ASSESSMENT DAY

College of Arts and Sciences

School of Education

February 19, 2021

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

School of Education Action Items (02/21/2020):

- Minority recruitment
- Explore generic secondary STEM programs
- Update data elements in the program learning assessment report
- Revise the Employer Satisfaction Survey
- Consistent forms gradually increasing complexity
- For IR: list of 200% 2015 student cohort
- Add a PD day to review assessment instruments
- Review and revise UDL lesson plan format

Program Learning Outcomes

BS in Education - Elementary Education #622100

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 2019-20, the average GPA of students admitted into the BSED in Elementary Education was 3.35 for Fall 2019 with 21/24 (88%) earning a 3.0 GPA or higher and an average GPA of 3.36 for Spring 2020 with 17/22 (77%) 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	2018-2019
Average Age	29	27	28	29	30
Female/Male	88%/12%	91%/9%	89%/11%	93%/7%	81%/19%
Ethnicity					
American Indian / Alaska Native					
Asian	1%	2%	1%		1%
Black or African American	5%	4%	3%	3%	9%
Hispanic	11%	8%	10%	12%	16%
Native Hawaiian / Pacific Islander					
Two or More Races	2%	3%	3%	4%	4%
White	81%	83%	85%	81%	69%

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 2019, Section 101A, 27/30 (90%) students earned 80% on the GKT Essay assignment. In EDF1005 Spring A 2020, Section 101A, 18/18 (100%) 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 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 FA19 (20)	Average Percent Correct SP20 (25)	Average Percent Correct SP20
01 Knowledge of the reading process	17	78.75%	79.46%	82.28%	78.53%	77.85%	82.35%	81.47%	79.76%	75.34%
02 Knowledge of literary analysis and genres	9	72.80%	76.33%	78.52%	78.89%	80.72%	74.81%	77.01%	76.72%	76.43%
03 Knowledge of language and the writing process	10	72.41%	73.04%	79.33%	76.00%	83.20%	78.67%	77.00%	79.82%	74.39%
04 Knowledge of literacy instruction and assessments	14	79.31%	80.43%	76.67%	81.07%	79.83%	81.43%	81.07%	84.00%	74.28%
05 Knowledge of communication and media literacy	9-10	70.96%	69.37%	77.85%	74.00%	78.69%	75.33%	78.22%	76.00%	72.34%

Elementary Education K-6 Subtest 4: Mathematics (604)										
		Institution								Statewide
Competency Area	Range of Items	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 FA19 (20)	Average Percent Correct SP20 (25)	Average Percent Correct SP20
01 Knowledge of student thinking and instructional practices	13	75.07%	75.87%	81.03%	71.54%	73.30%	67.18%	80.38%	79.69%	73.34%
02 Knowledge of operations, algebraic thinking, counting and number in base ten	14	80.54%	82.14%	78.10%	78.93%	79.41%	81.90%	81.79%	81.14%	73.20%
03 Knowledge of fractions, ratios, and integers	9	73.95%	74.24%	79.26%	75.56%	73.20%	68.89%	73.89%	78.22%	71.90%
04 Knowledge of measurement, data analysis, and statistics	8	73.28%	78.98%	74.17%	73.75%	72.79%	73.33%	83.13%	77.00%	74.59%
05 Knowledge of geometric concepts	6	75.29%	79.39%	77.33%	82.50%	87.84%	73.33%	78.33%	73.33%	73.81%

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

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.	1.00	3.00	1.43	0.56	0.32	28	100.00%	39.29%

#	Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.	Percentage
1	Highly Effective	60.71%
2	Effective	35.71%
3	Developing	3.57%
4	Unacceptable	0.00%
	Total	28

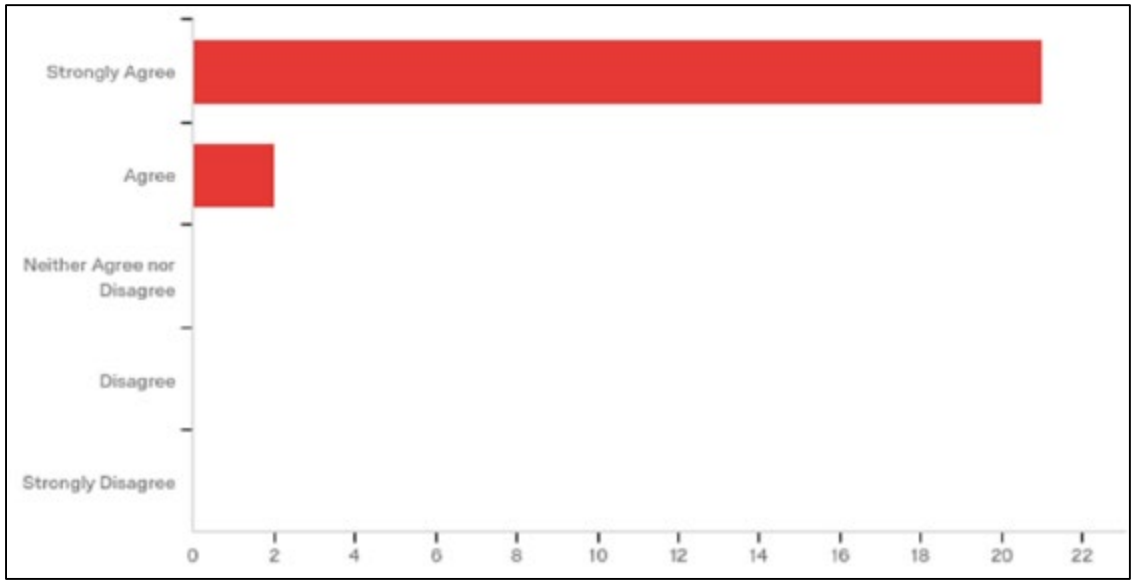
95% (27/28) of the graduates were effective/high effective at demonstrating content knowledge of the standards and the number of graduates listed as “developing” decreased from 3 in 2018-19 to 1 in 2019-20, down from 9 in 2017-18.

3. In the 2019 - 2020 Annual Program Performance Report (APPR) for the BSED in Elementary Ed K-6 compiled by the Florida Department of Education, graduates of the program in years 2014-15, 2015-16, 2016-17 earned a performance level of 1 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 2019 Program Evaluation Administration Intern Clinical Supervisor Survey:



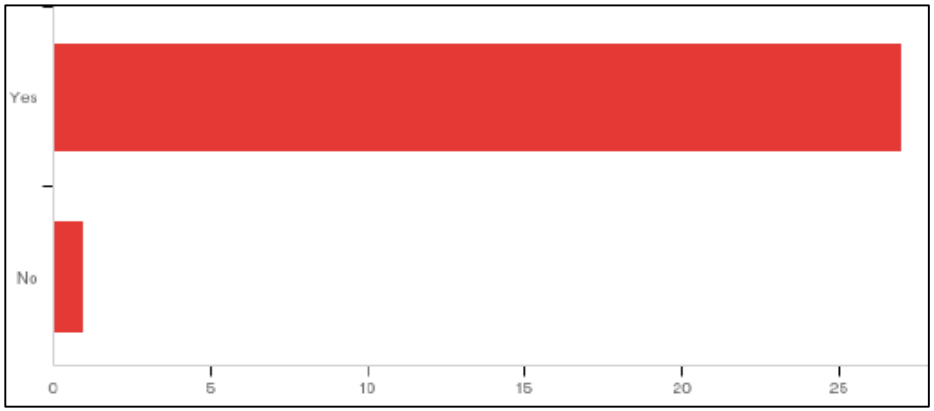
#	Answer	%	Count
1	Strongly Agree	91.30%	21
2	Agree	8.70%	2
3	Neither Agree nor Disagree	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	23

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

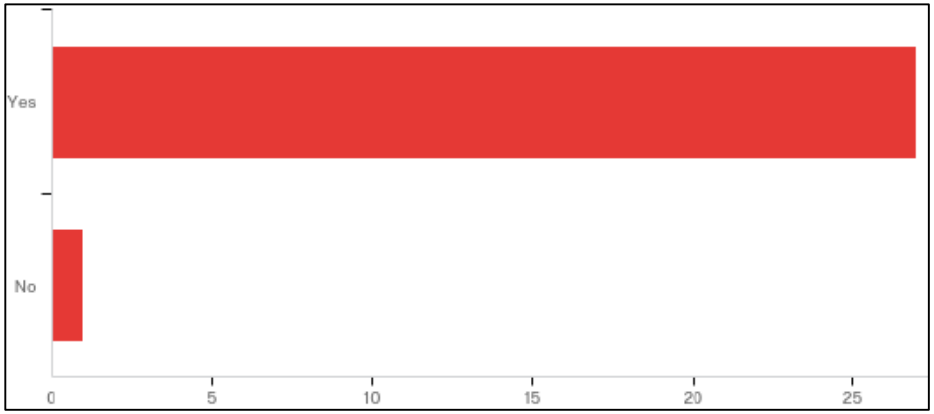
2. Results of Fall 2019 Senior Intern Survey:

Q25 - Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	96.43%	27
2	No	3.57%	1
	Total	100%	28

Q26 - Did your College Supervisor provide specific actionable feedback focused on student learning?

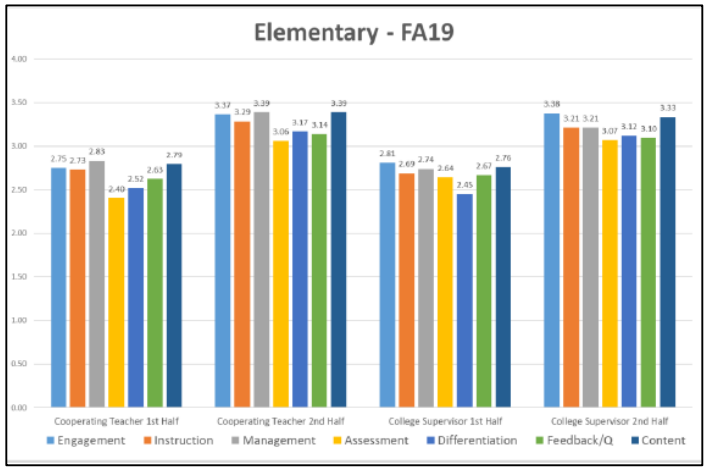


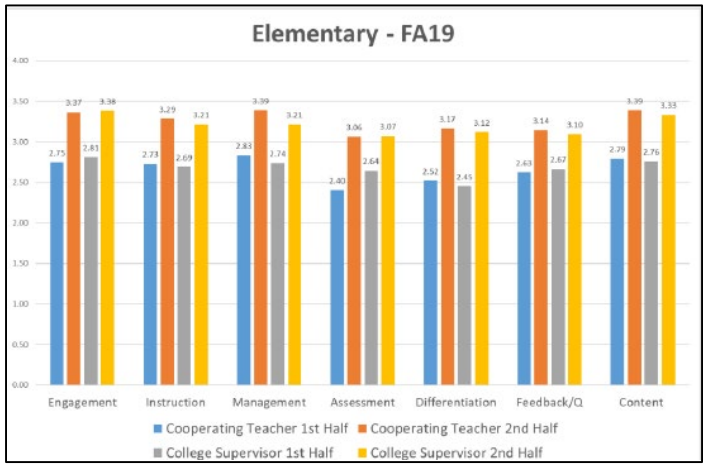
#	Answer	%	Count
1	Yes	96.43%	27
2	No	3.57%	1
	Total	100%	28

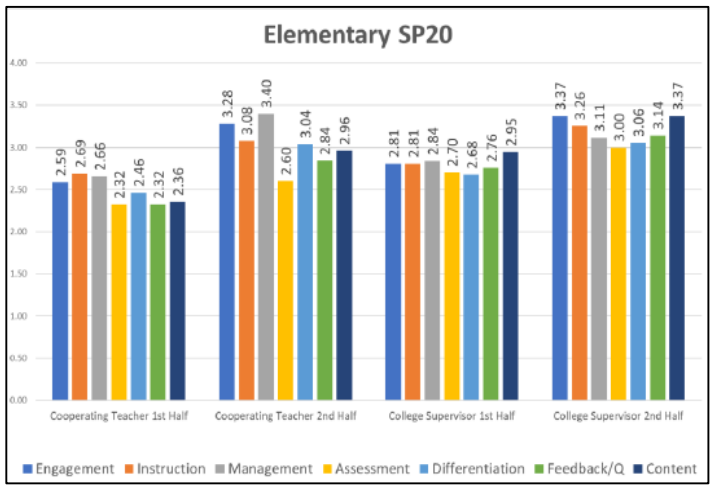
PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship.
Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.

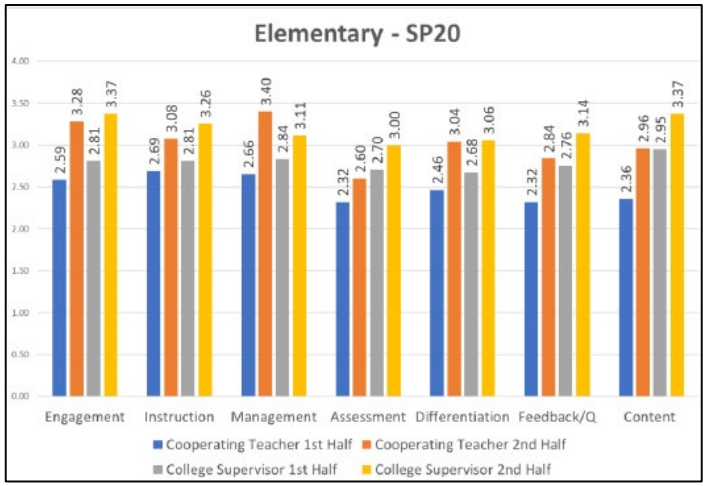
Assessment Results

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	4
Student Performance on Statewide Assessments	1
Student Performance by Subgroups	1
Teacher Evaluation Results	3
Critical Teacher Shortage	
SUMMATIVE RATING = 2.4	

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

November 2017

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:
(2.4 x .5) + (2.25 x .3) + (4 x .2) =

1.2 + .675 + .8 = ***2.675*** 2020 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 #622200

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 2019-20, the average GPA of students admitted into the BSED in Exceptional Student Education was 3.39. Fall 2019 2/8 (25%) earned 2.5-2.9 GPA; 2/8 (25%) earned 3.0 – 3.4 GPA; 4/8 (50%) earned 3.5 or higher GPA. For Spring 2020 1/7 (14%) earned a 2.5- 2.9 GPA; 5/7 (71%) earned 3.0 – 3.4 GPA; and 1/7 (14%) earned 3.5 or higher GPA.
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	2018-2019
Average Age	29	27	28	29	30
Female/Male	88%/12%	91%/9%	89%/11%	93%/7%	81%/19%
Ethnicity					
American Indian / Alaska Native					
Asian	1%	2%	1%		1%
Black or African American	5%	4%	3%	3%	9%
Hispanic	11%	8%	10%	12%	16%
Native Hawaiian / Pacific Islander					
Two or More Races	2%	3%	3%	4%	4%
White	81%	83%	85%	81%	69%

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 2019, Section 101A, 27/30 (90%) students earned 80% on the GKT Essay assignment. In EDF1005 Spring A 2020, Section 101A, 18/18 (100%) 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 2019 and Spring 2020.

Exceptional Student Education K-12 (61)					
		Institution		Statewide (FA19)	
Competency Area	Range of Items	Average Percent Correct SP19 (3)	Average Percent Correct FA19 (4)	Average Number Correct	Average Percent Correct
01 Knowledge of foundations of exceptional student education	29	68.97%	78.45%	21.69	74.81%
02 Knowledge of assessment and evaluation	15-16	78.19%	77.81%	11.55	72.96%
03 Knowledge of instructional practices in exceptional student education	24-25	71.56%	79.00%	18.28	73.23%
04 Knowledge of the positive behavioral support process	13-14	68.32%	78.57%	10.26	73.68%
05 Knowledge of multiple literacies and communication skills	25-26	76.72%	81.73%	19.07	73.34%
06 Knowledge of the transition process	10	70.00%	75.00%	21.69	74.81%
Number of Students included for Institution Totals: 4 Number of Students included for Statewide Totals: 1,798					

Exceptional Student Education K-12 (61)						
		Institution			Statewide (SP20)	
Competency Area	Range of Items	Average Percent Correct SP19 (3)	Average Percent Correct FA19 (4)	Average Percent Correct SP20 (1)	Average Number Correct	Average Percent Correct
01 Knowledge of foundations of exceptional student education	29	68.97%	78.45%	86.21%	21.80	75.18%
02 Knowledge of assessment and evaluation	15-16	78.19%	77.81%	93.75%	11.64	73.36%
03 Knowledge of instructional practices in exceptional student education	24-25	71.56%	79.00%	87.50%	18.26	73.93%
04 Knowledge of the positive behavioral support process	13-14	68.32%	78.57%	64.29%	10.30	73.99%
05 Knowledge of multiple literacies and communication skills	25-26	76.72%	81.73%	80.77%	19.12	73.53%
06 Knowledge of the transition process	10	70.00%	75.00%	80.00%	7.29	73.84%
Number of Students included for Institution Totals: 1 Number of Students included for Statewide Totals: 1,960						

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

Q24 - Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.

#	Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.	Percentage
1	Highly Effective	60.71%
2	Effective	35.71%
3	Developing	3.57%
4	Unacceptable	0.00%
	Total	28

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.	1.00	3.00	1.43	0.56	0.32	28	100.00%	39.29%

95% (27/28) of the graduates were effective/high effective at demonstrating content knowledge of the standards and the number of graduates listed as "developing" decreased from 3 in 2018-19 to 1 in 2019-20, down from 9 in 2017-18.

3. In the 2019 - 2020 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".

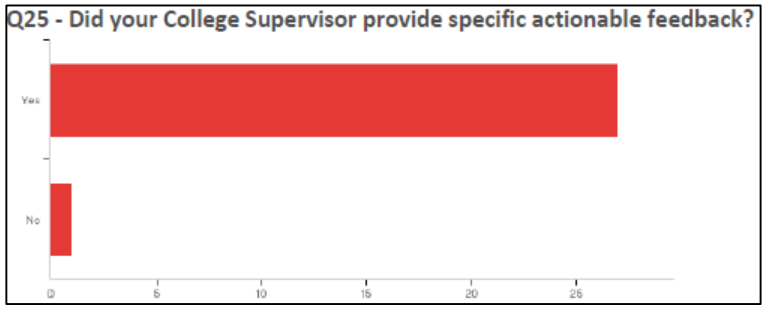
PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator..
Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge and teaching methods and skills (assessment, differentiation,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

Assessment Results

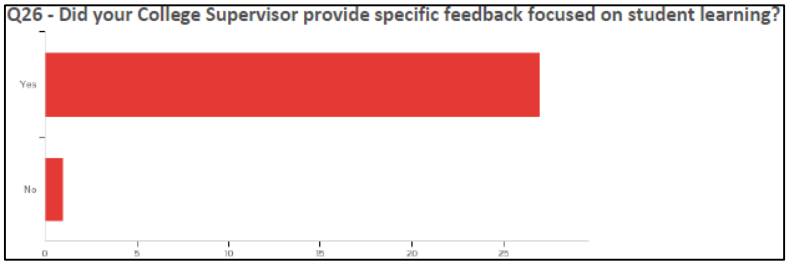
1. FA19 Program Evaluation Administration Intern Clinical Supervisor Survey:

#	Answer	%	Count
1	Strongly Agree	91.30%	21
2	Agree	8.70%	2
3	Neither Agree nor Disagree	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	23

2. FA19 Senior intern survey:



#	Answer	%	Count
1	Yes	96.43%	27
2	No	3.57%	1
	Total	100%	28

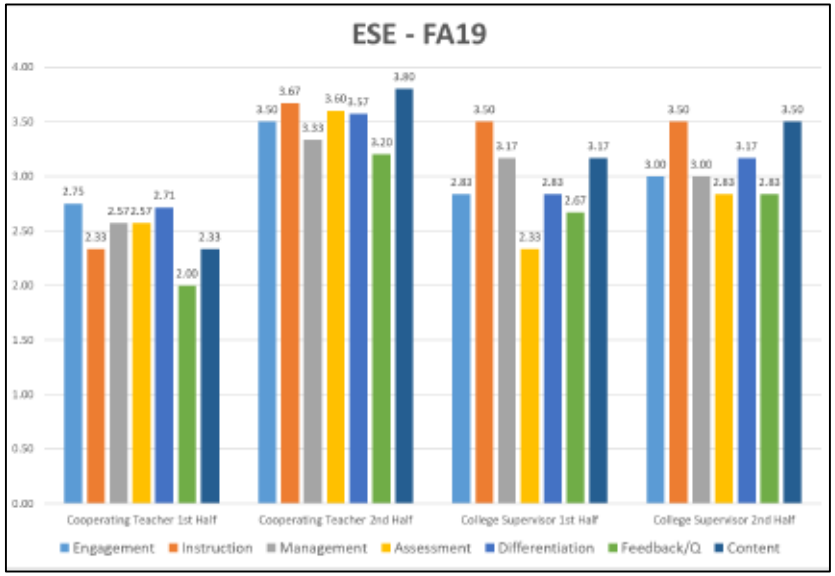


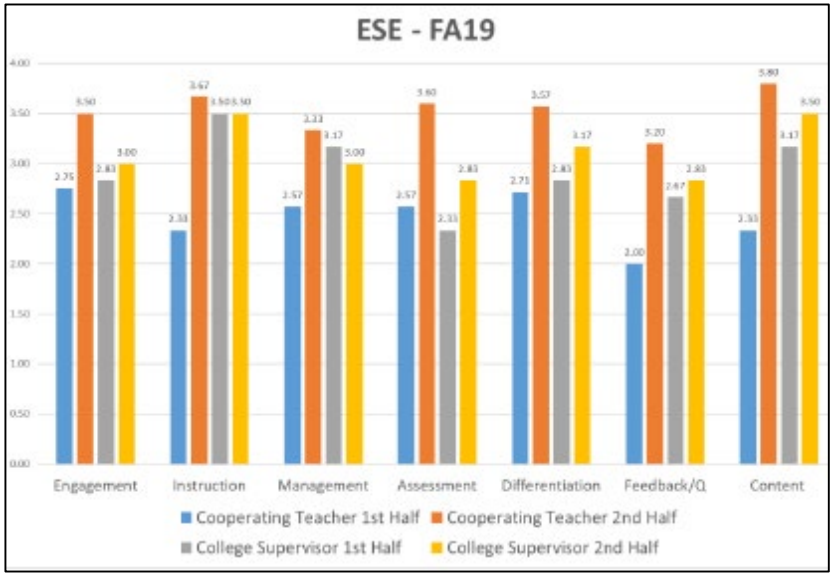
#	Answer	%	Count
1	Yes	100.00%	22
2	No	0.00%	0
	Total	100%	22

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 2019 feedback forms used by College Supervisors during Senior Intern observations of ESE 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	
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	4
Critical Teacher Shortage	4
SUMMATIVE RATING = 4	

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:

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

1.2 + .675 + .8 = ***2.675*** 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 #622300

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 2019-20, the average GPA of students admitted into the BSED in Secondary Mathematics Education was 3.25. In Fall 2019 1 major earned a 2.95 GPA and in Spring 2020 3 majors earned an average GPA of 2.94.
2. The following table shows the changes in demographic trends of students enrolled in the BSED Secondary Mathematics Education 6-12 program:

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Average Age	29	27	28	29	30
Female/Male	88%/12%	91%/9%	89%/11%	93%/7%	81%/19%
Ethnicity					
American Indian / Alaska Native					
Asian	1%	2%	1%		1%
Black or African American	5%	4%	3%	3%	9%
Hispanic	11%	8%	10%	12%	16%
Native Hawaiian / Pacific Islander					
Two or More Races	2%	3%	3%	4%	4%
White	81%	83%	85%	81%	69%

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 2019, Section 101A, 27/30 (90%) students earned 80% on the GKT Essay assignment. In EDF1005 Spring A 2020, Section 101A, 18/18 (100%) 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 (SP20)	
Competency Area	Range of Items	Average Percent Correct SP19 (5)	Average Percent Correct FA19 (4)	Average Percent Correct SP20 (1)	Average Number Correct	Average Percent Correct
01 Knowledge of algebra	9-10	80.67%	78.33%	60.00%	7.19	73.81%
02 Knowledge of advanced algebra	9-10	68.00%	65.00%	80.00%	7.23	74.33%
03 Knowledge of functions	6	73.33%	75.00%	83.33%	4.28	71.41%
04 Knowledge of geometry	11	65.45%	68.18%	81.82%	7.23	65.75%
05 Knowledge of coordinate geometry	4	70.00%	81.25%	75.00%	2.71	67.83%
06 Knowledge of trigonometry	5	72.00%	70.00%	40.00%	3.06	61.26%
07 Knowledge of statistics and probability	7-8	62.86%	57.14%	57.14%	4.62	63.52%
08 Knowledge of calculus	7-8	60.00%	56.25%	100.0%	4.64	60.08%
09 Knowledge of mathematical reasoning	4	45.00%	43.75%	75.00%	2.36	59.00%
10 Knowledge of instruction and assessment	10-11	68.00%	70.00%	70.00%	6.91	67.26%
	Number of Students included for Institution Totals: 1 Number of Students included for Statewide Totals: 478					

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

95% (27/28) of the graduates were effective/high effective at demonstrating content knowledge of the standards and the number of graduates listed as "developing" decreased from 3 in 2018-19 to 1 in 2019-20, down from 9 in 2017-18.

Q24 - Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.

#	Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.	Percentage
1	Highly Effective	60.71%
2	Effective	35.71%
3	Developing	3.57%
4	Unacceptable	0.00%
	Total	28

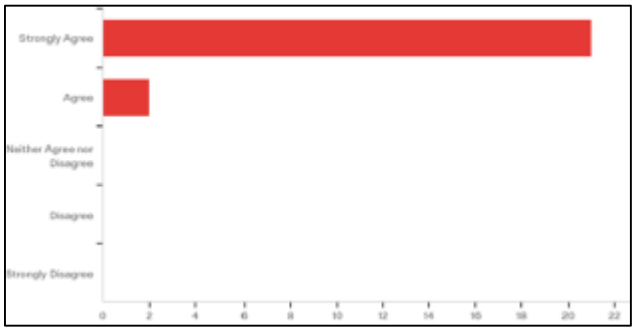
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.	1.00	3.00	1.43	0.56	0.32	28	100.00%	39.29%

3. In the 2020 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 2014-15, 2015-16, 2016-17 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

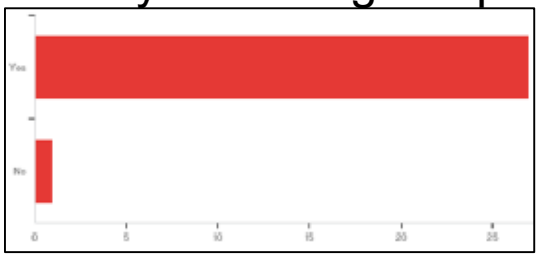
1. FA19 Program Evaluation Administration Intern Clinical Supervisor Survey:
   - The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	91.30%	21
2	Agree	8.70%	2
3	Neither Agree nor Disagree	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	23

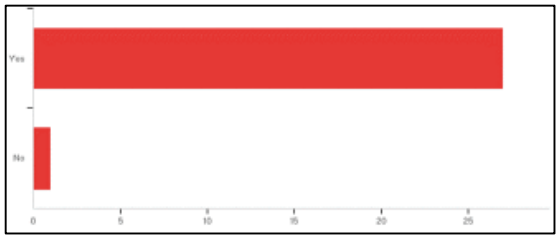
2. FA19 Senior intern survey:

Q38 -Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	96.43%	27
2	No	3.57%	1
	Total	100%	28

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



#	Answer	%	Count
1	Yes	96.43%	27
2	No	3.57%	1
	Total	100%	28

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 2019 – Spring 2020 feedback forms used by College Supervisors during Senior Intern observations of Mathematics majors. Note: there was only 1 Secondary Mathematics majors in Senior Internship during Fall 2019 or Spring 2020, so the data (if gathered) would be statistically insignificant.

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	4
Student Performance on Statewide Assessments	3
Student Performance by Subgroups	1
Teacher Evaluation Results	4
Critical Teacher Shortage	
SUMMATIVE RATING = 3.2	

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:

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

1.6 + .675 + .8 = ***3.075*** 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 #622400

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 2019-20 academic year, there were 6 BSED in Secondary Biology Education majors admitted to the program. 100% (6/6) were admitted with a GPA of 3.0 or higher. Their average GPA was 3.53.
2. The following table shows the changes in demographic trends of students enrolled in the BSED Secondary Biology Education 6-12 program:

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Average Age	29	27	28	29	30
Female/Male	88%/12%	91%/9%	89%/11%	93%/7%	81%/19%
Ethnicity					
American Indian / Alaska Native					
Asian	1%	2%	1%		1%
Black or African American	5%	4%	3%	3%	9%
Hispanic	11%	8%	10%	12%	16%
Native Hawaiian / Pacific Islander					
Two or More Races	2%	3%	3%	4%	4%
White	81%	83%	85%	81%	69%

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 2019, Section 101A, 27/30 (90%) students earned 80% on the GKT Essay assignment. In EDF1005 Spring A 2020, Section 101A, 18/18 (100%) 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 for 2019-20. The 2019-20 BSED Biology majors admitted will be Senior Interns starting in Spring 2021.
2. Employer Satisfaction Survey data specific to content knowledge

Q24 - Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.

#	Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.	Percentage
1	Highly Effective	60.71%
2	Effective	35.71%
3	Developing	3.57%
4	Unacceptable	0.00%
	Total	28

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.	1.00	3.00	1.43	0.56	0.32	28	100.00%	39.29%

95% (27/28) of the graduates were effective/high effective at demonstrating content knowledge of the standards and the number of graduates listed as "developing" decreased from 3 in 2018-19 to 1 in 2019-20, down from 9 in 2017-18.

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.

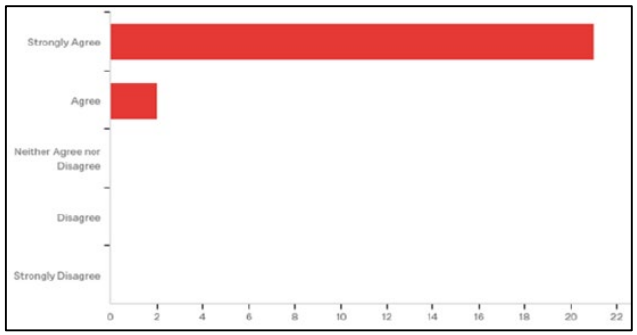
Assessment Results

3. In the 2020 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 2014-15, 2015-16, 2016-17 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

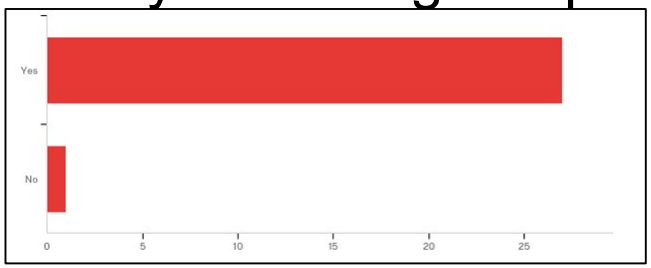
1. Fall 2019 Program Evaluation Administration Intern Clinical Supervisor Survey:
   - The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	91.30%	21
2	Agree	8.70%	2
3	Neither Agree nor Disagree	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	23

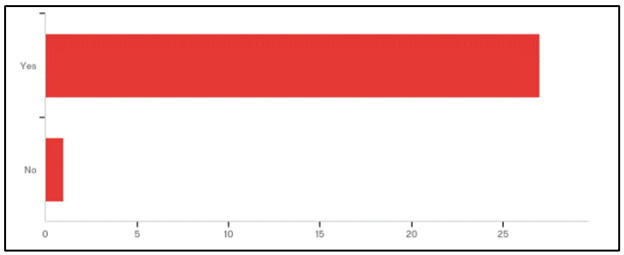
2. Fall 2019 Senior intern survey:

Q38 -Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	96.43%	27
2	No	3.57%	1
	Total	100%	28

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



#	Answer	%	Count
1	Yes	96.43%	27
2	No	3.57%	1
	Total	100%	28

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 2019 – Spring 2020 feedback forms used by College Supervisors during Senior Intern observations of Biology majors. Note: there were no Secondary Science majors in Senior Internship during Fall 2019 or Spring 2020.

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	
Retention Rate	4
Student Performance on Statewide Assessments	
Student Performance by Subgroups	
Teacher Evaluation Results	3
Critical Teacher Shortage	4
SUMMATIVE RATING = 3.6	

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:
(3.6 x .5) + (2.25 x .3) + (4 x .2) =

1.8 + .675 + .8 = ***3.275*** 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 #622500

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 2019-20, there were one BSED in Secondary Physics Education admitted to the program. The student's GPA was 2.69.
2. The following table shows the changes in demographic trends of students enrolled in the BSED Secondary Physics Education 6-12 program:

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Average Age	29	27	28	29	30
Female/Male	88%/12%	91%/9%	89%/11%	93%/7%	81%/19%
Ethnicity					
American Indian / Alaska Native					
Asian	1%	2%	1%		1%
Black or African American	5%	4%	3%	3%	9%
Hispanic	11%	8%	10%	12%	16%
Native Hawaiian / Pacific Islander					
Two or More Races	2%	3%	3%	4%	4%
White	81%	83%	85%	81%	69%

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 2019, Section 101A, 27/30 (90%) students earned 80% on the GKT Essay assignment. In EDF1005 Spring A 2020, Section 101A, 18/18 (100%) 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 were no Secondary Physics majors entering Senior Internship in 2019-20 resulting in no SAE results.
2. Employer Satisfaction Survey data specific to content knowledge

Q24 - Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.

#	Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.	Percentage
1	Highly Effective	60.71%
2	Effective	35.71%
3	Developing	3.57%
4	Unacceptable	0.00%
	Total	28

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.	1.00	3.00	1.43	0.56	0.32	28	100.00%	39.29%

95% (27/28) of the graduates were effective/high effective at demonstrating content knowledge of the standards and the number of graduates listed as "developing" decreased from 3 in in 2018-19 to 1 in 2019-20, down from 9 in 2017-18.

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.

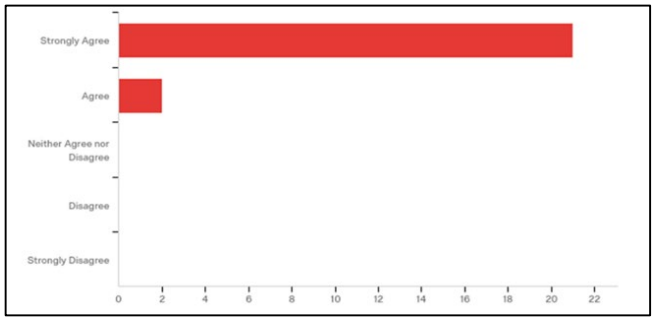
Assessment Results

3. In the 2020 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 2014-15, 2015-16, 2016-17 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

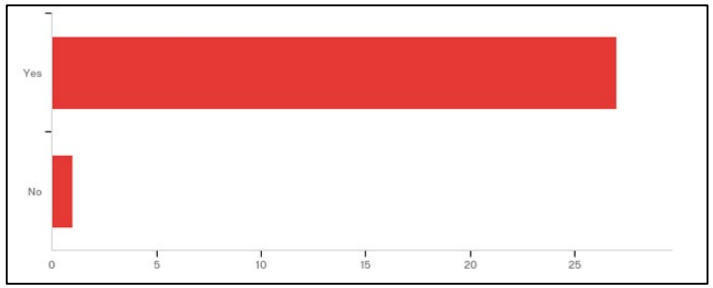
1. Fall 2018 administration survey results of college supervisors.
   - The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	91.30%	21
2	Agree	8.70%	2
3	Neither Agree nor Disagree	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	23

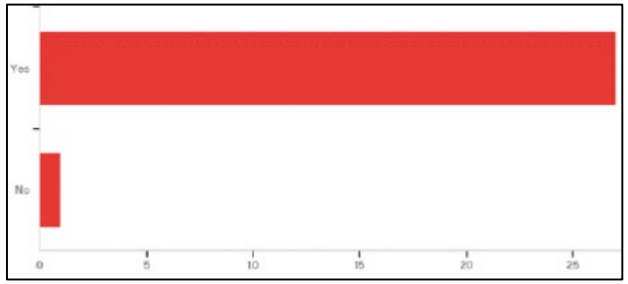
2. Fall 2018 Senior intern survey results of college supervisors.

Q38 -Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	96.43%	27
2	No	3.57%	1
	Total	100%	28

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



#	Answer	%	Count
1	Yes	96.43%	27
2	No	3.57%	1
	Total	100%	28

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 feedback forms used by College Supervisors during Senior Intern observations of Chemistry majors. Note, there were no Fall 2019 or Spring 2020 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	
Retention Rate	4
Student Performance on Statewide Assessments	
Student Performance by Subgroups	
Teacher Evaluation Results	3
Critical Teacher Shortage	4
SUMMATIVE RATING = 3.6	

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

1.8 + .675 + .8 = ***3.275*** 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 #622600

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 2019-20 academic year, there was 1 BSED in Secondary Chemistry Education majors admitted to the program. 100% (1/1) was admitted with a GPA of 3.0 or higher.
2. The following table shows the changes in demographic trends of students enrolled in the BSED Secondary Chemistry Education 6-12 program:

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Average Age	29	27	28	29	30
Female/Male	88%/12%	91%/9%	89%/11%	93%/7%	81%/19%
Ethnicity					
American Indian / Alaska Native					
Asian	1%	2%	1%		1%
Black or African American	5%	4%	3%	3%	9%
Hispanic	11%	8%	10%	12%	16%
Native Hawaiian / Pacific Islander					
Two or More Races	2%	3%	3%	4%	4%
White	81%	83%	85%	81%	69%

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. Secondary Chemistry Education Subject Area Exam results (includes semester/year for trend data):

Chemistry 6-12 (3)					
		Institution		Statewide	
Competency Area	Range of Items	Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of the nature of matter	10	5.00	50.00%	7.51	75.09%
02 Knowledge of energy and its interaction with matter	13-14	8.00	57.14%	10.68	77.53%
03 Knowledge of bonding and molecular structure	17-18	15.00	88.24%	14.29	80.50%
04 Knowledge of chemical reactions and stoichiometry	21	13.00	61.90%	15.31	72.92%
05 Knowledge of atomic theory and structure	12	9.00	75.00%	8.98	74.85%
06 Knowledge of the nature of science	9-10	6.00	66.67%	7.69	78.71%
07 Knowledge of measurement	9	5.00	55.56%	6.85	76.09%
08 Knowledge of appropriate laboratory use and procedures	5	4.00	80.00%	3.60	71.96%
Number of Students included for Institution Totals: 1 Number of Students included for Statewide Totals: 112					

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

Q24 - Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.

#	Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.	Percentage
1	Highly Effective	60.71%
2	Effective	35.71%
3	Developing	3.57%
4	Unacceptable	0.00%
	Total	28

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count	Bottom 3 Box	Top 3 Box
1	Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.	1.00	3.00	1.43	0.56	0.32	28	100.00%	39.29%

95% (27/28) of the graduates were effective/high effective at demonstrating content knowledge of the standards and the number of graduates listed as “developing” decreased from 3 in 2018-19 to 1 in 2019-20, down from 9 in 2017-18.

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.

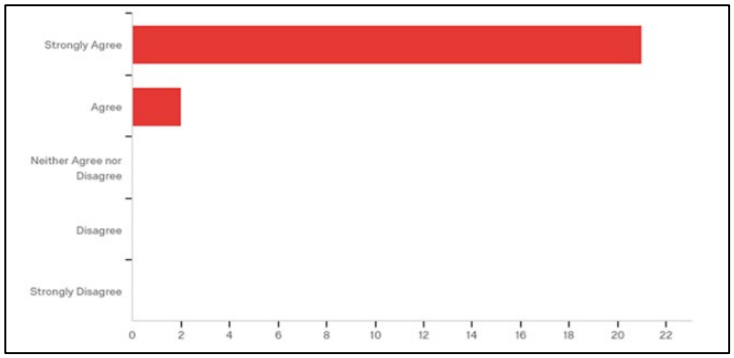
Assessment Results

3. In the 2020 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 2014-15, 2015-16, 2016-17 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

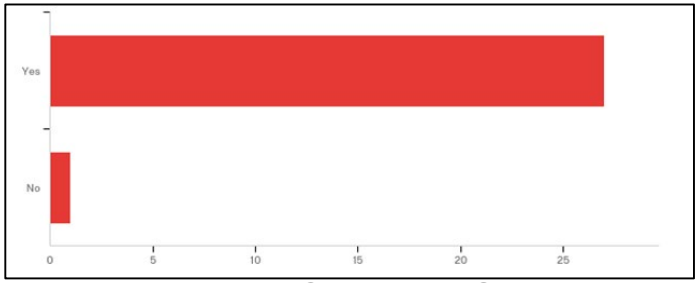
1. Fall 2019 Program Evaluation Administration Intern Clinical Supervisor Survey:
   - The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	91.30%	21
2	Agree	8.70%	2
3	Neither Agree nor Disagree	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	23

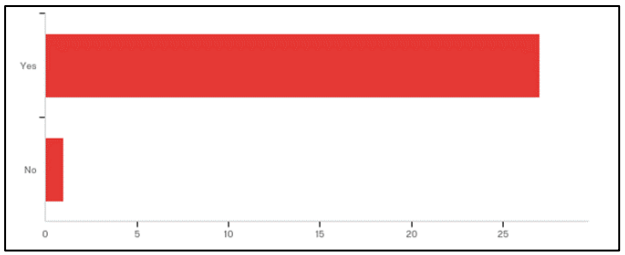
2. Fall 2019 Senior intern survey results of college supervisors.

Q38 -Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	96.43%	27
2	No	3.57%	1
	Total	100%	28

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



#	Answer	%	Count
1	Yes	96.43%	27
2	No	3.57%	1
	Total	100%	28

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 feedback forms used by College Supervisors during Senior Intern observations of Chemistry majors. Note, since there was only 1 Secondary Chemistry major in the 2019-20 Senior Internship, there was not enough data to be statistically significant.

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	
Retention Rate	4
Student Performance on Statewide Assessments	
Student Performance by Subgroups	
Teacher Evaluation Results	3
Critical Teacher Shortage	4
SUMMATIVE RATING = 3.6	

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:
(3.6 x .5) + (2.25 x .3) + (4 x .2) =

1.8 + .675 + .8 = ***3.275*** 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 #622700

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 2019-20, 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

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Average Age	29	27	28	29	30
Female/Male	88%/12%	91%/9%	89%/11%	93%/7%	81%/19%
Ethnicity					
American Indian / Alaska Native					
Asian	1%	2%	1%		1%
Black or African American	5%	4%	3%	3%	9%
Hispanic	11%	8%	10%	12%	16%
Native Hawaiian / Pacific Islander					
Two or More Races	2%	3%	3%	4%	4%
White	81%	83%	85%	81%	69%

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 2019, Section 101A, 27/30 (90%) students earned 80% on the GKT Essay assignment. In EDF1005 Spring A 2020, Section 101A, 18/18 (100%) 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 Earth-Space: *There were no Secondary Earth-Space majors in 2019-20 resulting in no SAE results*

2. Employer Satisfaction Survey data specific to content knowledge

Q24 - Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.

#	Demonstrating knowledge and understanding of the Next Generation Sunshine State Standards/Florida Standards.	Percentage
1	Highly Effective	60.71%
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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.

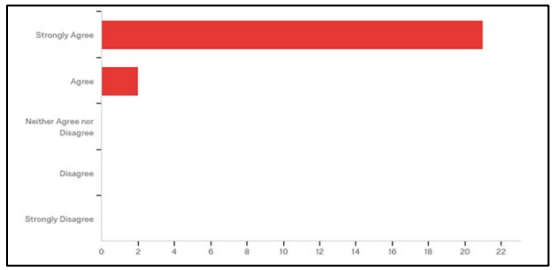
Assessment Results

3. In the 2020 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 2014-15, 2015-16, 2016-17 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 2019 administration survey results of college supervisors.
   - The DSC Clinical Supervisor was supportive and helpful throughout the internship



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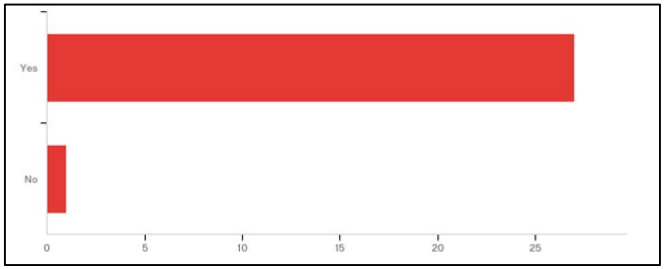

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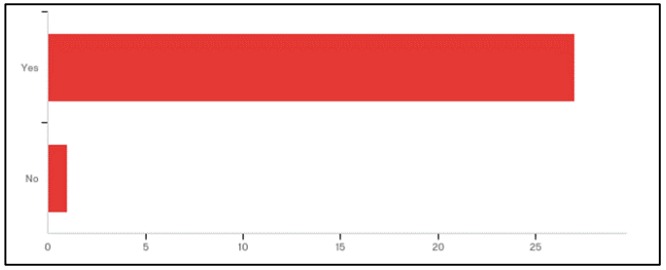

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Assessment Results

3. Data disaggregated from feedback forms used by College Supervisors during Senior Intern observations of Secondary Science majors. Note: there were no Earth-Space majors in Senior Internship during Fall 2019 or Spring 2020.

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	
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Daytona State College

	BSED	EPI
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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:
(3.6 x .5) + (2.25 x .3) + (4 x .2) =

1.8 + .675 + .8 = ***3.275*** 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 2018-2019 and 2019-2020: Programs and Institutional Learning Outcomes

Program	Critical/ Creative Thinking		Communication		Cultural Literacy		Information and Technical Literacy	
	18/19	19/20	18/19	19/20	18/19	19/20	18/19	19/20
6221 - Bachelor of Science in Education - Elementary Education	80%-93%	62%-91%	81%-95%	90%-100%	70.58%-97.73%	76%-92%	69%-92%	61%-93.3%
6222 - Bachelor of Science in Education - Exceptional Education	67%-93%	79%-100%	81%-95%	75%-92%	70.58%-100%	78%-95%	69%-97%	61%-100%
6223 - Bachelor of Science in Education - Secondary Mathematics Education	50%-100%	90%-100%	80%-100%	80%-100%	70.85%-100%	76%-100%	47%-97%	61%-93.3%
6224 - Bachelor of Science in Education - Secondary Biology Education	50%-100%	90%-100%	80%-100%	81%-100%	70.58%-100%	76%-100%	47%-97%	77%-93.3%
6225 - Bachelor of Science in Education - Secondary Physics Education	50%-100%	90%-100%	80%-100%	81%-100%	70.58%-100%	76%-100%	47%-97%	61%-93.3%
6226 - Bachelor of Science in Education - Secondary Chemistry Education	50%-100%	90%-100%	80%-100%	81%-100%	70.58%-100%	76%-100%	47%-97%	61%-93.3%
6227 - Bachelor of Science in Education - Secondary Earth/Space Science Education	50%-100%	90%-100%	80%-100%	80%-100%	70.58%-100%	82.6%-100%	47%-97%	61%-93.3%

Headcount by Major

Major	2016-2017	2017-2018	2018-2019	2019-2020
6221 - BS-Elementary Education	119	114	108	111
6222 - BS-Exceptional Education	19	20	15	25
6223 - BS-Secondary Math Education	11	11	10	8
6224 - BS-Secondary Biology Education	4	2	1	6
6225- Secondary Physics Education			1	1
6226 - BS-Secondary Chem. Education	3	2	1	2
6227 - BS-Sec. Earth/Space Science	3	2		
8008 - EPI	54	47	30	24
Total	213	198	166	177

Source: IR Program Assessment Data

Students are duplicated across programs, unduplicated in the total.

Graduates in Major

Major	2016-2017	2017-2018	2018-2019	2019-2020
6221 - BS-Elementary Education	33	39	38	56
6222 - BS-Exceptional Education	4	7	6	8
6223 - BS-Secondary Math Education	2		4	5
6224 - BS-Secondary Biology Education	2	1	1	
6225- Secondary Physics Education				
6226 - BS-Secondary Chem. Education	1	2		
6227 - BS-Sec. Earth/Space Science	1	2		
8008 - EPI	16	12	8	12
Total	59	63	57	81

Blank cells or missing years indicate no graduates.

Source: IR Program Assessment Data

Number of Graduates in Major by Race/Ethnicity

Program and Race/Ethnicity	2018-2019	2019-2020
622100 - Elementary Education B.S.	38	56
Black	1	4
Hispanic/Latino	6	8
Two or More Races	1	4
White	30	40
622200 - Exceptional Student Ed. B.S.	6	8
Hispanic/Latino	1	1
White	5	7
622300 - Secondary Mathematics Ed. B.S.	4	5
Hispanic/Latino	1	2
White	3	3
622400 - Secondary Biology Education	1	
White	1	
800800 - Educator Preparation Institute	8	12
Two or More Races		1
White	8	11
Grand Total	57	81

Source: IR Program Assessment Data

Time to Degree

Program	Average Years to Degree (2019-2020 Cohort)
622100 - Elementary Education B.S.	2.2
622200 - Exceptional Student Ed. B.S.	1.9
622300 - Secondary Mathematics Ed. B.S.	2.9
800800 - Educator Preparation Institute	1.3

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	2014	29	17	58.6%	21	72.4%
	2015	16	13	81.3%	13	81.3%
	2016 – 200% In progress	33	29	87.9%	30	90.9%
	2017 – In progress	21	16	76.2%	16	76.2%
6222- Exceptional Education	2014	11	9	81.8%	9	81.8%
	2015	3	3	100%	3	100%
	2016 –200% In progress	4	3	75%	3	75%
	2017 – In progress	3	2	66.7%	2	66.7%
6223- Secondary Math Education	2014	0				
	2015	4	3	75%	3	75%
	2016 –200% In progress	3	1	33.3%	2	66.7%
	2017 – In progress	4	3	75%	3	75%
6224- Secondary Biology Education	2014	0				
	2015	1	1	100%	1	100%
	2016 – 200% In progress	0				
	2017 – In progress	0				
6226 - BS-Secondary Chemistry Ed.	2014	1	1	100%	1	100%
	2015	0				
	2016 –200% In Progress	2	2	100%	2	100%
	2017 – In progress	0				
6227 - BS-Sec. Earth/Space Science	2014	1	1	100%	1	100%
	2015	1	1	100%	1	100%
	2016 – 200% In progress	0				
	2017 – In progress	0				
8008- EPI	2016	18	4	22.2%	7	38.9%
	2017	11	1	9.1%	1	9.1%
	2018 – 200% In Progress	11	2	18.2%	4	36.4%
	2019 – In Progress	16	3	18.8%	3	18.8%

Workforce Completion Rate for 150%: 34.28% and for 200%: 41.09%

Source: IR Program Assessment Data

Fall terms include prior Summer term enrollment in major.
Graduation within 200% time includes graduates within 150% time.

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.	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	11	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%	26	89.7%
	2017	Black	1	1	100%	1	100%
		Hispanic	5	3	60%	3	60%
		White	15	12	80%	12	80%
622200 - Exceptional Student Ed. B.S.	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%
	2017	White	3	2	66.7%	2	66.7%
622300 - Secondary Mathematics Ed. B.S.	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%	2	66.7%
	2017	Hispanic	1	1	100%	1	100%
		White	3	2	66.7%	2	66.7%

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.	2013	White	1	1	100%	1	100%
	2015	White	1	1	100%	1	100%
	2016						
	2017						
622600 - Secondary Chemistry Ed. B.S.	2014	White	1	1	100%	1	100%
	2016	White	2	2	100%	2	100%
	2017						
622700 - Secondary Earth/Space Ed. B.S.	2014	White	1	1	100%	1	100%
	2015	White	1	1	100%	1	100%
	2016						
	2017						
800800 - Educator Preparation Institute	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	10	1	10%	1	10%
	2018	Asian	3	0	0%	0	0%
		White	8	2	25%	4	50%
	2019	Black	1	1	100%	1	100%
		Hispanic	1	0	0%	0	0%
		Unknown	1	0	0%	0	0%
		White	13	2	15.4%	2	15.4%

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.	2015	Female	13	10	76.9%	10	76.9%
		Male	3	3	100%	3	100%
	2016 – 200% In progress	Female	31	28	90.3%	29	93.6%
		Male	2	1	50%	1	50%
	2017 – In progress	Female	20	15	75%	15	75%
		Male	1	1	100%	1	100%
622200 - Exceptional Student Ed. B.S.	2015	Female	2	2	100%	2	100%
		Male	1	1	100%	1	100%
	2016 –200% In progress	Female	3	2	66.7%	2	67%
		Male	1	1	100%	1	100%
	2017 – In progress	Female	2	1	50%	1	50%
		Male	1	1	100%	1	100%
622300 - Secondary Mathematics Ed. B.S.	2015	Female	3	2	67%	2	67%
		Male	1	1	100%	1	100%
	2016 – 200% In progress	Female	2	0	0%	1	50%
		Male	1	1	100%	1	100%
	2017 – In progress	Male	4	3	75%	3	75%
622400 - Secondary Biology Ed. B.S.	2015	Female	1	1	100%	1	100%
	2016 – In progress						

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 – 200% In progress	Female	1	1	100%	1	100%
		Male	1	1	100%	1	100%
	2017 – In progress	Female					
		Male					
622700 - Secondary Earth/Space Ed. B.S.	2015	Female	1	1	100%	1	100%
	2016 – 200% In progress	Female	1	1	100%	1	100%
	2017 – In progress	Female					
		Male					
800800 - Educator Preparation Institute	2017	Female	8	1	12.5%	1	12.5%
		Male	3	0	0%	0	0%
	2018 –200% in progress	Female	9	2	22.2%	4	44.4%
		Male	2	0	0%	0	0%
	2019 – In progress	Female	10	2	20%	2	20%
		Male	5	1	20%	1	20%
		Unknown	1	0	0%	0	0%

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	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%
	FA19 to SP20	18	0	1	5.6%	11	61.1%	66.7%

By Race/Ethnicity

Major	Term	Race/Ethnicity	Registered	Exclusions	Adjusted Cohort	Persistence by Program	
						N	%
8008 - EPI	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%
	FA19 to SP20	Asian	2	0	2	0	0%
		Black	1	0	1	1	100%
		Hispanic	1	0	1	1	100%
		Unknown	1	0	1	1	100%
		White	13	0	13	8	61.5%

By Gender

Program and Cohort		Race/Ethnicity	Registered	Excluded	Persistence by DSC		Persistence by Program		Total Persistence
					N	%	N	%	%
8008 - EPI	FA19 to SP20	Female	12	0	1	8.3%	6	50%	58.3%
		Male	5	0	0	0%	4	80%	80%
		Unknown	1	0	0	0%	1	100%	100%

Retention Rates

Major	Fall Term	Registered	Excluded	Retained by DSC		Retained by Program		Total Retained
				N	%	N	%	
6221 BS-Elementary Education	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%
	2018	92	36	0	0%	51	91.1%	91.1%
6222 BS-Exceptional Education	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%
	2018	12	5	0	0%	6	85.7%	85.7%
6223 BS-Secondary Math Ed.	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%
	2018	8	3	1	20%	4	80%	100%
6224 BS-Secondary Biology Ed.	2015	2	1	0	0%	1	100%	100%
	2016	3	2	0	0%	1	100%	100%
	2017	2	1	0	0%	1	100%	100%
	2018	1	1					
6226 BS-Secondary Chemistry Ed.	2015	0						
	2016	3	1	0	0%	2	100%	100%
	2017	2	2					
	2018	1	0	0	0%	1	100%	100%
6225 BS Secondary Physics Education	2018	1	0	0	0%	0	0%	0%
6227 BS-Sec. Earth/Space Sci.	2015	2	0	0	0%	2	100%	100%
	2016	3	1	0	0%	2	100%	100%
	2017	2	2					
	2018							

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

Retention Rates by Race/Ethnicity

Major	Fall Cohort	Race/Ethnicity	Registered	Exclusions	Adjusted Cohort	Retained by Program N	Retained by Program %
6221 BS-Elementary Education	2017	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%
	2018	Black	3	1	2	2	100%
		Hispanic	13	4	9	8	88.9%
		Two or More Races	3	1	2	2	100%
		White	73	30	43	39	90.7%
6222 BS-Exceptional Education	2017	Black	1	1	0		
		Hispanic	2	1	1	0	0%
		White	11	5	6	4	66.7%
	2018	Hispanic	1	0	1	1	100%
		White	11	5	6	5	83.3%
6223 BS-Secondary Math Ed.	2017	Hispanic	2	0	2	1	50%
		White	7	1	6	4	66.7%
	2018	Hispanic	2	1	1	1	100%
		White	6	2	4*	3	75%
6224 BS-Secondary Biology Ed	2017	Hispanic	1	1	0		
		White	1	0	1	1	100%
	2018	White	1	1	0		
6225 BS -Secondary Physics Education	2018	White	1	0	1	0	0%
6226 - Secondary Chemistry Ed. B.S.	2017	White	2	2			
	2018	White	1	0	1	1	100%
6227 BS-Sec. Earth/Space Science	2017	White	2	2			
	2018						

Retention of Underserved Populations: 56.25% Black, 57.95% Hispanic, and 73.08% Unknown

**one student retained by DSC*

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

Retention Rates by Gender

Major	Fall Cohort	Gender	Registered	Exclusions	Adjusted Cohort	Retained by Program	
						N	%
6221 BS-Elementary Education	2017	Female	78	35	43	36	84%
		Male	6	2	4	3	75%
	2018	Female	83	33	50	45	90%
		Male	9	3	6	6	100%
6222 BS-Exceptional Education	2017	Female	8	4	4	2	50%
		Male	6	3	3	2	67%
	2018	Female	8	2	6	5	83.3%
		Male	4	3	1	1	100%
6223 BS-Secondary Math Ed.	2017	Female	5	1	4	3	75%
		Male	4	0	4	2	50%
	2018	Female	4	1	3	2	66.7%
		Male	4	2	2	2	100%
6224 BS-Secondary Biology Ed	2017	Female	2	1	1	1	100%
	2018	Female	1	1	0		
6225 BS - Secondary Physics Education	2018	Female	1	0	1	0	0%
622600 - Secondary Chemistry Ed. B.S.	2017	Female	1	1	0		
		Male	1	1	0		
	2018	Female	1	0	1	1	100%
6227 BS-Sec. Earth/Space Science	2017	Female	2	2	0		
	2018						

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) Workforce High Demand Occupations: 12.96% DSC Workforce High Skill/High Wage Earnings: 59.10%							
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	2017/18	39	****	95%	90%	$40,320	$40,620
	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
6222-Bachelor of Science in Education - Exceptional Education	2017/18	****	****	86%	91%	$**,***	$44,280
	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
6224-Bachelor of Science in Education - Secondary Biology Education	2017/18	****	****	0%	83%	$**,***	$**,***
	2016/17	****	50%	100%	88%	$**,***	$45,536
	2015/16	NA	NA	100%	100%	$ **,***	$ 38,188
	2014/15	NA	0%	100%	94%	$ **,***	$ 45,696
6226 - 6224-Bachelor of Science in Education – Chemistry Education	2017/18	****	****	100%	100%	$ **,***	$ **,***
6227-Bachelor of Science in Education - Secondary Earth/Space Science Education	2017/18	****	****	50%	50%	$**,***	$**,***
	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)
Workforce High Demand Occupations: 12.96%
DSC Workforce High Skill/High Wage Earnings: 59.10%

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	2017/18						
	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	2017/18	12	****	83%	86%	$45,924	$44,840
	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

*Currently Inactive Program.
N/A - No placement data for the program.

Note: Programs with no graduates are excluded from this report for the reporting year.
(****), ($**,***), or (***%) - Number of graduates less than 10 but greater than 0 suppressed.

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 3)

Major and Associated Courses		2016-2017		2017-2018		2018-2019		2019-2020	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6221 - BS-Elementary Education	EDE4223	38	100%	20	100%				
	EDE4943	43	98%	41	98%				
	EDF4430	132	92%	106	98%	96	96%	121	98%
	EDF4603	121	94%	134	96%	126	94%	116	95%
	EDF4943					49	98%	54	100%
	EDG4323	127	95%	110	96%	98	96%	113	97%
	EEX4070	34	100%	41	100%	39	100%	37	100%
	ESE4945	56	96%	55	96%	49	98%	54	100%
	LAE3414	51	94%	37	100%	41	100%	92	100%
	LAE4314	34	100%	43	100%	46	100%		
	MAE4326	39	95%	54	100%	41	100%	45	100%
	MAE4803			16	100%	46	100%	39	97%
	RED3309	59	92%	49	98%	38	100%	61	98%
	RED4511	43	95%	49	96%	45	100%	45	98%
	RED4519	51	96%	41	100%	57	100%	49	100%
	RED4844	60	100%	48	100%	46	100%	52	100%
	SCE3310	46	93%	46	96%	51	96%	54	100%
	SSE3312	41	100%	51	100%	70	100%	52	96%
	TSL3080	65	94%	79	97%	116	97%	147	96%
	TSL4081	45	100%	41	100%	28	100%	51	98%
	Major	1085	96%	1061	98%	1082	98%	1182	98%
6222 - BS-Exceptional Education	EEX3240	10	100%	1	100%				
	EEX3280	20	90%	9	100%				
	EEX4034	20	100%	6	100%			8	100%
	EEX4221	7	100%	7	100%	6	100%	6	100%
	EEX4265					6	83%	15	100%
	EEX4601	8	100%	6	100%	6	100%	6	100%
	EEX4943	6	83%	8	88%				
	Major	71	96%	37	97%	18	94%	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 (2 of 3)

Major or Dept. and Associated Courses		2016-2017		2017-2018		2018-2019		2019-2020	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6223 - BS-Secondary Math Ed.	MAS3105					4	100%	8	88%
	MAS3301					6	83%	3	67%
	MAS4203					5	100%	4	75%
	MHF4404					4	100%	4	50%
	MTG4212					4	100%	2	100%
	STA4024					2	100%	4	100%
	Major	3	100%	4	75%	25	96%	25	80%
6224 - BS-Secondary Biology Ed.	EDF3214	62	97%	39	90%	27	93%	36	94%
	EEX4242	8	100%	8	100%	3	100%	3	100%
	EME3434	7	100%	7	86%	5	100%	3	100%
	ESE4943	7	100%	6	100%				
	LAE4361	8	100%	6	100%				
	SCE4360	4	100%	1	100%				
	Major	96	98%	67	93%	35	94%	42	95%
8008	EPI0940	20	90%	24	92%	16	94%	9	100%
	RED3012	57	95%	47	89%	80	98%	92	99%
	Major	77	94%	71	90%	96	97%	101	99%
EDU - Education	EDF1005	243	82%	228	86%	266	80%	249	86%
	EDF2085	251	80%	232	75%	139	79%	102	71%
	EDG2905	16	100%	9	100%				
	EDP2002	81	93%	117	92%	149	93%	155	92%
	EEX2010	279	88%	107	86%	193	91%	205	86%
	EEX4034					7	86%		
	EME2040	133	89%	180	91%	86	91%	58	81%
	MAE2801	100	100%	155	87%	166	89%	163	85%
	SLS3355L			75	100%	67	97%	86	100%
	Major	1103	87%	1103	86%	1073	87%	1018	86%
6223/6224/6225/ 6226/6227	SMT4301					4	100%	5	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

Course Success Rates (3 of 3)

Major or Dept. and Associated Courses		2019-2020 Attempted	2019-2020 % Successful
Upper Division	BCH3023C	19	89%
	BOT3151	5	100%
	CHM3085	3	100%
	CHM3120C	1	100%
	PCB3034C	5	100%
	PCB3060	16	94%
	PHY3101	7	100%
	PHY3221	1	100%
	Total	82*	90%
Total		2465	93%

*This total include some of the upper-level math classes

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 by Race/Ethnicity (1 of 4)

Program, Course, Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
6221 - BS-Elementary Ed.	1082	98%	1182	98%
EDF4430	96	96%	121	98%
Asian	3	100%		
Black	3	100%	7	86%
Hispanic	16	94%	19	89%
Two or More Races	4	100%	2	100%
Unknown			4	100%
White	70	96%	89	100%
EDF4603	126	94%	116	95%
Asian	2	100%	2	100%
Black	10	100%	6	100%
Hispanic	15	93%	16	88%
Two or More Races	4	100%	3	100%
Unknown	2	100%	2	50%
White	93	94%	87	97%
EDF4943	49	98%	54	100%
Black	1	100%	2	100%
Hispanic	7	100%	9	100%
Two or More Races	1	100%	3	100%
White	40	98%	40	100%
EDG4323	98	96%	113	97%
Asian	3	100%		
Black	3	100%	6	100%
Hispanic	12	100%	22	95%
Two or More Races	4	100%	1	100%
Unknown	1	100%	1	100%
White	75	95%	83	98%
EEX4070	39	100%	37	100%
Black	2	100%	1	100%
Hispanic	7	100%	7	100%
Two or More Races	1	100%	1	100%
White	29	100%	28	100%

Program, Course, Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
6221 - BS-Elementary Ed.	1082	98%	1182	98%
ESE4945	49	98%	54	100%
Black	1	100%	2	100%
Hispanic	7	100%	9	100%
Two or More Races	1	100%	3	100%
White	40	98%	40	100%
LAE3414	41	100%		
Black	1	100%		
Hispanic	9	100%		
Two or More Races	1	100%		
White	30	100%		
LAE4314	46	100%	92	100%
Black	2	100%	2	100%
Hispanic	6	100%	18	100%
Two or More Races	2	100%	1	100%
White	36	100%	71	100%
MAE4326	41	100%	45	100%
Black	2	100%	1	100%
Hispanic	7	100%	9	100%
Two or More Races	1	100%	1	100%
White	31	100%	34	100%
MAE4803	46	100%	39	97%
Black	2	100%	1	100%
Hispanic	7	100%	8	100%
Two or More Races	2	100%		
White	35	100%	30	97%
RED3309	38	100%	61	98%
Black	1	100%	1	100%
Hispanic	7	100%	12	100%
Two or More Races	1	100%		
White	29	100%	48	98%
RED4511	45	100%	45	98%
Black	2	100%	1	100%
Hispanic	7	100%	8	100%
Two or More Races	1	100%	1	100%
White	35	100%	35	97%

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	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
6221 - BS-Elementary Ed.	1082	98%	1182	98%
RED4519	57	100%	49	100%
Black	2	100%	1	100%
Hispanic	9	100%	8	100%
Two or More Races	2	100%		
White	44	100%	40	100%
RED4844	46	100%	52	100%
Black	2	100%	1	100%
Hispanic	7	100%	9	100%
Two or More Races	1	100%	1	100%
White	36	100%	41	100%
SCE3310	51	96%	54	100%
Black	2	100%	1	100%
Hispanic	7	100%	11	100%
Two or More Races	2	100%		
White	40	95%	42	100%
SSE3312	70	100%	52	96%
Black	3	100%	1	100%
Hispanic	11	100%	11	91%
Two or More Races	2	100%		
White	54	100%	40	98%
TSL3080	116	97%	147	96%
Asian	3	100%		
Black	5	100%	11	82%
Hispanic	14	93%	23	91%
Two or More Races	3	100%	5	80%
Unknown	1	100%	1	100%
White	90	97%	107	99%
TSL4081	28	100%	51	98%
Black	1	100%	1	100%
Hispanic	4	100%	10	100%
Two or More Races	1	100%	1	100%
White	22	100%	39	97%

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

Program, Course, Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
6222 - BS-Exceptional Ed.	18	94%	35	100%
EEX4034			8	100%
Unknown			1	100%
White			7	100%
EEX4221	6	100%	6	100%
Hispanic	1	100%		
White	5	100%	6	100%
EEX4265	6	83%	15	100%
Hispanic			3	100%
White	6	83%	12	100%
EEX4601	6	100%	6	100%
Hispanic	1	100%		
White	5	100%	6	100%
6223 - BS-Secondary Math Ed.	25	96%		
MAS3105	4	100%	8	88%
Asian			1	100%
Black	1	100%		
White	3	100%	7	86%
MAS3301	6	83%	3	67%
Hispanic/Latino	2	100%	1	100%
White	4	75%	2	50%
MAS4203	5	100%	4	75%
Hispanic/Latino	2	100%	1	100%
Two or More Races			1	100%
White	3	100%	2	50%
MHF4404	4	100%	4	50%
Hispanic/Latino	2	100%		
White	2	100%	4	50%
MTG4212	4	100%	2	100%
Hispanic/Latino	2	100%	1	100%
White	2	100%	1	100%
STA4024	2	100%	4	100%
Hispanic/Latino	1	100%	1	100%
Two or More Races			1	100%
White	1	100%	2	100%

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

Program, Course, Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
6224 - BS-Secondary Biology Ed.	35	94%	42	95%
EDF3214	27	93%	36	94%
Asian	3	100%		
Black	2	100%	3	100%
Hispanic	1	100%	7	100%
Two or More Races			1	100%
Unknown	2	100%	1	100%
White	19	89%	24	92%
EEX4242	3	100%	3	100%
Hispanic	1	100%	1	100%
White	2	100%	2	100%
EME3434	5	100%	3	100%
Hispanic	2	100%	1	100%
White	3	100%	2	100%
8008 - EPI	96	97%	101	99%
EPI0940	16	94%	9	100%
Asian	2	50%	2	100%
Hispanic	1	100%	1	100%
Two or More Races	1	100%		
White	12	100%	6	100%
RED3012	80	98%	92	99%
Asian	4	100%		
Black	9	89%	7	86%
Hispanic	7	100%	12	100%
Two or More Races	4	100%	3	100%
Unknown	1	100%	4	100%
White	55	98%	66	100%
EDU - Education	1073	87%	1018	86%
EDF1005	266	80%	249	86%
American Indian			1	100%
Black	20	65%	13	92%
Hispanic	54	85%	39	90%
Hawaii	2	0%		
Two or More Races	15	87%	5	60%
Unknown	3	67%	1	100%
White	171	81%	190	85%

Program, Course, Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
EDU - Education	1073	87%	1018	86%
EDF2085	139	79%	102	71%
Am. Ind	1	100%		
Asian	1	100%		
Black	17	76%	4	75%
Hispanic	28	75%	21	57%
Two or More Races	6	100%	3	33%
Unknown	2	50%		
White	84	80%	74	76%
EDP2002	149	93%	155	92%
Asian	2	100%	1	100%
Black	15	87%	12	83%
Hispanic	30	93%	29	93%
Two or More Races	5	80%	8	100%
Unknown	3	100%	2	50%
White	94	94%	103	93%
EEX2010	193	91%	205	86%
American Indian			1	100%
Asian			1	100%
Black	14	86%	9	89%
Hispanic	43	95%	34	74%
Two or More Races	5	80%	8	63%
Unknown	1	100%	2	100%
White	130	90%	150	89%
EME2040	86	91%	58	81%
Black	9	89%	1	100%
Hispanic	10	80%	13	85%
Two or More Races	5	100%	2	100%
Unknown	1	100%	1	100%
White	61	92%	41	78%
MAE2801	166	89%	163	85%
American Indian			1	100%
Black	5	80%	6	50%
Hispanic	36	94%	28	89%
Two or More Races	5	60%	5	80%
White	120	89%	123	86%

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

Program, Course, Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
EDU - Education	1073	87%	1018	86%
SLS3355L	67	97%	86	100%
Asian	3	100%		
Black	3	67%	3	100%
Hispanic	10	100%	14	100%
Two or More Races	1	100%		
Unknown			1	100%
White	50	98%	68	100%
6223/6224/6225/ 6226/6227	4	100%	5	100%
SMT4301	4	100%	5	100%
Hispanic	1	100%	3	100%
White	3	100%	2	100%
Upper Division			82	90%
BCH3023C			19	89%
Asian			1	100%
Black			1	100%
Hispanic/Latino			2	100%
Two or More Races			1	100%
White			14	86%
BOT3151			5	100%
Hispanic/Latino			2	100%
White			3	100%
CHM3085			3	100%
Hispanic/Latino			1	100%
White			2	100%
CHM3120C			1	100%
White			1	100%
Grand Total	2333	93%	2465	93%

Program, Course, Race/Ethnicity	2019-2020	
	Enrolled	Success Rate
Upper Division	82	90%
PCB3034C	5	100%
Hispanic/Latino	2	100%
White	3	100%
PCB3060	16	94%
Hispanic/Latino	4	100%
Two or More Races	1	100%
White	11	91%
PHY3101	7	100%
Black	1	100%
White	6	100%
PHY3221	1	100%
White	1	100%
Grand Total	2465	93%

Source: IR Program Assessment Data

Overall Success Rates by Race/Ethnicity

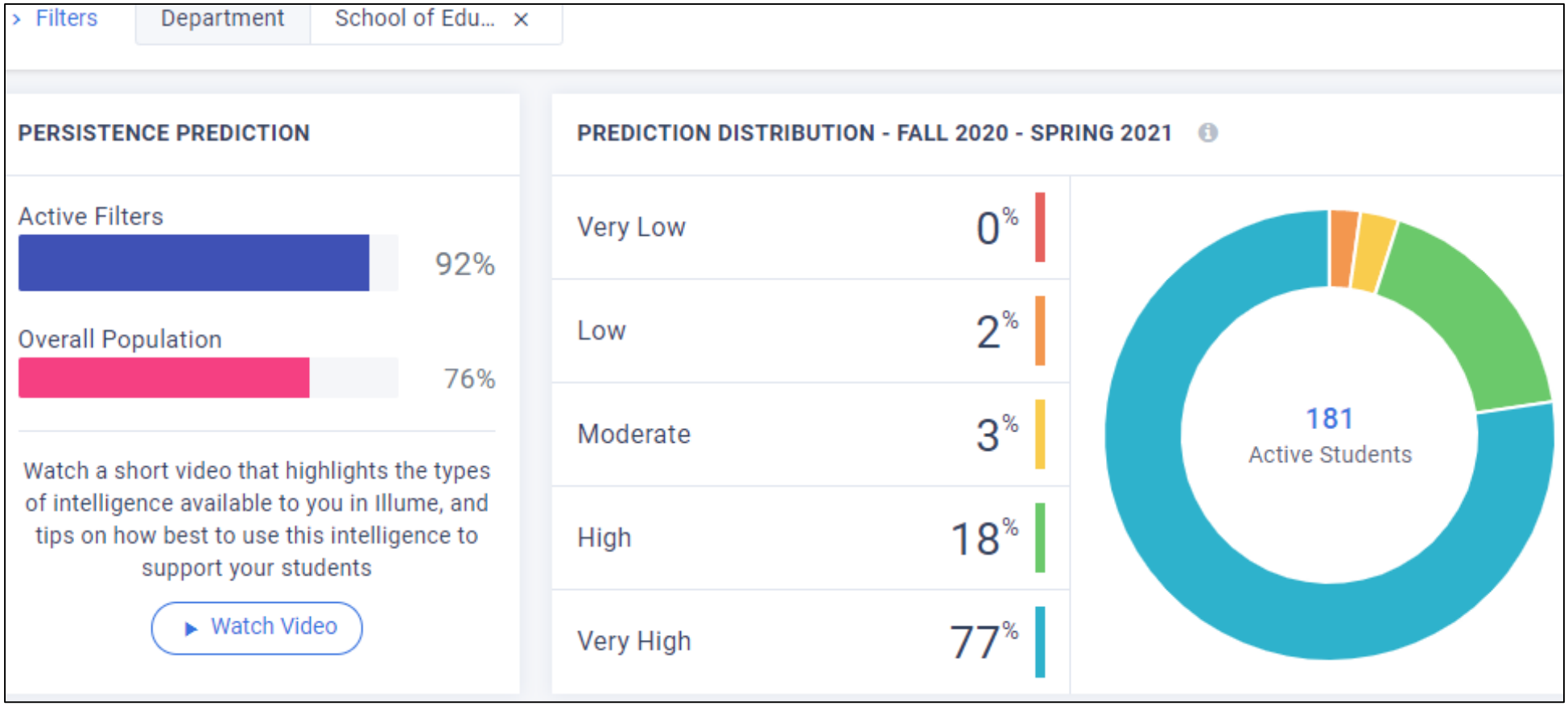
Program, Course, Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
6221 - BS-Elementary Education	1082	98%	1182	98%
Asian	11	100%	2	100%
Black	45	100%	46	93%
Hispanic	159	98%	209	96%
Two or More Races	34	100%	23	96%
Unknown	4	100%	8	88%
White	829	98%	894	99%
6222 - BS-Exceptional Education	18	94%	35	100%
Hispanic	2	100%	3	100%
Unknown			1	100%
White	16	94%	31	100%
6223 - BS-Secondary Math Ed.	25	96%		
Black	1	100%		
Hispanic	9	100%		
White	15	93%		
6224 - BS-Secondary Biology Ed.	35	94%	42	95%
Asian	3	100%		
Black	2	100%	3	100%
Hispanic	4	100%	9	100%
Two or More Races	2	100%	1	100%
Unknown			1	100%
White	24	92%	28	93%

Program, Course, Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
8008 - EPI	96	97%	101	99%
Asian	6	83%	2	100%
Black	9	89%	8	88%
Hispanic	8	100%	12	100%
Two or More Races	5	100%	3	100%
Unknown	1	100%	4	100%
White	67	99%	72	100%
EDU - Education	1073	87%	1018	86%
Am. Ind	1	100%	3	100%
Asian	7	100%	2	100%
Black	83	78%	48	83%
Hispanic	211	89%	178	84%
Hawaii	2	0%		
Two or More Races	42	86%	31	74%
Unknown	10	80%	7	86%
White	717	88%	749	87%
6223/6224/6225/6226/6227	4	100%	5	100%
Hispanic/Latino	1	100%	3	100%
White	3	100%	2	100%
Upper Division			82	90%
Asian			2	100%
Black			2	100%
Hispanic/Latino			15	100%
Two or More Races			4	100%
White			59	86%
Grand Total	2333	93%	2465	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

2020-2021
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?