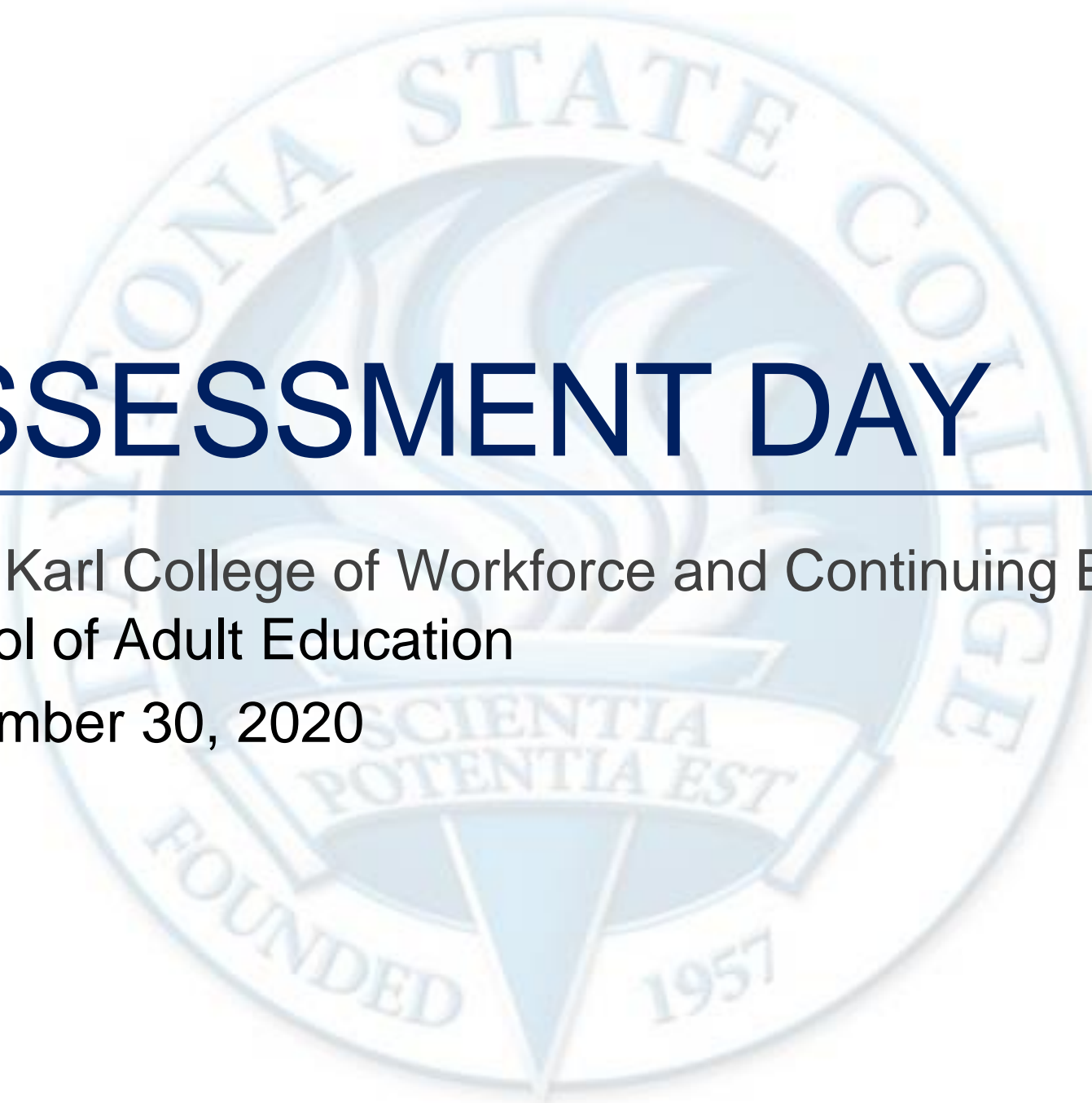


# ASSESSMENT DAY

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Mary Karl College of Workforce and Continuing Education  
School of Adult Education  
November 30, 2020



Strengths

Challenges

Recommendations

# Academic Assessment

	LEVEL	FOCUS	CONDUCTED BY	FREQUENCY
<b>Academic Success Committee</b>	Program	<ul style="list-style-type: none"> <li>Quality of assessment practices</li> </ul>	Committee of peers	Years 1 & 2
<b>Instructional Program Review</b>	Program/ Cluster	<ul style="list-style-type: none"> <li>Enrollment, retention, completion</li> <li>Industry certifications and job placement</li> <li>Program budget and staffing</li> <li>Advisory committees</li> <li>Curriculum changes</li> </ul>	Committee of peers	Year 3
<b>Assessment Day</b>	Course/ Program	<ul style="list-style-type: none"> <li>Enrollment by demographics</li> <li>Graduation and retention</li> <li>Average class size</li> <li>Course success rate</li> <li>Placement rate</li> <li>SLOs, PLOs and ILOs</li> </ul>	Program Chair and Faculty	Years 1, 2, 3

# Last Assessment Day Action Items

## Adult Education Last Action Items: 04/13/2020

- Have online students attend a pathways class;
- Get all faculty and staff using the same platform (tools are available but the process to use them is not in place);
- Reviewing modality data for accuracy (true comparison);
- Karla and Kathy look at Civitas campaigns;
- Utilize Tops Pro for CASAS to analyze data;
- Work with Advising to assign an “Advisor on the Go” to Adult Ed. for incoming students;
- For GED, find out what happens to students who pass the test in another facility (take courses at DSC, but test elsewhere) – Carri Hudgins;
- For Institutional Research: Provide the AHS transition to PSAV;
- For Institutional Effectiveness: Check with Lisa Satterfield and Michelle Goldys about TABE and CASAS for CTE programs

# Programs in this Department

[Adult Basic Education](#)

[Adult High School](#)

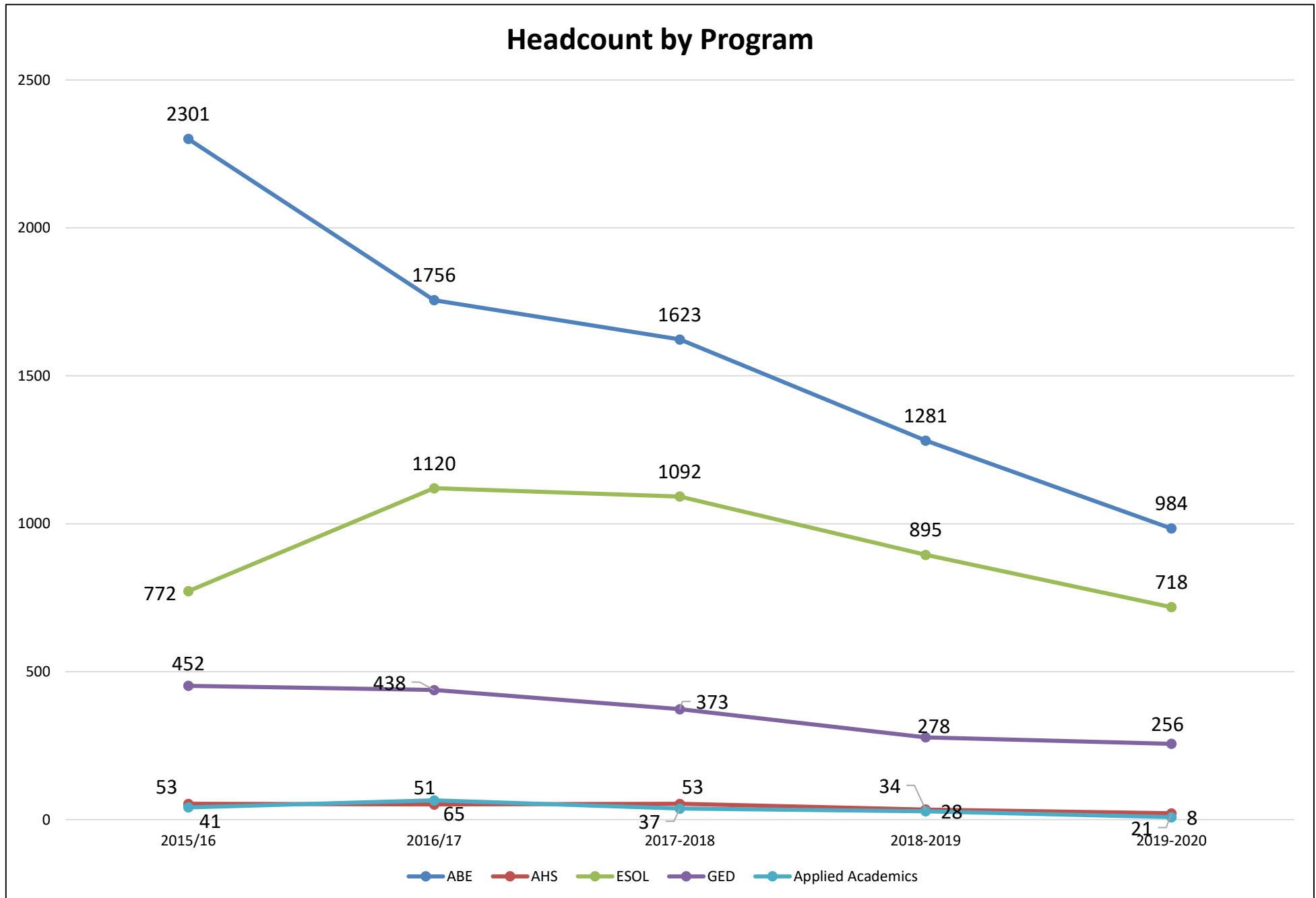
[English for Speakers of Other Languages \(ESOL\)](#)

ESL

Citizenship

[GED](#)

Applied Academics



Students are duplicated across programs.

Source: IR Program Assessment Data

## Student Success – Total Number Enrolled at Each Level

Total Number Enrolled	Year 16-17	Year 17-18	Year 18-19	Year 19-20
ABE Beginning Literacy (1)	139	120	138	94
ABE Beginning Basic Education (2)	427	437	262	118
ABE Intermediate Low (3)	664	630	428	281
ABE Intermediate High (4)	518	455	228	226
<b>ABE Enrolled</b>	<b>1,748</b>	<b>1,642</b>	<b>1,056</b>	<b>719</b>
ASE Low (5 - Grade 9-10)	425	328	112	98
ASE High (7 - Grade 11-12)	56	99	24	0
<b>ASE Enrolled</b>	<b>481</b>	<b>427</b>	<b>136</b>	<b>98</b>
AEV Low (8 - Grade 9-10)	65	38	32	35
AEV High (9 - Grade 11-12)	0	2	0	0
<b>AEV Enrolled</b>	<b>65</b>	<b>40</b>	<b>32</b>	<b>35</b>
ESL Beginning Literacy (B)	102	86	38	30
ESL Beginning Low (C)	135	90	65	53
ESL Beginning High (D)	294	229	168	114
ESL Intermediate Low (E)	220	253	163	130
ESL Intermediate High (F)	168	201	158	92
ESL Advanced (G)	130	194	130	83
<b>ESL Enrolled</b>	<b>1,049</b>	<b>1,053</b>	<b>1,192</b>	<b>502</b>
<b>Total</b>	<b>3,411</b>	<b>3,204</b>	<b>1,946</b>	<b>1,354</b>

THIS DATA IS FOR ALL AE ENROLLMENTS. STUDENTS THAT ARE EXCLUDED FROM NRS ARE INCLUDED IN THIS REPORT.

STUDENTS ARE SELECTED BY LOWEST INITIAL FUNCTIONING LEVEL DURING THE REPORTING YEAR (SU, FA, SP) FOR EACH COURSE PROGRAM OF ENROLLMENT.

STUDENTS ARE DUPLICATED ACROSS PROGRAMS.

Source: IR Program Assessment Data

## Student Success – Number Completed at Each Level

Number Completed Level	Year 16-17	Year 17-18	Year 18-19	Year 19-20
ABE Beginning Literacy (1)	58	49	65	70
ABE Beginning Basic Education (2)	207	196	117	132
ABE Intermediate Low (3)	254	258	198	222
ABE Intermediate High (4)	199	214	98	130
ABE Enrolled	718	717	478	554
ASE Low (5 - Grade 9-10)	95	72	50	17
ASE High (7 - Grade 11-12)	12	28	13	0
ASE Enrolled	107	100	63	17
AEV Low (8 - Grade 9-10)	4	2	8	2
AEV High (9 - Grade 11-12)	0	0	0	0
AEV Enrolled	4	2	8	2
ESL Beginning Literacy (B)	10	1	3	1
ESL Beginning Low (C)	17	7	11	10
ESL Beginning High (D)	35	23	26	27
ESL Intermediate Low (E)	26	48	43	39
ESL Intermediate High (F)	23	29	33	28
ESL Advanced (G)	8	16	27	23
ESL Enrolled	119	124	143	128
Total	956	950	692	701

ONLY ONE LCP IS COUNTED FOR EACH STUDENT IN EACH PROGRAM.



## Student Success – Percentage Completing at Each Level

Percentage Completing Level	Year 16-17	Year 17-18	Year 18-19	Year 19-20
ABE Beginning Literacy (1)	41.7%	40.8%	47.1%	74.5%
ABE Beginning Basic Education (2)	48.5%	44.9%	44.7%	111.9%
ABE Intermediate Low (3)	38.3%	41.0%	46.3%	79.0%
ABE Intermediate High (4)	38.4%	47.0%	43.0%	57.5%
ABE Enrolled	41.1%	43.7%	45.3%	80.7%
ASE Low (5 - Grade 9-10)	22.4%	22.0%	44.6%	17.3%
ASE High (7 - Grade 11-12)	21.4%	28.3%	54.2%	0.0%
ASE Enrolled	22.2%	23.4%	49.4%	17.3%
AEV Low (8 - Grade 9-10)	6.2%	5.3%	21.9%	5.7%
AEV High (9 - Grade 11-12)	0.0%	0.0%	0.0%	0.0%
AEV Enrolled	6.2%	5.0%	21.9%	5.7%
ESL Beginning Literacy (B)	9.8%	1.2%	7.9%	3.3%
ESL Beginning Low (C)	12.6%	7.8%	16.9%	18.9%
ESL Beginning High (D)	11.9%	10.0%	15.5%	23.7%
ESL Intermediate Low (E)	11.8%	19.0%	26.4%	30.0%
ESL Intermediate High (F)	13.7%	14.4%	20.9%	30.4%
ESL Advanced (G)	6.2%	8.2%	20.8%	27.7%
ESL Enrolled	11.3%	11.8%	18.1%	22.3%
<b>Total</b>	<b>28.0%</b>	<b>29.7%</b>	<b>35.6%</b>	<b>31.5%</b>

## AHS/GED Persistence Rate

Year	Fall Enrolled	Spring Enrolled	Earned Fall or Spring not Enrolled Spring	Total Spring Enrolled or Completed Fall/Spring	Persistence Rate
2014-2015	305	124	26	150	49.18%
2015-2016	283	112	35	147	51.94%
2016-2017	194	96	20	116	59.79%
2017-2018	194	99	22	121	62.37%
2018-2019	160	81	20	101	61.13%
2019-2020	152	93	10	103	67.76%

## AE Graduates and Time to Degree by Award

Program	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	Awards	TTD (years)	Awards	TTD (years)	Awards	TTD (years)	Awards	TTD (years)	Awards	TTD (years)
AHS	10	1.70	6	3.50	6	1.06	11	1.46	9	1.67
GED	109	1.73	140	1.24	138	1.84	130	1.93	67	1.85

*Calculate from 1<sup>st</sup> session enrolled in an AHS course*

*Calculate from 1<sup>st</sup> session enrolled in a GED course*

## Graduation Rate

Program	1st Enrl Sess/Yr	Degree by Sess/Yr	Within yrs	Number enrolled	Degrees earned (Number of Graduates)	Grad Rate
GED	FA09	SP13	4	169	121	71.60%
	FA10	SP14	4	146	112	76.71%
	FA11	SP15	4	78	56	71.79%
	FA12	SP16	4	99	75	75.76%
	FA13	SP17	4	97	37	38.00%
	FA14	SP18	4	92	29	31.52%
	FA15	SP19	4	77	26	33.77%
	FA16	SP20	4	80	38	47.50%
AHS	FA05	SP13	8	342	24	7.02%
	FA06	SP14	8	387	22	5.68%
	FA07	SP15	8	375	15	4.00%
	FA08	SP16	8	247	12	4.86%
	FA09	SP17	8	60	8	13.33%
	FA10	SP18	8	49	6	12.24%
	FA11	SP19	8	52	10	19.23%
	FA12	SP20	8	41	4	9.76%

## AHS/GED Transition Rate to DSC College Credit

Program	Degree year	Degrees earned	cc enrolled years	Number cc enrolled	Trans Rate
GED	2013/2014	604	2013/2014 or 2014/2015	216	35.76%
	2014/2015	120	2014/2015 or 2015/2016	49	40.83%
	2015/2016	201	2015/2016 or 2016/2017	90	44.78%
	2016/2017	202	2016/2017 or 2017/2018	72	35.64%
	2017/2018	209	2017/2018 or 2018/2019	78	37.32%
	2018/2019	220	2018/2019 or 2019/2020	73	33.18%
AHS	2013/2014	9	2013/2014 or 2014/2015	7	77.78%
	2014/2015	7	2014/2015 or 2015/2016	2	28.57%
	2015/2016	11	2015/2016 or 2016/2017	3	27.27%
	2016/2017	9	2016/2017 or 2017/2018	3	33.33%
	2017/2018	9	2017/2018 or 2018/2019	3	33.33%
	2018/2019	11	2018/2019 or 2019/2020	5	45.45%

## GED Transition Rate to DSC PSAV

Program	Degree year	Degrees earned	cc enrolled years	Number PSAV enrolled	PSAV Trans Rate
GED	2013/2014	604	2013/2014 or 2014/2015	24	3.97%
	2014/2015	120	2014/2015 or 2015/2016	6	5.00%
	2015/2016	201	2015/2016 or 2016/2017	18	8.96%
	2016/2017	202	2016/2017 or 2017/2018	15	7.43%
	2017/2018	209	2017/2018 or 2018/2019	20	9.57%
	2018/2019	220	2018/2019 or 2019/2020	14	6.36%
AHS	2013/2014	9	2013/2014 or 2014/2015	0	0.00%
	2014/2015	7	2014/2015 or 2015/2016	0	0.00%
	2015/2016	11	2015/2016 or 2016/2017	1	9.09%
	2016/2017	9	2016/2017 or 2017/2018	0	0.00%
	2017/2018	9	2017/2018 or 2018/2019	0	0.00%
	2018/2019	11	2018/2019 or 2019/2020	0	0.00%

## ABE Program (1 of 4)

Program	Initial Educational Functioning Level	Enrollment by EFL	LCP Enrollments by EFL	Distinct Students Enrolled by EFL	Students Earning at Least one LCP at the EFL Level	2019-20 % Students Earning at Least one LCP at the EFL Level
ABE	Beginning Literacy (1)	290	58	122	21	17.2%
	Beginning Basic Education (2)	485	152	170	55	32.4%
	Intermediate Low (3)	1,362	371	464	130	28.0%
	Intermediate High (4)	1,403	434	478	139	29.1%
<b>ABE TOTAL</b>		<b>3,540</b>	<b>1,015</b>	<b>945</b>	<b>345</b>	<b>36.5%</b>

Years are reporting years, SU-FA-SP  
 Blank cells or missing data indicate no enrollment

Source: IR Program Assessment Data

## ABE Program (2 of 4)

Program	Initial Educational Functional Functioning Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2019-2020 % Students Earning at Least One LCP at the EFL Level
ABE	Beginning Literacy (1)	ABX0100S	146	30	66	11	16.7%
	Beginning Basic Education (2)		208	44	69	19	27.5%
	Intermediate Low (3)		660	177	228	63	27.6%
	Intermediate High (4)		675	197	247	70	28.3%
ABE	Beginning Literacy (1)	ABX0200S	102	15	45	7	15.6%
	Beginning Basic Education (2)		188	62	69	23	33.3%
	Intermediate Low (3)		517	123	193	50	25.9%
	Intermediate High (4)		607	170	238	74	31.1%
ABE	Beginning Literacy (1)	ABX0300S	42	13	22	7	31.8%
	Beginning Basic Education (2)		89	46	43	20	46.5%
	Intermediate Low (3)		185	71	82	31	37.8%
	Intermediate High (4)		121	67	59	34	57.6%



## ABE Program (3 of 4)

Program	Initial Educational Functioning Level	Campus	Enrollments by EFL and Campus	LCP Enrollments by EFL and Campus	Distinct Students Enrolled by EFL and Campus	Students Earning at Least One LCP at the EFL Level by Campus	2019-20 % Students Earning at Least One LCP at the EFL Level by Campus
ABE	Beginning Literacy (1)	Daytona	86	18	55	11	20.0%
		New Smyrna	6	0	5	0	0.0%
		Flagler	1	0	1	0	0.0%
		Deland	30	5	25	4	16.0%
		Deltona	48	9	25	5	20.0%
		Online	119	26	91	17	18.7%
ABE	Beginning Basic Education (2)	Daytona	134	38	71	22	31.0%
		New Smyrna	6	3	5	2	40.0%
		Flagler	1	1	1	1	100.0%
		Deland	47	18	30	13	43.3%
		Deltona	77	22	40	13	32.5%
		Online	220	70	157	54	34.4%
ABE	Intermediate Low (3)	Daytona	439	115	222	60	27.0%
		New Smyrna	20	8	14	6	42.9%
		Flagler	3	2	3	2	66.7%
		Deland	103	34	59	26	44.1%
		Deltona	218	55	92	26	28.3%
		Online	579	157	379	114	30.1%
ABE	Intermediate High (4)	Daytona	448	142	207	63	30.4%
		New Smyrna	33	17	21	9	42.9%
		Flagler	6	3	6	3	50.0%
		Deland	111	37	64	21	32.8%
		Deltona	183	52	90	23	25.6%
		Online	622	183	432	123	28.5%
<b>ABE Total</b>			<b>3,540</b>	<b>1,015</b>	<b>945</b>	<b>618</b>	<b>65.4%</b>

## ABE Program (4 of 4)

Program	Initial Educational Functioning Level	Instructional Mode	Enrollments by EFL and IM	LCP Enrollments by EFL and IM	Distinct Students Enrolled by EFL and IM	Students Earning at Least One LCP at the EFL Level by IM	2019-20 % Students Earning at Least One LCP at the EFL Level by IM
ABE	Beginning Literacy (1)	Online	119	26	91	17	18.7%
		Lecture	171	32	111	20	18.0%
ABE	Beginning Basic Education (2)	Online	220	70	157	54	34.4%
		Lecture	265	82	147	51	34.7%
ABE	Intermediate Low (3)	Online	579	157	379	114	30.1%
		Lecture	783	214	387	120	31.0%
ABE	Intermediate High (4)	Online	622	183	432	123	28.5%
		Lecture	781	251	385	122	31.7%
<b>ABE Total</b>			<b>3,540</b>	<b>1,015</b>	<b>945</b>	<b>621</b>	<b>65.7%</b>

## GED Program (1 of 2)

Program	Initial Educational Functioning Level	Enrollment by EFL	LCP Enrollments by EFL	Distinct Students Enrolled by EFL	Students Earning at Least one LCP at the EFL Level	2019-20 % Students Earning at Least one LCP at the EFL Level
GED	Low (5 - Grade 9-10)	866	129	254	56	22.0%
GED TOTAL		866	129	254	56	22.0%

Program	Initial Educational Functional Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2019-2020 % Students Earning at Least One LCP at the EFL Level
GED	Low (5 - Grade 9-10)	GED6301S	818	124	225	51	22.7%
GED	Low (5 - Grade 9-10)	GED6900S	48	5	39	5	12.8%

## GED Program (2 of 2)

Program	Initial Educational Functioning Level	Campus	Enrollments by EFL and Campus	LCP Enrollments by EFL and Campus	Distinct Students Enrolled by EFL and Campus	Students Earning at Least One LCP at the EFL Level by Campus	2019-2020 % Students Earning at Least One LCP at the EFL Level by Campus
GED	GED Low (5 - Grade 9-10)	Daytona	206	32	111	25	22.5%
		New Smyrna	22	7	14	7	50.0%
		Flagler	2	0	2	0	0.0%
		Deland	57	8	31	8	25.8%
		Deltona	168	25	60	10	16.7%
		Online	411	57	247	54	21.9%
<b>GED Total</b>			<b>866</b>	<b>129</b>	<b>254</b>	<b>104</b>	<b>40.9%</b>

Program	Initial Educational Functioning Level	Instructional Mode	Enrollments by EFL and IM	LCP Enrollments by EFL and IM	Distinct Students Enrolled by EFL and IM	Students Earning at Least One LCP at the EFL Level by IM	2019-2020 % Students Earning at Least One LCP at the EFL Level by IM
GED	GED Low (5 - Grade 9-10)	Online	411	57	247	52	21.1%
		Lecture	455	72	216	50	23.1%
<b>GED Total</b>			<b>866</b>	<b>129</b>	<b>254</b>	<b>102</b>	<b>40.2%</b>

### AHS Program (1 of 3)

Program	Initial Educational Functioning Level	Enrollment by EFL	LCP Enrollments by EFL	Distinct Students Enrolled by EFL	Students Earning at Least one LCP at the EFL Level	2019-2020 % Students Earning at Least one LCP at the EFL Level
AHS	Low (5 - Grade 9-10)	103	66	20	12	60.0%
	High (7 - Grade 11-12)	2	2	1	1	100.0%
<b>AHS TOTAL</b>		<b>105</b>	<b>68</b>	<b>21</b>	<b>13</b>	<b>61.9%</b>

Program	Initial Educational Functional Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2019-2020 % Students Earning at Least One LCP at the EFL Level
AHS	Low (5 - Grade 9-10)	1001370S	11	7	7	4	57.1%
AHS	Low (5 - Grade 9-10)	1001400S	21	10	12	7	58.3%
	High (7 - Grade 11-12)		2	2	1	1	100.0%
AHS	Low (5 - Grade 9-10)	1005310S	3	3	2	2	100.0%
AHS	High (7 - Grade 11-12)	1005340S	3	1	2	1	50.0%
AHS	Low (5 - Grade 9-10)	1009320S	2	1	2	1	50.0%
AHS	High (7 - Grade 11-12)	1200330S	1	1	1	1	100.0%

## AHS Program (2 of 3)

Program	Initial Educational Functional Functioning Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2019-2020 % Students Earning at Least One LCP at the EFL Level
AHS	Low (5 - Grade 9-10)	1200387S	7	5	4	3	75.0%
AHS	Low (5 - Grade 9-10)	1206310S	1	1	1	1	100.0%
AHS	Low (5 - Grade 9-10)	1208300S	5	5	4	4	100.0%
AHS	Low (5 - Grade 9-10)	2000330S	1	1	1	1	100.0%
AHS	Low (5 - Grade 9-10)	2002500S	2	2	2	2	100.0%
AHS	Low (5 - Grade 9-10)	2003310S	3	3	1	1	100.0%
AHS	Low (5 - Grade 9-10)	2100310S	6	4	4	2	50.0%
AHS	Low (5 - Grade 9-10)	2102380S	7	2	5	2	40.0%
AHS	Low (5 - Grade 9-10)	2103300S	2	2	1	1	100.0%
AHS	Low (5 - Grade 9-10)	2104600S	8	6	6	4	66.7%

## AHS Program (3 of 3)

Program	Initial Educational Functional Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2019-2020 % Students Earning at Least One LCP at the EFL Level
AHS	Low (5 - Grade 9-10)	2106310S	7	2	5	2	40.0%
AHS	Low (5 - Grade 9-10)	2106350S	5	4	4	3	75.0%
AHS	Low (5 - Grade 9-10)	2107300S	5	3	5	3	60.0%
AHS	Low (5 - Grade 9-10)	2107310S	2	2	2	2	100.0%
AHS	Low (5 - Grade 9-10)	2109350S	1	1	1	1	100.0%

Program	Initial Educational Functioning Level	Campus	Enrollments by EFL and Campus	LCP Enrollments by EFL and Campus	Distinct Students Enrolled by EFL and Campus	Students Earning at Least One LCP at the EFL Level by Campus	2019-2020 % Students Earning at Least One LCP at the EFL Level by Campus
AHS	Low (5 - Grade 9-10)	Online	103	66	20	12	60.0%
	High (7 - Grade 11-12)		2	2	1	1	100.0%
AHS Total			105	68	20	13	65.0%

## ESOL Program (1 of 5)

Program	Initial Educational Functioning Level	Enrollment by EFL	LCP Enrollments by EFL	Distinct Students Enrolled by EFL	Students Earning at Least one LCP at the EFL Level	2019-2020 % Students Earning at Least one LCP at the EFL Level
ESOL	Beginning Literacy (B)	148	9	51	3	5.9%
ESOL	Beginning Low (C)	274	16	71	6	8.5%
ESOL	Beginning High (D)	819	97	169	25	14.8%
ESOL	Intermediate Low (E)	923	144	199	41	20.6%
ESOL	Intermediate High (F)	602	56	155	18	11.6%
ESOL	Advanced (G)	669	50	132	13	9.8%
<b>ESOL TOTAL</b>		<b>3,435</b>	<b>372</b>	<b>660</b>	<b>106</b>	<b>16.1%</b>



## ESOL Program (2 of 5)

Program	Initial Educational Functional Functioning Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2019-2020 % Students Earning at Least One LCP at the EFL Level
ESOL	Beginning Literacy (B)	LEP0013S	101	7	37	2	5.4%
	Beginning Low (C)		35	3	10	1	10.0%
	Beginning High (D)		53	3	20	1	5.0%
	Intermediate Low (E)		28	8	7	2	28.6%
ESOL	Beginning Literacy (B)	LEP0014S	12	0	5	0	0.0%
	Beginning Low (C)		131	10	35	4	11.4%
	Beginning High (D)		56	19	19	7	36.8%
	Intermediate Low (E)		14	3	6	1	16.7%
	Intermediate High (F)		2	0	1	0	0.0%
ESOL	Beginning Literacy (B)	LEP0015S	21	0	6	0	0.0%
	Beginning Low (C)		103	3	28	1	3.6%
	Beginning High (D)		558	65	132	16	12.1%
	Intermediate Low (E)		130	48	49	18	36.7%
	Intermediate High (F)		6	0	2	0	0.0%
	Advanced (G)		2	0	1	0	0.0%
ESOL	Beginning Literacy (B)	LEP0016S	5	0	1	0	0.0%
	Beginning Low (C)		5	0	3	0	0.0%
	Beginning High (D)		143	9	33	3	9.1%
	Intermediate Low (E)		639	72	159	26	16.4%
	Intermediate High (F)		76	34	25	13	52.0%
	Advanced (G)		13	2	5	1	20.0%

## ESOL Program (3 of 5)

Program	Initial Educational Functional Functioning Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2019-2020 % Students Earning at Least One LCP at the EFL Level
ESOL	Beginning Literacy (B)	LEP0017S	7	2	3	1	33.3%
	Beginning High (D)		4	0	1	0	0.0%
	Intermediate Low (E)		98	13	28	5	17.9%
	Intermediate High (F)		364	22	114	9	7.9%
	Advanced (G)		69	25	26	10	38.5%
ESOL	Beginning Literacy (B)	LEP0018S	2	0	1	0	0.0%
	Beginning High (D)		5	1	2	1	50.0%
	Intermediate Low (E)		14	0	4	0	0.0%
	Intermediate High (F)		148	0	39	0	0.0%
	Advanced (G)		484	20	115	8	7.0%
ESOL	Intermediate High (F)	LEP0030S	6	0	2	0	0.0%
	Advanced (G)		101	3	25	1	4.0%

Program	Initial Educational Functioning Level	Campus	Enrollments by EFL and Campus	LCP Enrollments by EFL and Campus	Distinct Students Enrolled by EFL and Campus	Students Earning at Least One LCP at the EFL Level by Campus	2019-2020 % Students Earning at Least One LCP at the EFL Level by Campus
ESOL	Beginning Literacy (B)	Daytona	48	2	22	1	4.5%
		New Smyrna	1	0	1	0	0.0%
		Flagler	8	0	6	0	0.0%
		Deland	6	3	5	2	40.0%
		Deltona	30	0	16	0	0.0%
		Online	55	4	43	3	7.0%
ESOL	Beginning Low (C)	Daytona	89	2	37	3	8.1%
		Flagler	7	0	4	0	0.0%
		Deland	6	0	4	0	0.0%
		Deltona	74	6	25	3	12.0%
		Online	98	5	61	5	8.2%
ESOL	Beginning High (D)	Daytona	261	40	85	16	18.8%
		New Smyrna	2	0	1	0	0.0%
		Flagler	46	0	23	0	0.0%
		Deland	18	0	9	0	0.0%
		Deltona	185	24	52	9	17.3%
		Online	307	33	152	24	15.8%
ESOL	Intermediate Low (E)	Daytona	267	43	80	17	21.3%
		New Smyrna	3	1	3	1	33.3%
		Flagler	49	7	27	5	18.5%
		Deland	28	2	16	2	12.5%
		Deltona	236	43	72	16	22.2%
		Online	340	48	180	37	20.6%
ESOL	Intermediate High (F)	Daytona	190	16	69	7	10.1%
		New Smyrna	6	1	4	1	25.0%
		Flagler	34	1	17	1	5.9%
		Deland	25	3	14	2	14.3%
		Deltona	129	18	49	7	14.3%
		Online	218	17	133	15	11.3%
ESOL	Advanced (G)	Daytona	242	12	67	5	7.5%
		New Smyrna	5	0	3	0	0.0%
		Flagler	32	0	14	0	0.0%
		Deland	32	2	14	1	7.1%
		Deltona	104	17	32	7	21.9%
		Online	254	19	124	13	10.5%
ESOL Total			3,435	372	660	203	30.8%

## ESOL Program (5 of 5)

Program	Initial Educational Functioning Level	Instructional Mode	Enrollments by EFL and IM	LCP Enrollments by EFL and IM	Distinct Students Enrolled by EFL and IM	Students Earning at Least One LCP at the EFL Level by IM	2019-2020 % Students Earning at Least One LCP at the EFL Level by IM
ESOL	Beginning Literacy (B)	Online	55	4	43	3	7.0%
		Lecture	93	5	50	3	6.0%
ESOL	Beginning Low (C)	Online	98	5	61	5	8.2%
		Lecture	176	11	70	6	8.6%
ESOL	Beginning High (D)	Online	307	33	152	24	15.8%
		Lecture	512	64	167	25	15.0%
ESOL	Intermediate Low (E)	Online	340	48	180	37	20.6%
		Lecture	583	96	197	41	20.8%
ESOL	Intermediate High (F)	Online	218	17	133	15	11.3%
		Lecture	384	39	150	18	12.0%
ESOL	Advanced (G)	Online	254	19	124	13	10.5%
		Lecture	415	31	128	13	10.2%
<b>ESOL Total</b>			<b>3,435</b>	<b>372</b>	<b>660</b>	<b>203</b>	<b>30.8%</b>

## AEV Program (1 of 2)

Program	Initial Educational Functioning Level	Enrollment by EFL	LCP Enrollments by EFL	Distinct Students Enrolled by EFL	Students Earning at Least one LCP at the EFL Level	2019-2020 % Students Earning at Least one LCP at the EFL Level
AEV	Low (8 - Grade 9-10)	35	2	24	2	8.3%
<b>AEV TOTAL</b>		35	2	24	2	8.3%

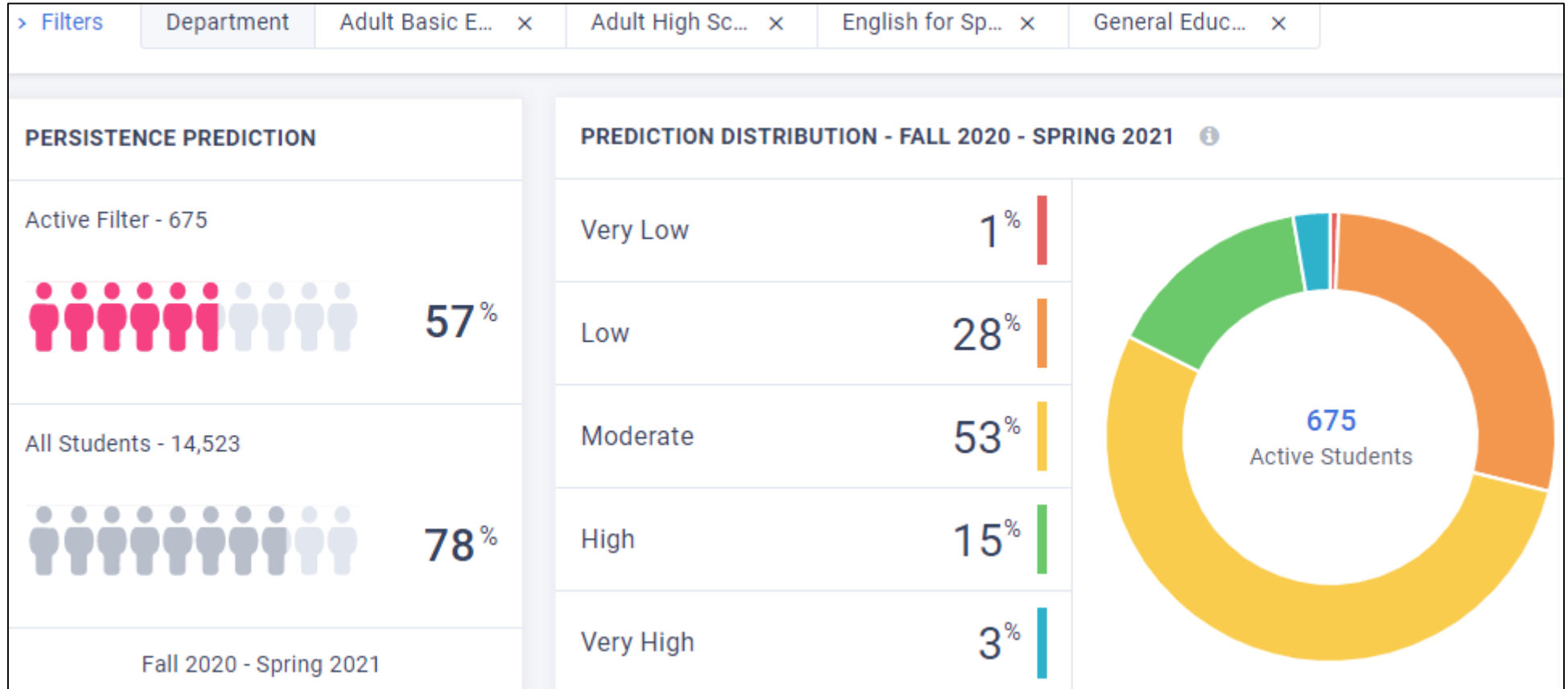
Program	Initial Educational Functional Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2019-2020 % Students Earning at Least One LCP at the EFL Level
AEV	Low (8 - Grade 9-10)	AEV0100S	35	2	24	2	8.3%

## AEV Program (2 of 2)

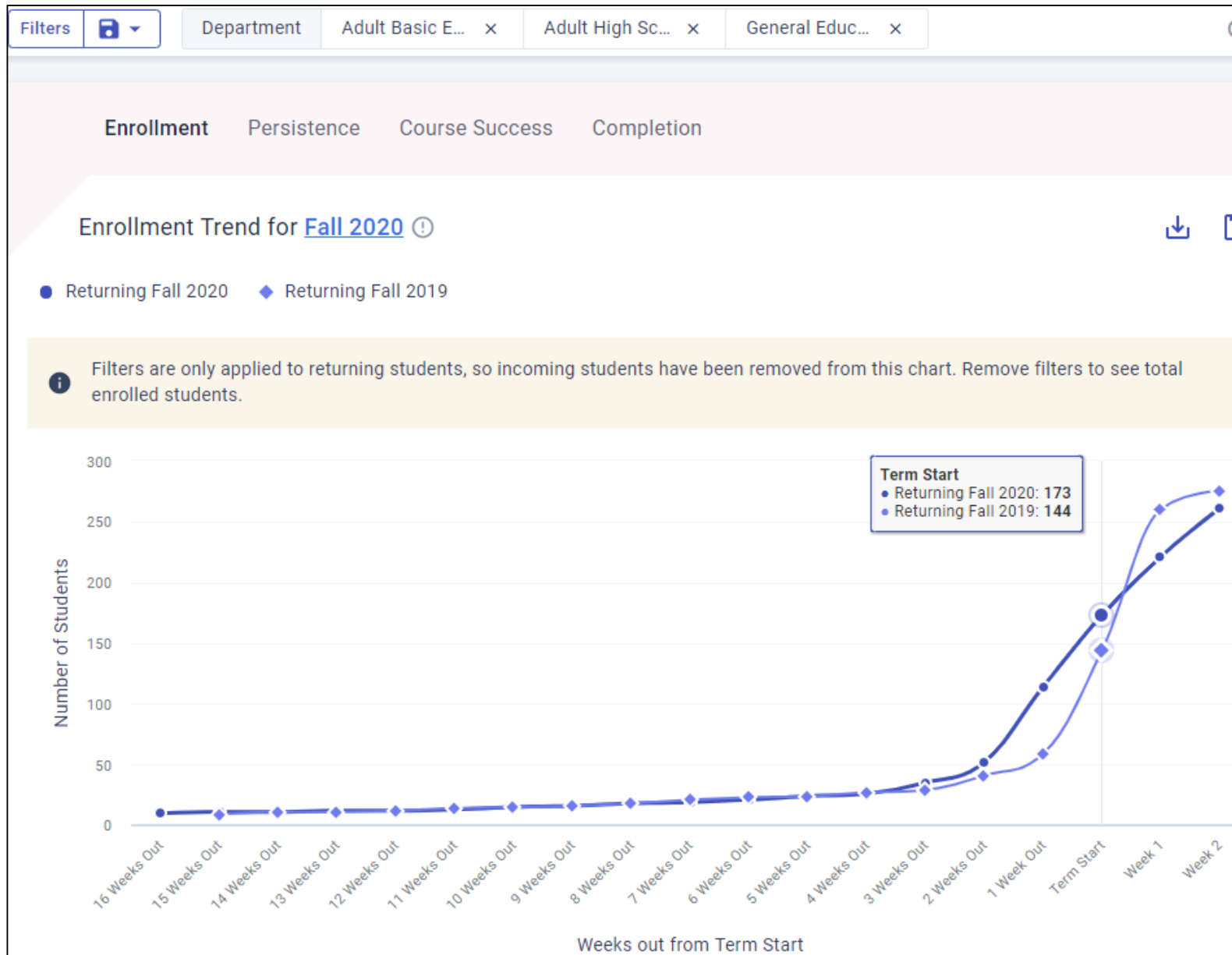
Program	Initial Educational Functioning Level	Campus	Enrollments by EFL and Campus	LCP Enrollments by EFL and Campus	Distinct Students Enrolled by EFL and Campus	Students Earning at Least One LCP at the EFL Level by Campus	2019-2020 % Students Earning at Least One LCP at the EFL Level by Campus
AEV	Low (8 - Grade 9-10)	Daytona					
		New Smyrna					
		Deland					
		Deltona					
		Online	35	2	24	2	8.3%
<b>AEV Total</b>			<b>35</b>	<b>2</b>	<b>24</b>	<b>2</b>	<b>8.3%</b>

Program	Initial Educational Functioning Level	Instructional Mode	Enrollments by EFL and IM	LCP Enrollments by EFL and IM	Distinct Students Enrolled by EFL and IM	Students Earning at Least One LCP at the EFL Level by IM	2019-2020 % Students Earning at Least One LCP at the EFL Level by IM
AEV	Low (8 - Grade 9-10)	Online	35	2	24	2	8.3%
AEV	High (9 - Grade 11-12)	Online					
<b>AEV Total</b>			<b>35</b>	<b>2</b>	<b>24</b>	<b>2</b>	<b>8.3%</b>

# Civitas – illume Students



# Civitas - Trends





# Civitas – Trends

