
Two or More Races	6	83%	5	100%
Unknown			1	100%
White	141	90%	61	92%
MAE2801	154	88%	166	89%
Black	10	80%	5	80%
Hispanic	19	89%	36	94%
Two or More Races	7	86%	5	60%
White	117	88%	120	89%

Indicates a success rate of 90% or higher
Indicates a success rate between 70% and 89%
Indicates a success rate below 70%

Course Success Rates by Race/Ethnicity (4 of 4)

Program, Course, Race/Ethnicity	2017-2018		2018-2019	
	Enrolled	Success Rate	Enrolled	Success Rate
EDU - Education	1087	86%	1073	87%
SLS3355L	75	100%	67	97%
Asian	1	100%	3	100%
Black	3	100%	3	67%
Hispanic	9	100%	10	100%
Two or More Races	3	100%	1	100%
White	59	100%	50	98%
6223/6224/6225/ 6226/6227			4	100%
SMT4301			4	100%
Hispanic			1	100%
White			3	100%
Grand Total	2317	92%	2333	93%

Indicates a success rate of 90% or higher
Indicates a success rate between 70% and 89%
Indicates a success rate below 70%

Source: IR Program Assessment Data

Overall Success Rates by Race/Ethnicity

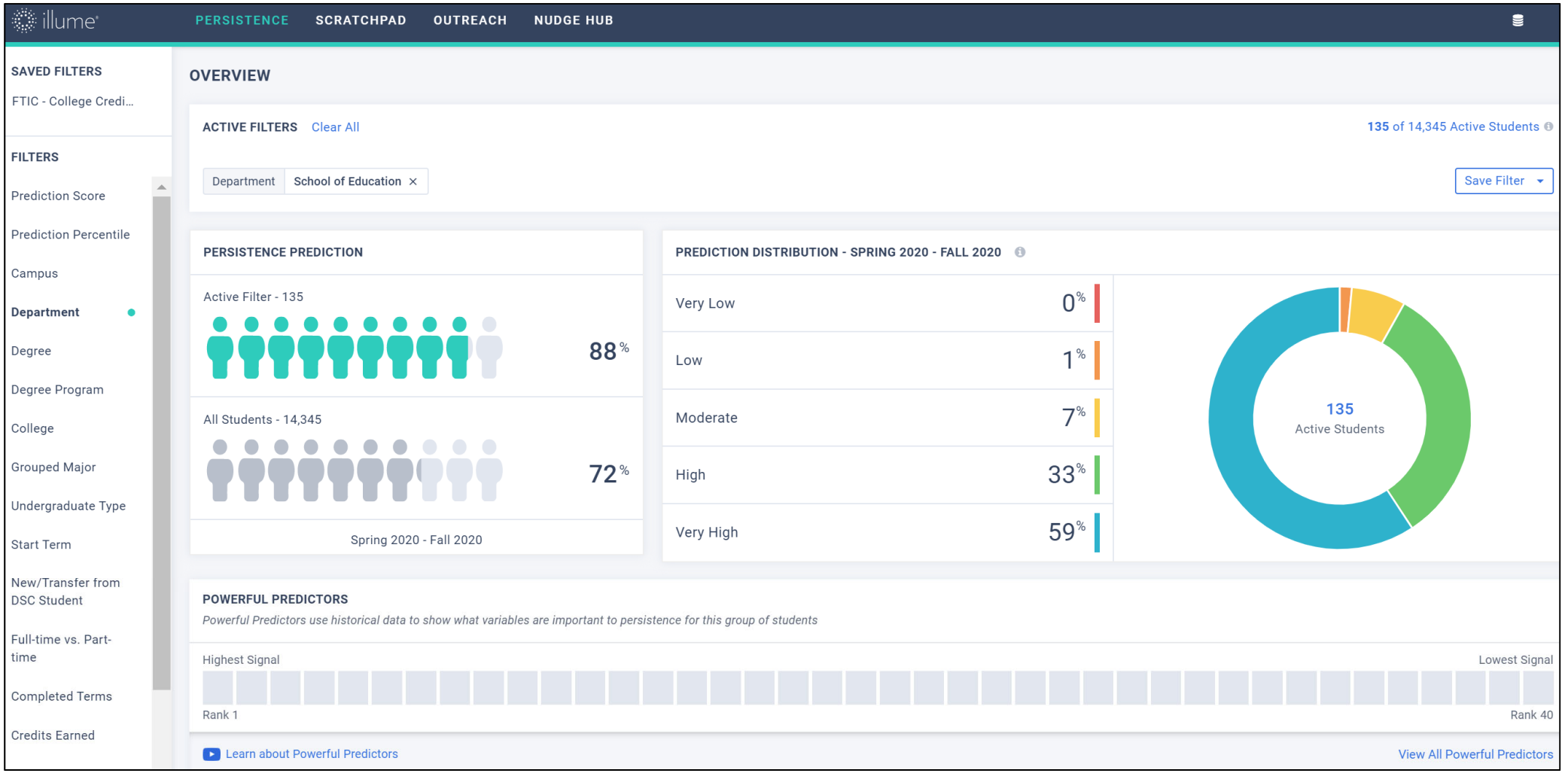
Program, Course, Race/Ethnicity	2017-2018		2018-2019	
	Enrolled	Success Rate	Enrolled	Success Rate
6221 - BS-Elementary Education	1054	98%	1082	98%
Asian	7	100%	11	100%
Black	39	100%	45	100%
Hispanic	131	98%	159	98%
Two or More Races	30	100%	34	100%
Unknown			4	100%
White	847	98%	829	98%
6222 - BS-Exceptional Education	37	97%	18	94%
Hispanic	6	100%	2	100%
White	29	97%	16	94%
6223 - BS-Secondary Math Ed.	4	75%	25	96%
Black			1	100%
Hispanic	1	100%	9	100%
White	3	67%	15	93%
6224 - BS-Secondary Biology Ed.	67	93%	35	94%
Asian	1	100%	3	100%
Black	2	100%	2	100%
Hispanic	9	100%	4	100%
Two or More Races			2	100%
White	55	91%	24	92%

Program, Course, Race/Ethnicity	2017-2018		2018-2019	
	Enrolled	Success Rate	Enrolled	Success Rate
8008 - EPI	68	90%	96	97%
Asian	2	100%	6	83%
Black	4	100%	9	89%
Hispanic	5	100%	8	100%
Two or More Races	2	100%	5	100%
Unknown			1	100%
White	55	87%	67	99%
EDU - Education	1087	86%	1073	87%
Am. Ind	1	100%	1	100%
Asian	4	100%	7	100%
Black	82	68%	83	78%
Hispanic	141	86%	211	89%
Hawaii			2	0%
Two or More Races	43	81%	42	86%
Unknown			10	80%
White	816	89%	717	88%
6223/6224/6225/6226/6227			4	100%
Hispanic/Latino			1	100%
White			3	100%
Grand Total	2317	92%	2333	93%

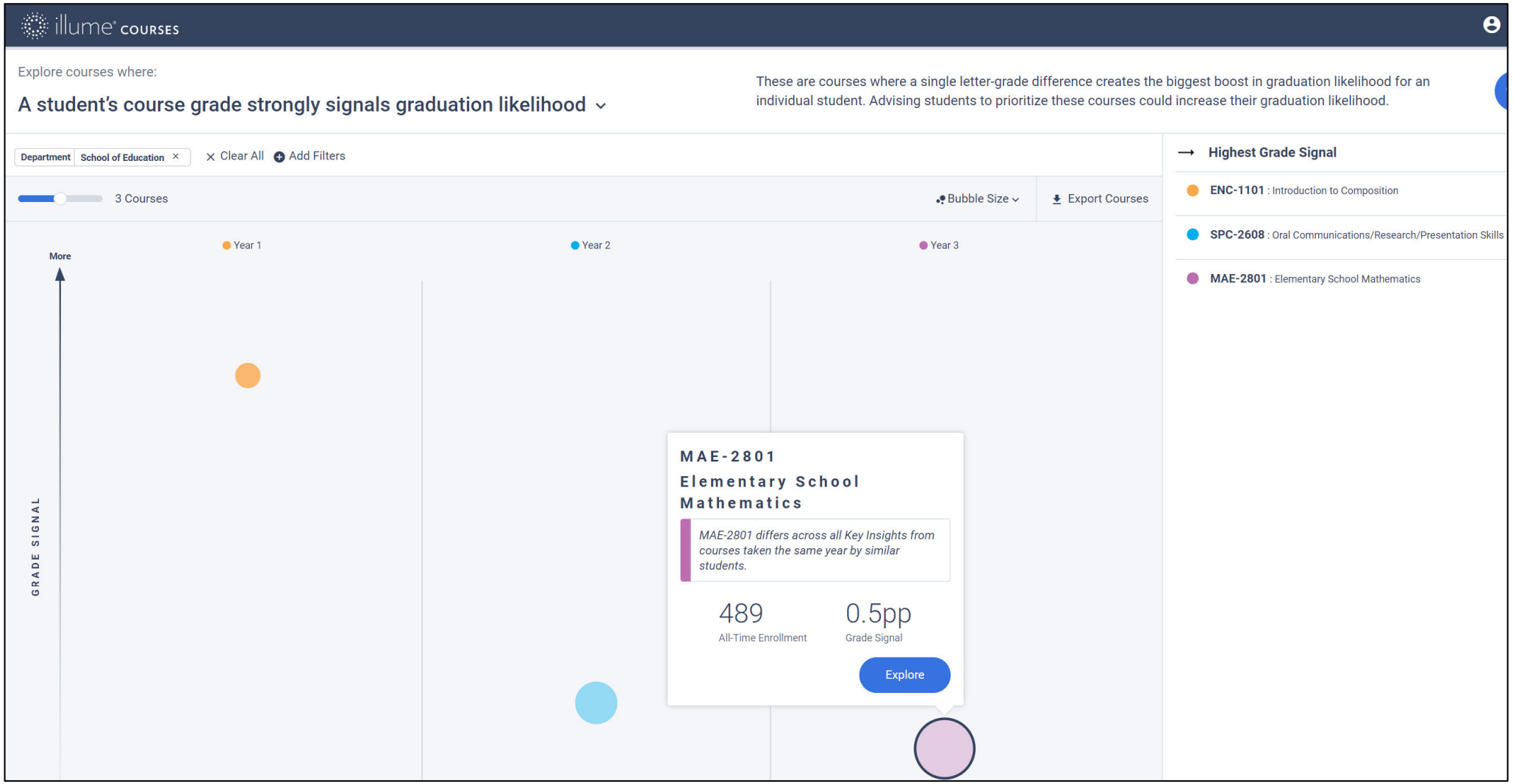
Indicates a success rate of 90% or higher
Indicates a success rate between 70% and 89%
Indicates a success rate below 70%

Source: IR Program Assessment Data

CIVITAS - illume



CIVITAS - Courses



DAYTONA STATE COLLEGE

2019-2020
Academic Affairs
Assessment Day – Program Guides

A Review of Program Guide and Course Catalog Information

Program Guides - Overview

- Given Assessment Day results, are there any changes needed to or desired for the Program Guide?
- Please Review:
  - Program Information
  - General Education Course Selections (if applicable)
  - Program Course Catalog Information
  - Program of Study

Program Guides – Information Review

- Mission statement
  - Does it accurately state the purpose and goals of the program?
- Description
  - Does it clearly portray the nature of the program and any unique characteristics (i.e. embedded certificates, industry certifications, program accreditations, etc.)?

Program Guides – General Ed. Review

- General Education Courses *(if applicable)*
  - Are the selection of courses aligned with the academic knowledge students need to be successful in the related field(s)/occupations?
    - Must be a minimum of 15 credit hours for A.S. programs *(F.A.C. 6A-10.024)*
    - Must include ENC1101 and a Math Core course
  - Do the selection of courses allow for seamless transition to the Baccalaureate level (if applicable)?

Program Guides – Course Reqs. Review

- Program Specific Course Requirements
  - Are the courses relevant to the academic and technical skills required in the related field(s)/occupation(s)?
  - Are there any required courses offered by another department? If so, consult with that department on upcoming changes (if any).
  - Are there any courses that have not been offered in over 5 years?

Program Guides – Course Info. Review

- Program Specific Course Catalog Information
  - Is the course description accurate?
  - Are the course prefix, number and/or title relevant?
  - Are the term offerings up-to-date?
  - Are the prerequisite and corequisite course assignments appropriate to what students need to know to be successful in the requisite *(required)* course?

Program Guide – Program of Study Review

- Program of Study
  - Is the sequence of courses structured from foundational to advanced content, as appropriate?
  - Does the sequence align with course, term offerings?
  - Does the sequence align with course, prerequisite/co-requisite assignments?
  - Are there any special notes/information missing, incorrect or desired?