



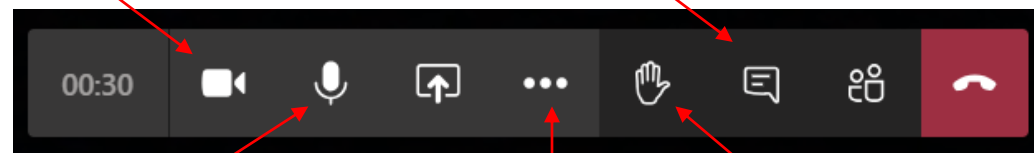
DAYTONA STATE COLLEGE

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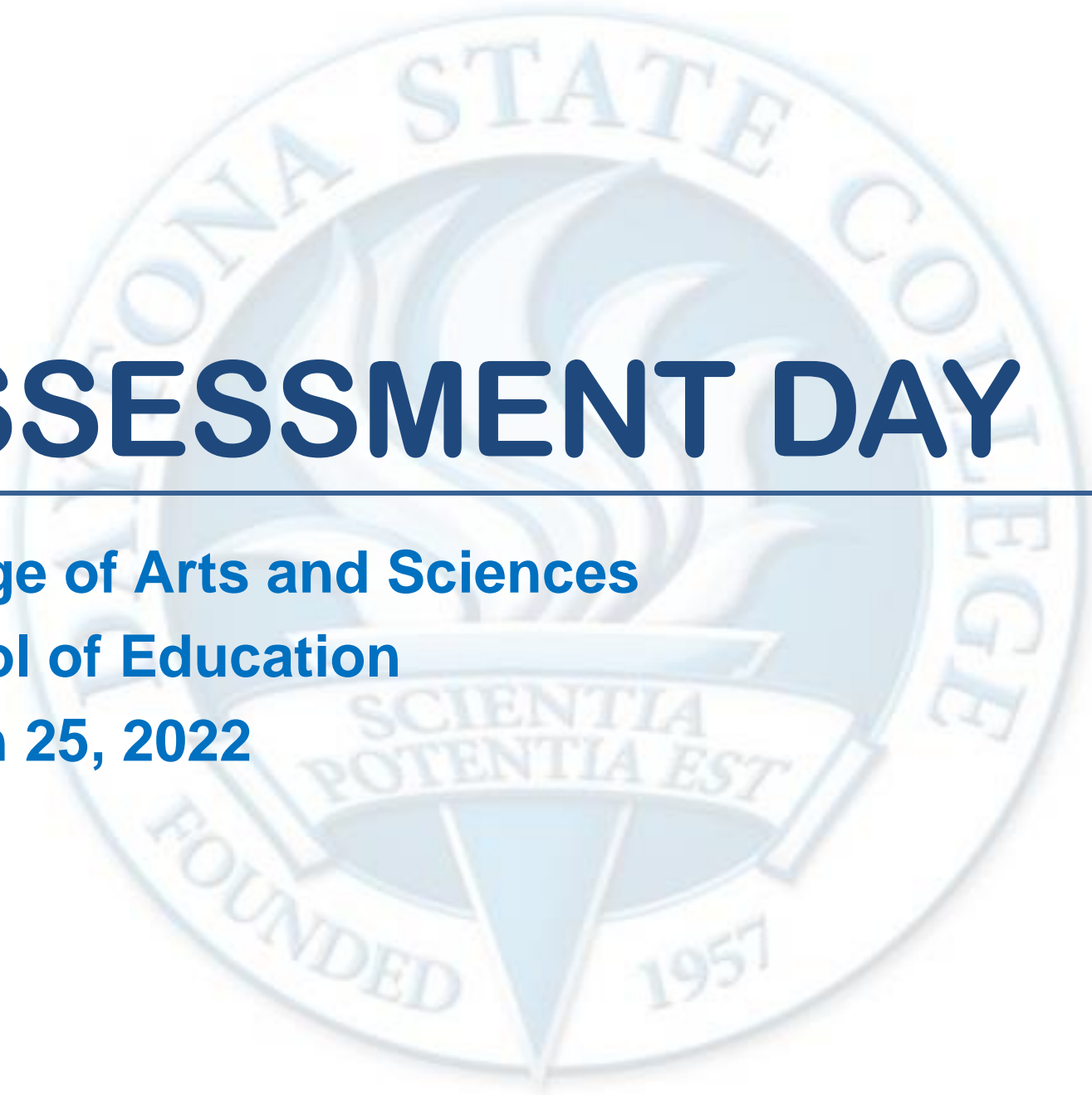
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ASSESSMENT DAY

College of Arts and Sciences

School of Education

March 25, 2022



Strengths

Challenges

Recommendations

Academic Assessment

	LEVEL	FOCUS	CONDUCTED BY	FREQUENCY
Academic Success Committee	Program	<ul style="list-style-type: none"> Quality of assessment practices 	Committee of peers	Years 1 & 2
Instructional Program Review	Program / Cluster	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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](#)

School of Education

Last Assessment Day Action Items

Last Assessment Day (02/19/2021)

- Review Gen Ed requirements in the program guides;
- Update EPI pre-req in the program guide;
- Continue efforts to recruit minority students;
- Continue efforts to help students succeed on GKT;
- Create a mentor selection form and training videos;
- Finalize the formal recruitment strategy

For IE: Add percentage for Number of Graduates by Race/Ethnicity

For IR: list of 200% 2017 student cohort; list of self-identified minority AA students

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 2020-21, the average GPA of students admitted into the BSED in Elementary Education was 3.34 for Fall 2020 with 49/63 (78%) earning a 3.0 GPA or higher and an average GPA of 3.33 for Spring 2021 with 18/23 (78%) 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	2019-2020
Average Age	29	27	28	29	30	30
Female/Male	88%/12%	91%/9%	89%/11%	93%/7%	81%/19%	81%/19%
Ethnicity						
American Indian / Alaska Native						
Asian	1%	2%	1%		1%	
Black or African American	5%	4%	3%	3%	9%	6%
Hispanic	11%	8%	10%	12%	16%	17%
Native Hawaiian / Pacific Islander						
Two or More Races	2%	3%	3%	4%	4%	4%
White	81%	83%	85%	81%	69%	72%

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% of 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 2020, Section 501B, 31/38 (82%) students earned 80% on the GKT Essay assignment. In EDF1005 Spring A 2021, Section 101A, 33/39 (85%) earned 80% 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% of 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)											
Competency Area	Range of Items	Institution									Statewide
		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 FA20 (15)	Average Percent Correct SP21 (26)	Average Percent Correct SP21
01 Knowledge of the reading process	17	79.46%	82.28%	78.53%	77.85%	82.35%	81.47%	79.76%	83.11%	75.14%	72.79%
02 Knowledge of literary analysis and genres	9	76.33%	78.52%	78.89%	80.72%	74.81%	77.01%	76.72%	79.35%	79.01%	75.05%
03 Knowledge of language and the writing process	10	73.04%	79.33%	76.00%	83.20%	78.67%	77.00%	79.82%	82.52%	78.55%	73.20%
04 Knowledge of literacy instruction and assessments	14	80.43%	76.67%	81.07%	79.83%	81.43%	81.07%	84.00%	77.78%	83.61%	71.79%
05 Knowledge of communication and media literacy	9-10	69.37%	77.85%	74.00%	78.69%	75.33%	78.22%	76.00%	76.00%	68.97%	71.57%

Elementary Education K-6 Subtest 4: Mathematics (604)											
Competency Area	Range of Items	Institution									Statewide
		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 FA20 (15)	Average Percent Correct SP21 (26)	Average Percent Correct SP21
01 Knowledge of student thinking and instructional practices	13	75.87%	81.03%	71.54%	73.30%	67.18%	80.38%	79.69%	81.88%	77.07%	73.00%
02 Knowledge of operations, algebraic thinking, counting and number in base ten	14	82.14%	78.10%	78.93%	79.41%	81.90%	81.79%	81.14%	82.75%	75.27%	72.42%
03 Knowledge of fractions, ratios, and integers	9	74.24%	79.26%	75.56%	73.20%	68.89%	73.89%	78.22%	77.59%	76.44%	71.57%
04 Knowledge of measurement, data analysis, and statistics	8	78.98%	74.17%	73.75%	72.79%	73.33%	83.13%	77.00%	70.36%	75.48%	73.05%
05 Knowledge of geometric concepts	6	79.39%	77.33%	82.50%	87.84%	73.33%	78.33%	73.33%	81.78%	82.69%	73.46%

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
1	#7 Content Knowledge Demonstrates proficient knowledge of content knowledge, specifically Scientifically-Based Reading Instruction, Math, Science, Social Studies for elementary majors and secondary content areas (Math or Science) for secondary majors	1.00	4.00	2.42	0.64	0.41	36

#	Answer	%	Count
1	Distinguished	5.56%	2
2	Effective	50.00%	18
3	Developing	41.67%	15
4	Unsatisfactory	2.78%	1
	Total	100%	36

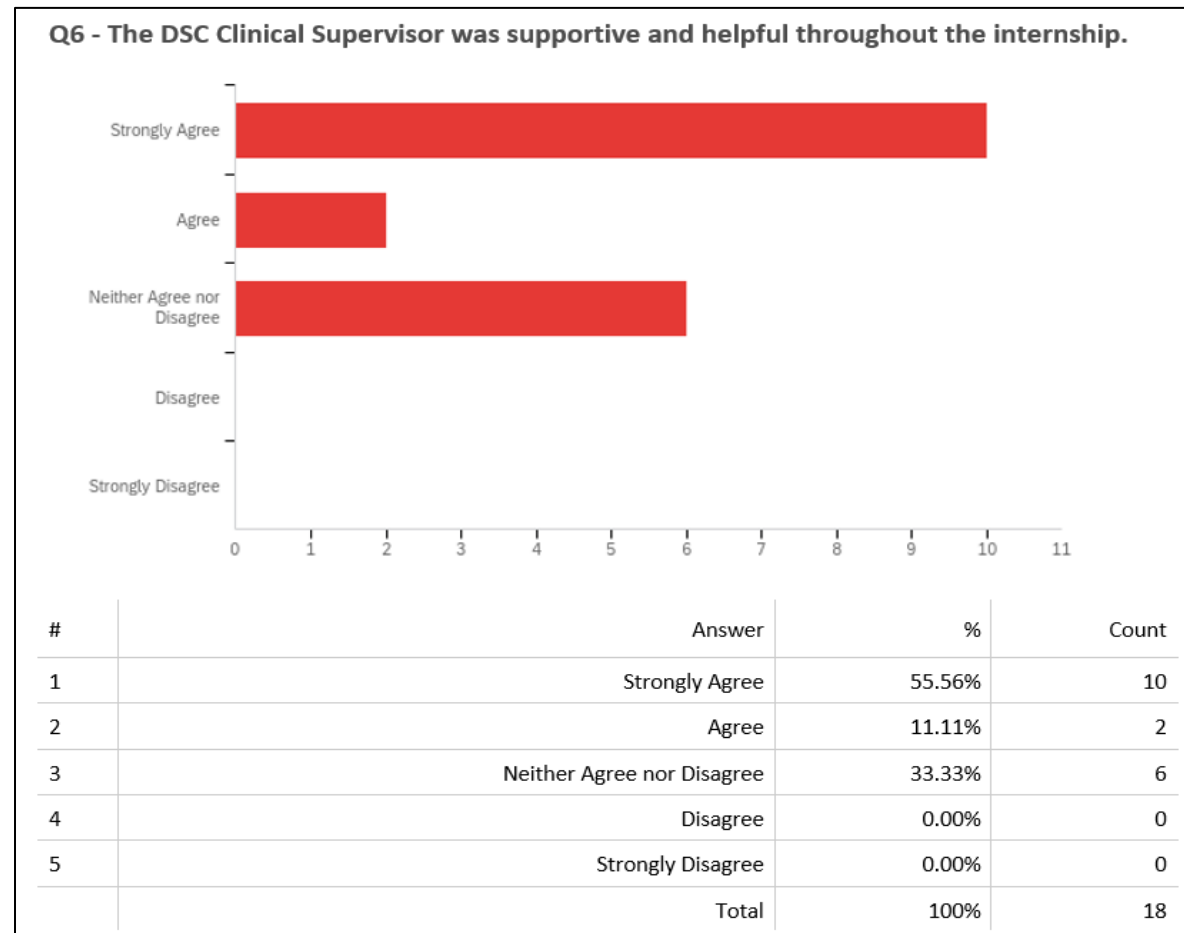
56% (20/36) of the graduates were distinguished/effective at demonstrating “proficient knowledge of content knowledge, specifically Scientifically-Based Reading Instruction, Math, Science, Social Studies for elementary majors and secondary content areas (Math or Science) for secondary majors”. This is a significant decrease from FA19-SP20 graduates whom 95% were rated as highly effective/effective in a similar question.

Assessment Results

3. In the 2020 - 2021 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 2015-16, 2016-17, 2017-18 earned a performance level of 1 out of 4 points in the category of “Student Performance on Statewide Assessments”. The results are calculated based on a formula that captures average student learning growth in the subject areas of English Language Arts and Mathematics grades 4 through 10.

Assessment Results

1. Fall 2020 Program Evaluation Administration Intern Clinical Supervisor Survey:

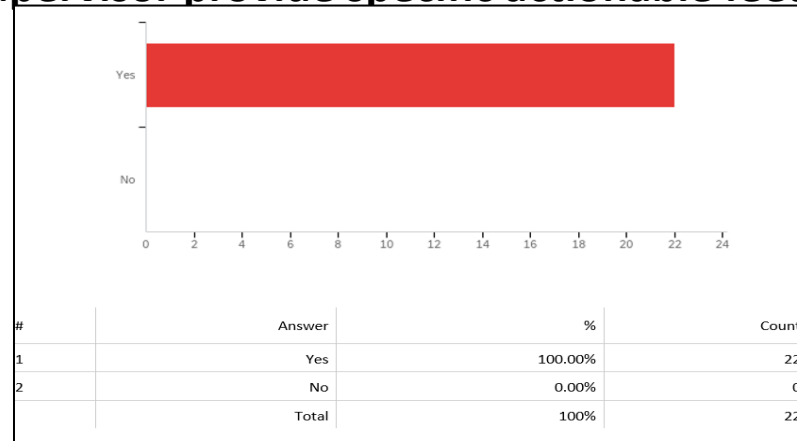


PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship.
Target: By June 2021, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.

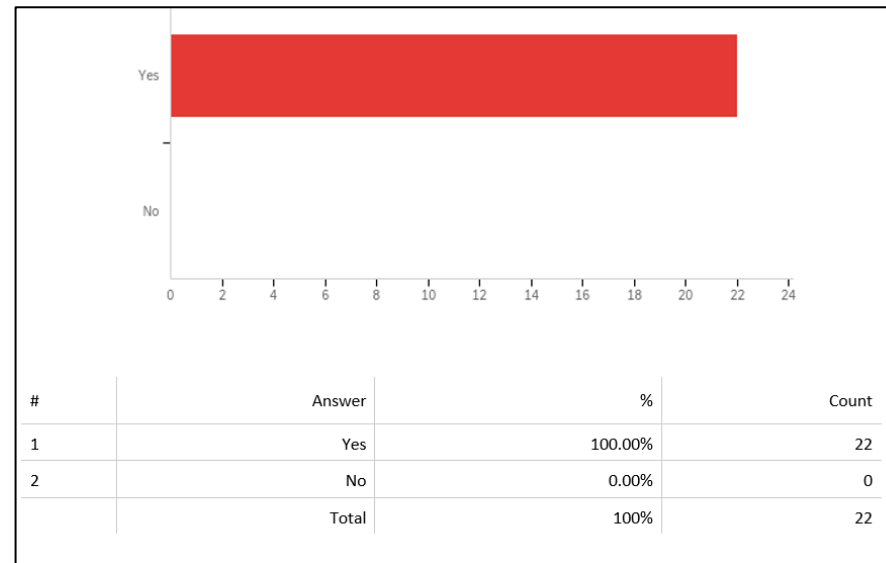
Assessment Results

2. Results of Fall 2020 Senior Intern Survey:

Q25 - Did your College Supervisor provide specific actionable feedback?



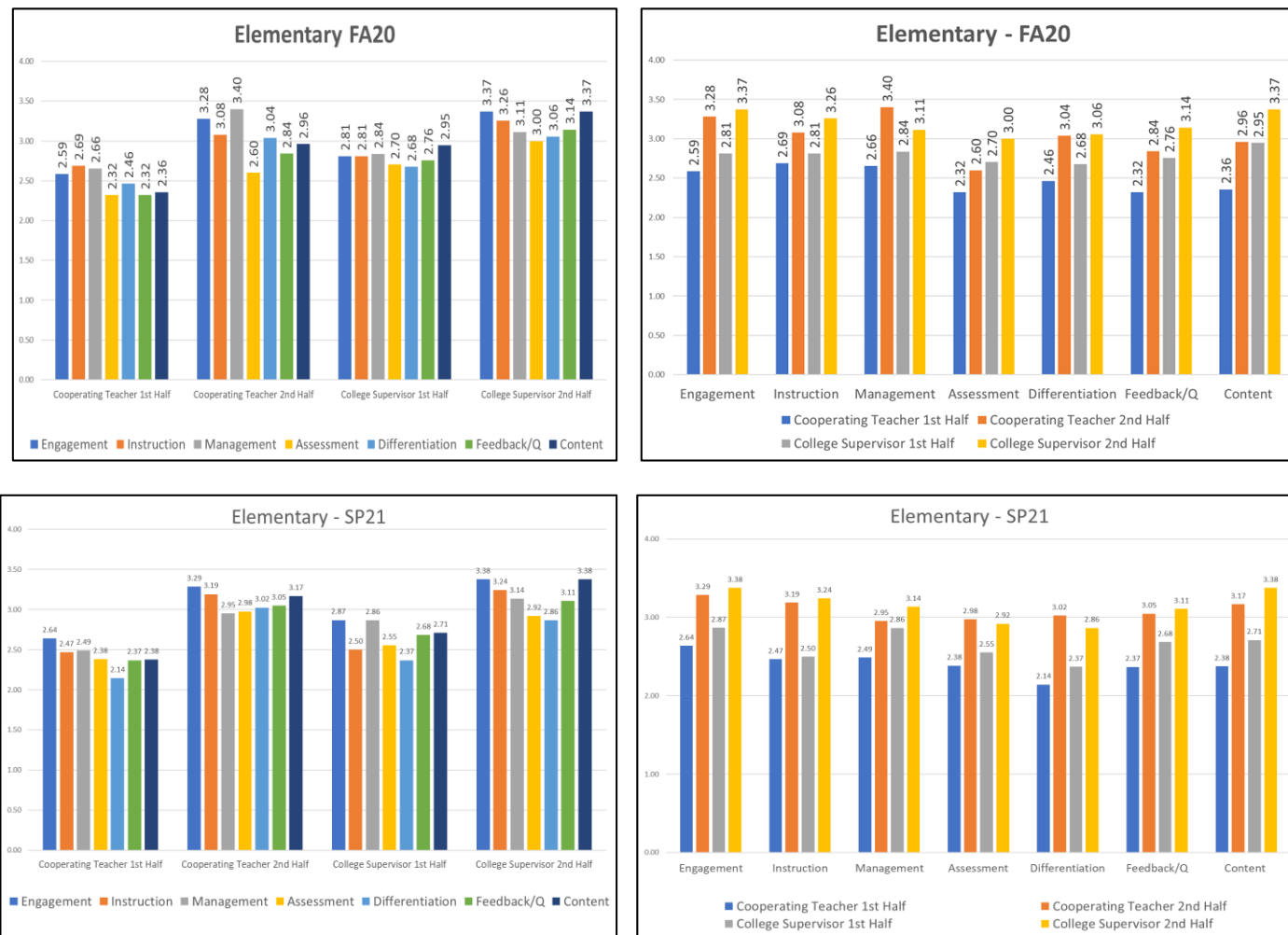
Q26 - Did your College Supervisor provide specific actionable feedback focused on student learning?



PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship.
 Target: By June 2021, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.

Assessment Results

3. Data disaggregated from Fall 2020 and Spring 2021 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 2021, 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

OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	PERFORMANCE LEVEL
Placement Rate	4
Retention Rate	4
Student Performance on Statewide Assessments	1
Student Performance by Subgroups	1
Teacher Evaluation Results	3
Critical Teacher Shortage	
SUMMATIVE RATING = 2.6	

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

Inspection judgments		
<i>Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1 is inadequate.</i>		
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%):

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

Final CASS Score:

$$(2.6 \times .5) + (2.25 \times .3) + (4 \times .2) =$$

$1.3 + .675 + .8 = \mathbf{2.775}$ for the 2021 score for BSED in Elementary 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 2020-21, the average GPA of students admitted into the BSED in Exceptional Student Education was 3.31 with 9/12 (75%) earning a 3.0 GPA or higher.
2. The following table shows the changes in demographic trends of students enrolled in the BSED Exceptional Student Education program (report from Institutional Research):

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Average Age	29	27	28	29	30	30
Female/Male	88%/12%	91%/9%	89%/11%	93%/7%	81%/19%	81%/19%
Ethnicity						
American Indian / Alaska Native						
Asian	1%	2%	1%		1%	
Black or African American	5%	4%	3%	3%	9%	6%
Hispanic	11%	8%	10%	12%	16%	17%
Native Hawaiian / Pacific Islander						
Two or More Races	2%	3%	3%	4%	4%	4%
White	81%	83%	85%	81%	69%	72%

PL01: 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 2020, Section 501B, 31/38 (82%) students earned 80% on the GKT Essay assignment. In EDF1005 Spring A 2021, Section 101A, 33/39 (85%) earned 80% 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 2020 and Spring 2021.

Exceptional Student Education K-12 (61)							
Competency Area	Range of Items	Institution				Statewide (FA20)	
		Average Percent Correct SP19 (3)	Average Percent Correct FA19 (4)	Average Percent Correct SP20 (1)	Average Percent Correct FA20 (1)	Average Number Correct	Average Percent Correct
01 Knowledge of foundations of exceptional student education	29	68.97%	78.45%	86.21%	79.31%	21.90	75.50%
02 Knowledge of assessment and evaluation	15-16	78.19%	77.81%	93.75%	93.33%	11.46	72.33%
03 Knowledge of instructional practices in exceptional student education	24-25	71.56%	79.00%	87.50%	80.00%	18.00	73.04%
04 Knowledge of the positive behavioral support process	13-14	68.32%	78.57%	64.29%	85.71%	10.40	74.66%
05 Knowledge of multiple literacies and communication skills	25-26	76.72%	81.73%	80.77%	73.08%	18.76	72.16%
06 Knowledge of the transition process	10	70.00%	75.00%	80.00%	70.00%	7.22	73.02%
Number of Students included for Institution Totals: 1							
Number of Students included for Statewide Totals: 1,886							

Exceptional Student Education K-12 (61)								
Institution							Statewide (SP21)	
Competency Area	Range of Items	Average Percent Correct SP19 (3)	Average Percent Correct FA19 (4)	Average Percent Correct SP20 (1)	Average Percent Correct FA20 (1)	Average Percent Correct SP21 (8)	Average Number Correct	Average Percent Correct
01 Knowledge of foundations of exceptional student education	29	68.97%	78.45%	86.21%	79.31%	78.88%	21.84	75.30%
02 Knowledge of assessment and evaluation	15-16	78.19%	77.81%	93.75%	93.33%	72.14%	11.44	72.23%
03 Knowledge of instructional practices in exceptional student education	24-25	71.56%	79.00%	87.50%	80.00%	75.50%	18.04	72.70%
04 Knowledge of the positive behavioral support process	13-14	68.32%	78.57%	64.29%	85.71%	71.43%	10.44	74.70%
05 Knowledge of multiple literacies and communication skills	25-26	76.72%	81.73%	80.77%	73.08%	77.40%	18.69	71.89%
06 Knowledge of the transition process	10	70.00%	75.00%	80.00%	70.00%	82.50%	7.23	72.72%
Number of Students included for Institution Totals: 8								
Number of Students included for Statewide Totals: 2,208								

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

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	#7 Content Knowledge Demonstrates proficient knowledge of content knowledge, specifically <u>Scientifically-Based Reading Instruction</u> , Math, Science, Social Studies for elementary majors and secondary content areas (Math or Science) for secondary majors	1.00	4.00	2.42	0.64	0.41	36

#	Answer	%	Count
1	Distinguished	5.56%	2
2	Effective	50.00%	18
3	Developing	41.67%	15
4	Unsatisfactory	2.78%	1
	Total	100%	36

56% (20/36) of the graduates were distinguished/effective at demonstrating “proficient knowledge of content knowledge, specifically Scientifically-Based Reading Instruction, Math, Science, Social Studies for elementary majors and secondary content areas (Math or Science) for secondary majors”. This is a significant decrease from FA19-SP20 graduates whom 95% were rated as highly effective/effective in a similar question

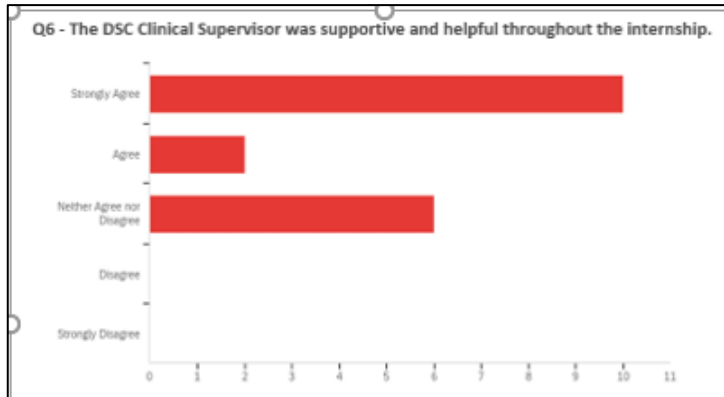
PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator..
Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge and teaching methods and skills (assessment, differentiation,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

Assessment Results

3. In the 2020 - 2021 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 2014-15, 2015-16, 2016-17 earned a performance level of “not applicable” in the category of “Student Performance on Statewide Assessments”. The results are calculated based on a formula that captures average student learning growth in the subject areas of English Language Arts and Mathematics grades 4 through 10.

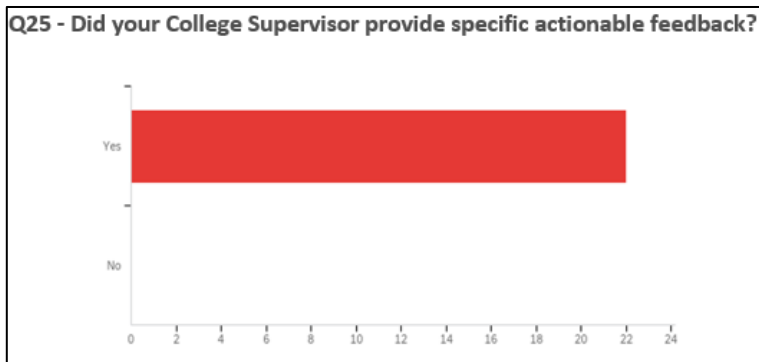
Assessment Results

1. FA20 Program Evaluation Administration Intern Clinical Supervisor Survey:

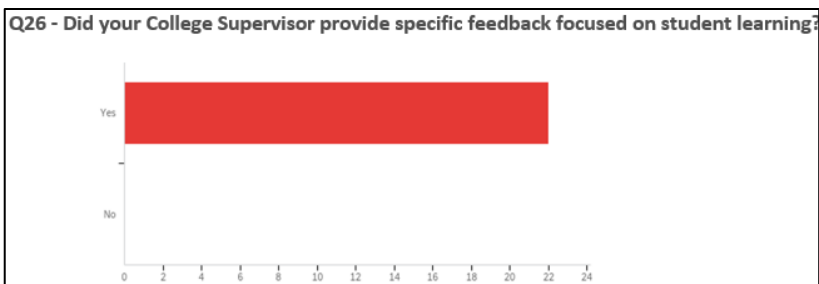


#	Answer	%	Count
1	Strongly Agree	55.56%	10
2	Agree	11.11%	2
3	Neither Agree nor Disagree	33.33%	6
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	18

2. FA20 Senior intern survey:



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

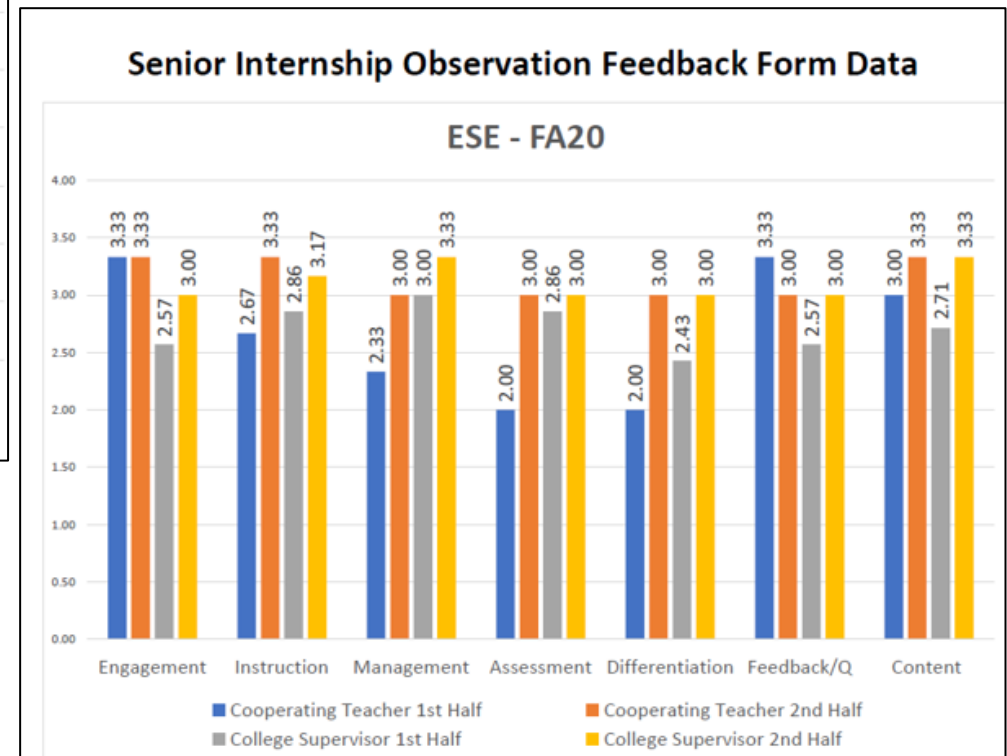
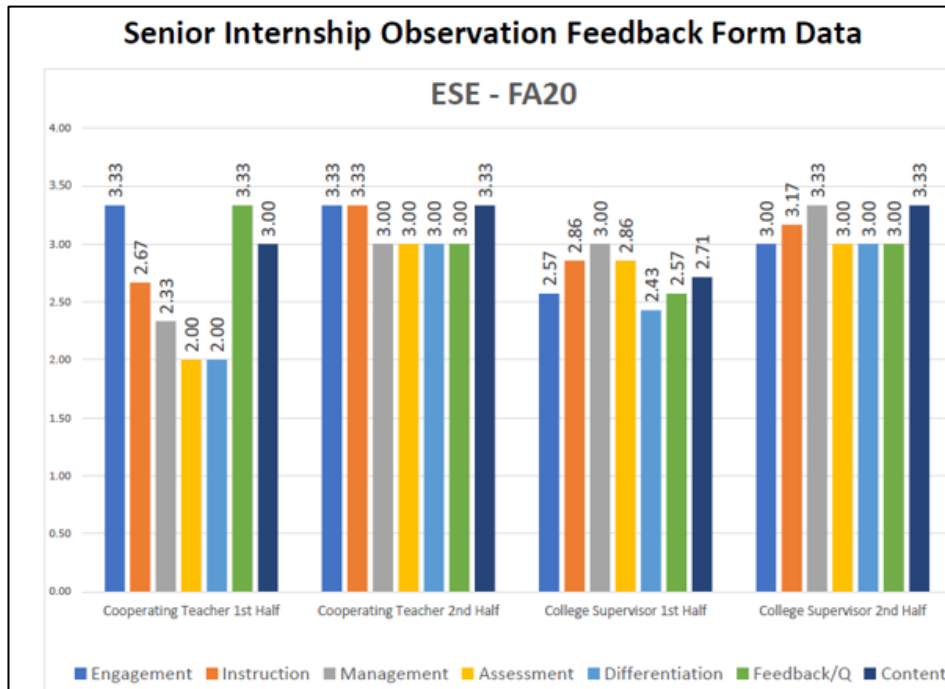


#	Answer	%	Count
1	Yes	100.00%	22
2	No	0.00%	0
	Total	100%	22

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target:* By June 2020, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.

Assessment Results

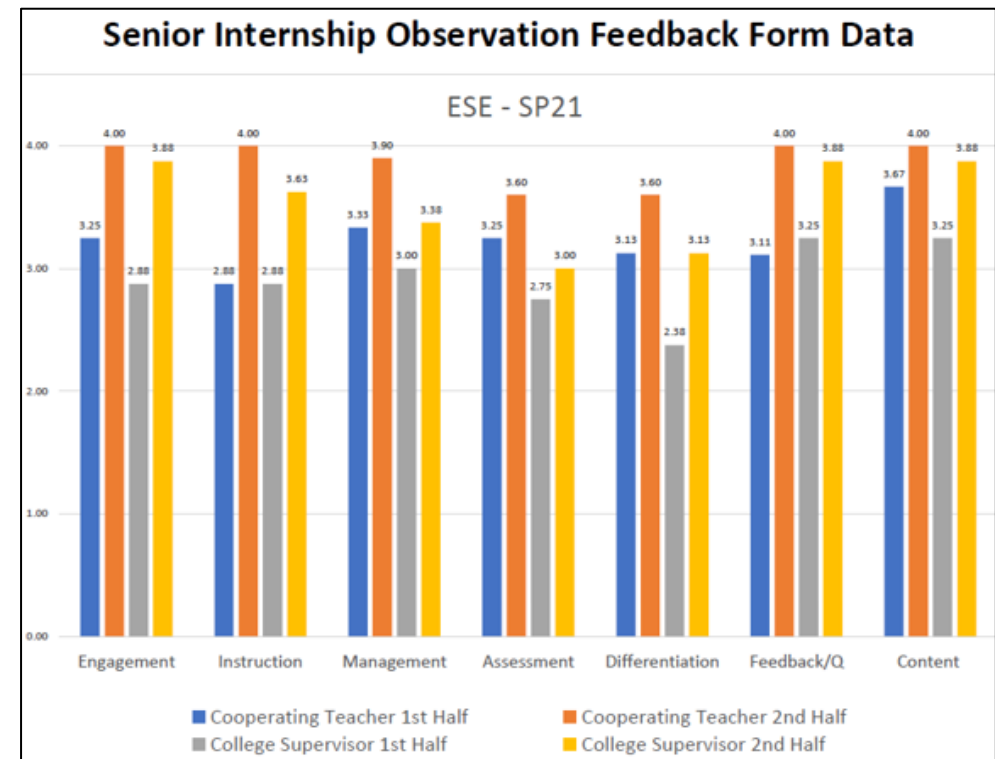
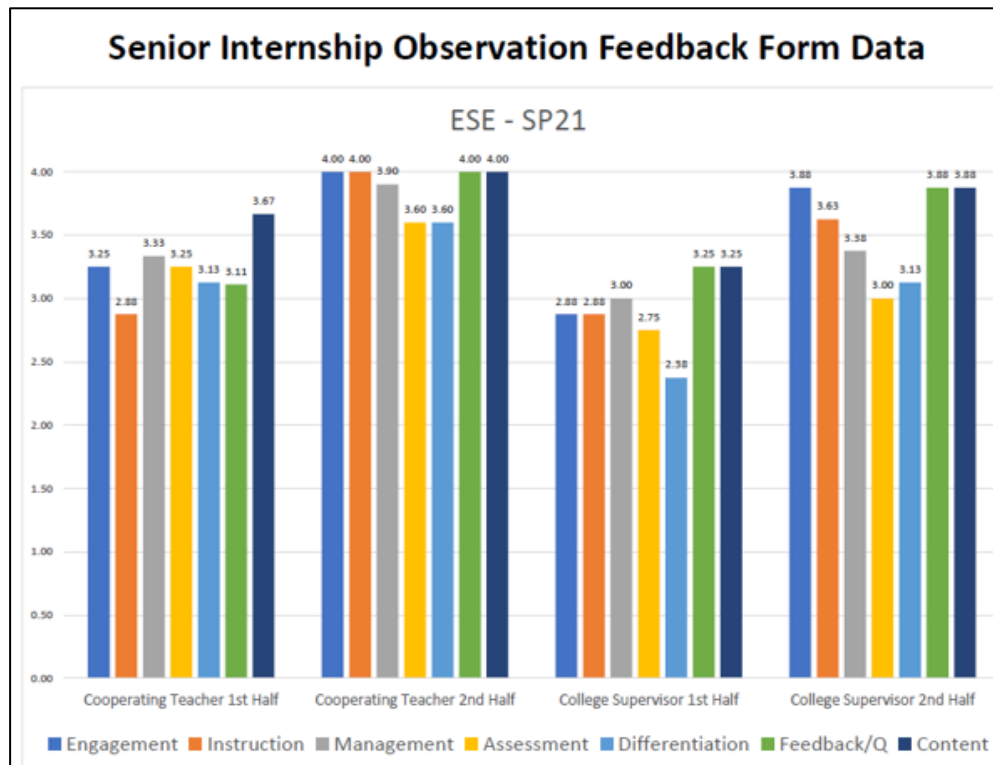
3. Data disaggregated from Fall 2020 feedback forms used by College Supervisors during Senior Intern observations of ESE majors.



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

3. Data disaggregated from Spring 2021 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

OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	PERFORMANCE LEVEL
Placement Rate	2
Retention Rate	4
Student Performance on Statewide Assessments	
Student Performance by Subgroups	
Teacher Evaluation Results	4
Critical Teacher Shortage	
SUMMATIVE RATING = 3.33333	

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

Inspection judgments		
<i>Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1 is inadequate.</i>		
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: APPR (50%) averaged across all programs and weighted by number of completers. Site Visit (30%) averaged across all four quality areas. Evidence of Improvement (20%) - (Scale: evidence or no evidence).*

Assessment Results

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

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

Final CASS Score:

$$(2.6 \times .5) + (2.25 \times .3) + (4 \times .2) =$$

$1.3 + .675 + .8 = \mathbf{2.775}$ for the 2021 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: APPR (50%) averaged across all programs and weighted by number of completers. Site Visit (30%) averaged across all four quality areas. Evidence of Improvement (20%) - (Scale: evidence or no evidence).*

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 2020-2021 academic year, there were 4 BSED in Secondary Mathematics Education majors admitted to the program. 75% (3/4) were admitted with a GPA of 3.0 or higher. Their average GPA was 3.35.
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	2019-2020
Average Age	29	27	28	29	30	30
Female/Male	88%/12%	91%/9%	89%/11%	93%/7%	81%/19%	81%/19%
Ethnicity						
American Indian / Alaska Native						
Asian	1%	2%	1%		1%	
Black or African American	5%	4%	3%	3%	9%	6%
Hispanic	11%	8%	10%	12%	16%	17%
Native Hawaiian / Pacific Islander						
Two or More Races	2%	3%	3%	4%	4%	4%
White	81%	83%	85%	81%	69%	72%

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 2020, Section 501B, 31/38 (82%) students earned 80% on the GKT Essay assignment. In EDF1005 Spring A 2021, Section 101A, 33/39 (85%) earned 80% 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% of 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)					
Competency Area	Range of Items	Institution		Statewide	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of algebra	9-10	9.00	90.00%	6.51	71.10%
02 Knowledge of advanced algebra	8-10	9.00	100.0%	5.86	69.18%
03 Knowledge of functions	6	6.00	100.0%	3.99	66.56%
04 Knowledge of geometry	11	8.00	72.73%	6.95	63.16%
05 Knowledge of coordinate geometry	4	3.00	75.00%	2.68	66.93%
06 Knowledge of trigonometry	5	4.00	80.00%	2.96	59.29%
07 Knowledge of statistics and probability	7-8	7.00	87.50%	4.48	63.89%
08 Knowledge of calculus	6-8	6.00	85.71%	3.45	52.78%
09 Knowledge of mathematical reasoning	4	4.00	100.0%	2.29	57.24%
10 Knowledge of instruction and assessment	10-11	9.00	81.82%	6.81	67.95%
Number of Students included for Institution Totals:		1			
Number of Students included for Statewide Totals:		480			

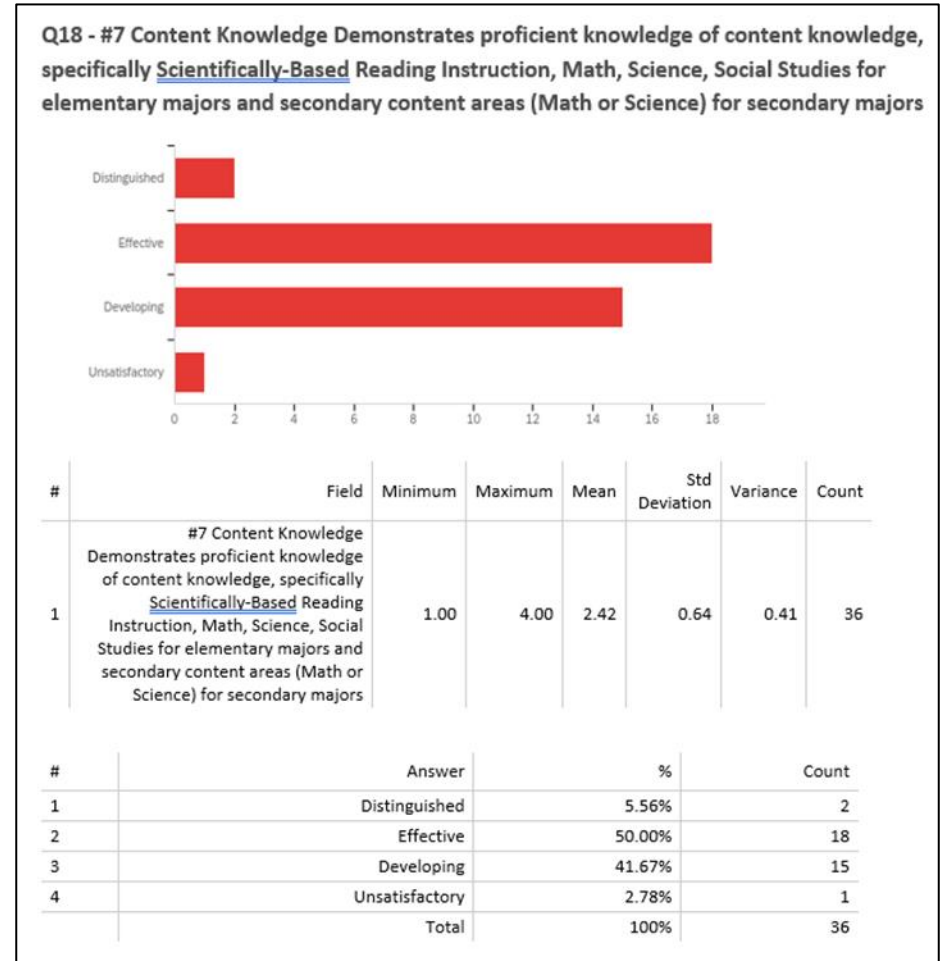
Statewide averages are based on the last 12 months or the period (September 1, 2019 ~ August 31, 2020).

PL02: 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

56% (20/36) of the graduates were distinguished/effective at demonstrating “proficient knowledge of content knowledge, specifically Scientifically-Based Reading Instruction, Math, Science, Social Studies for elementary majors and secondary content areas (Math or Science) for secondary majors”. This is a significant decrease from FA19-SP20 graduates whom 95% were rated as highly effective/effective in a similar question.



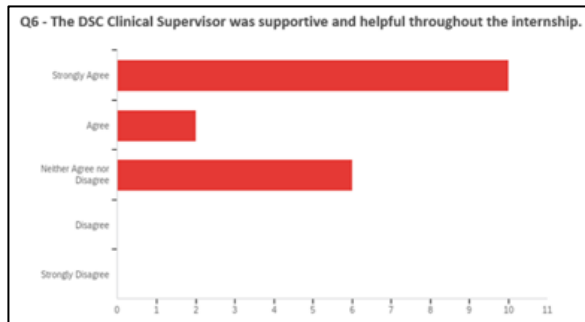
PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator. *Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge (Math) and teaching methods and skills (assessment, differentiation,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

Assessment Results

3. In the 2020-21 Annual Program Performance Report (APPR) for the BSED in Secondary Mathematics Education compiled by the Florida Department of Education, graduates of the program in years 2015-16, 2016-17, and 2017-18 earned a performance level of “Data Not Available” in the category of “Student Performance on Statewide Assessments”. The overall results of the Math 2020 APPR, were a score of 1 out of 4 as determined by the placement rate and teacher evaluation results.

Assessment Results

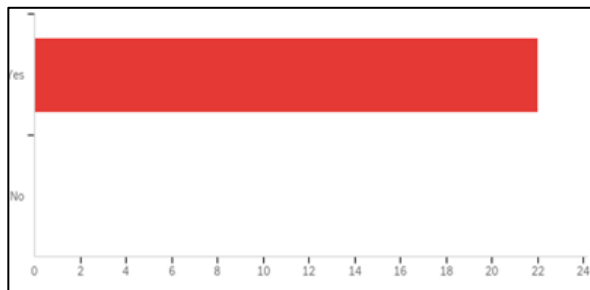
- FA20 Program Evaluation Administration Intern Clinical Supervisor Survey:
 - The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	55.56%	10
2	Agree	11.11%	2
3	Neither Agree nor Disagree	33.33%	6
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	18

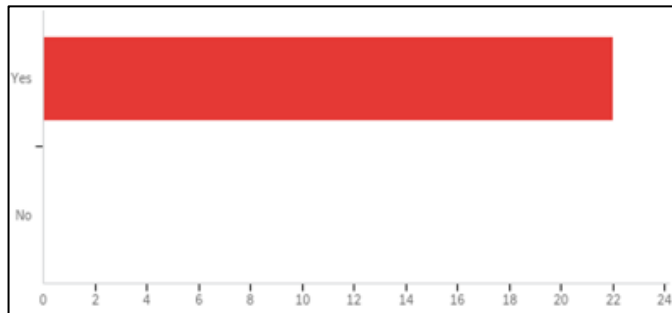
- FA20 Senior intern survey:

Q38 - Did your College Supervisor provide specific actionable feedback?



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

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



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

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2021, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

3. Data disaggregated from Fall 2020 – Spring 2021 feedback forms used by College Supervisors during Senior Intern observations of Mathematics majors. Note: there were only 2 Secondary Mathematics majors in Senior Internship during Fall 2020 or Spring 2021, so the data (if gathered) would be statistically insignificant.

Assessment Results

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

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

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

Inspection judgments		
<i>Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1 is inadequate.</i>		
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:

$$(1 \times .5) + (2.25 \times .3) + (4 \times .2) = 1.975$$

$0.5 + 0.675 + 0.8 = 1.975$, 2021 score for BSED in Secondary Mathematics for 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 2020-2021 academic year, there were 3 BSED in Secondary Biology Education majors admitted to the program. 100% (3/3) 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:

program:

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Average Age	29	27	28	29	30	30
Female/Male	88%/12%	91%/9%	89%/11%	93%/7%	81%/19%	81%/19%
Ethnicity						
American Indian / Alaska Native						
Asian	1%	2%	1%		1%	
Black or African American	5%	4%	3%	3%	9%	6%
Hispanic	11%	8%	10%	12%	16%	17%
Native Hawaiian / Pacific Islander						
Two or More Races	2%	3%	3%	4%	4%	4%
White	81%	83%	85%	81%	69%	72%

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 2020, Section 501B, 31/38 (82%) students earned 80% on the GKT Essay assignment. In EDF1005 Spring A 2021, Section 101A, 33/39 (85%) earned 80% 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% of 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 Biology Education Subject Area Exam results (includes semester/year for trend data):

Biology 6-12 (2)					
Competency Area	Range of Items	Institution		Statewide	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of the investigative processes of science	18-20	16.50	86.94%	15.83	80.71%
02 Knowledge of the interactions between science, technology, and society	4	3.00	75.00%	2.96	74.10%
03 Knowledge of the chemical processes of living things	14-17	11.50	75.89%	11.91	73.85%
04 Knowledge of the interactions between cell structure and cell function	7-8	7.00	92.86%	5.66	72.60%
05 Knowledge of genetic principles, processes, and applications	11-13	10.00	82.52%	9.59	76.09%
06 Knowledge of the structural and functional diversity of viruses and prokaryotic organisms	4-5	4.00	90.00%	3.49	72.56%
07 Knowledge of the structural and functional diversity of protists, fungi, and plants	8-10	7.50	81.25%	7.03	73.07%
08 Knowledge of the structural and functional diversity of animals	13-16	13.00	90.63%	10.84	70.44%
09 Knowledge of ecological principles and processes	11-13	7.00	60.61%	9.35	76.43%
10 Knowledge of evolutionary mechanisms	10-12	9.00	80.83%	8.56	73.79%
Number of Students included for Institution Totals: 2					
Number of Students included for Statewide Totals: 582					

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

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	#7 Content Knowledge Demonstrates proficient knowledge of content knowledge, specifically <u>Scientifically-Based Reading Instruction</u> , Math, Science, Social Studies for elementary majors and secondary content areas (Math or Science) for secondary majors	1.00	4.00	2.42	0.64	0.41	36

#	Answer	%	Count
1	Distinguished	5.56%	2
2	Effective	50.00%	18
3	Developing	41.67%	15
4	Unsatisfactory	2.78%	1
	Total	100%	36

56% (20/36) of the graduates were distinguished/effective at demonstrating “proficient knowledge of content knowledge, specifically Scientifically-Based Reading Instruction, Math, Science, Social Studies for elementary majors and secondary content areas (Math or Science) for secondary majors”. This is a significant decrease from FA19-SP20 graduates whom 95% were rated as highly effective/effective in a similar question.

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.

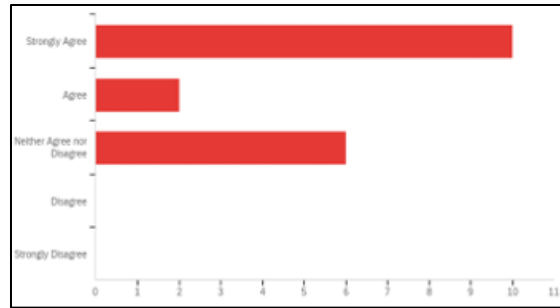
Assessment Results

3. In the 2020-21 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 2015-16, 2016-17, and 2017-18 earned a performance level of “Not applicable” in the category of “Student Performance on Statewide Assessments”. The overall results of the Biology 2020 APPR, were a score of 3.6 out of 4 as determined by the placement rate and teacher evaluation results.

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

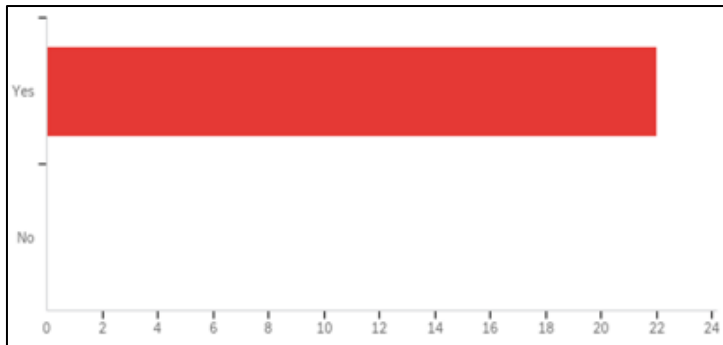
- Fall 2020 Program Evaluation Administration Intern Clinical Supervisor Survey:
 - The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	55.56%	10
2	Agree	11.11%	2
3	Neither Agree nor Disagree	33.33%	6
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	18

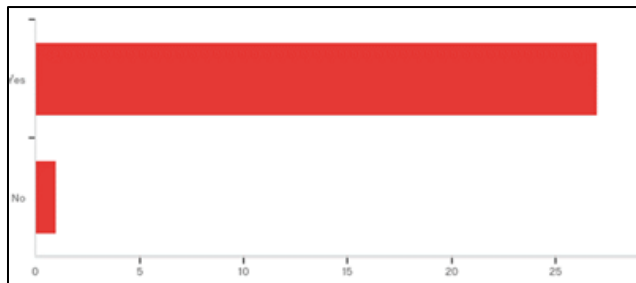
- Fall 2020 Senior intern survey:

Q38 -Did your College Supervisor provide specific actionable feedback?



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

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

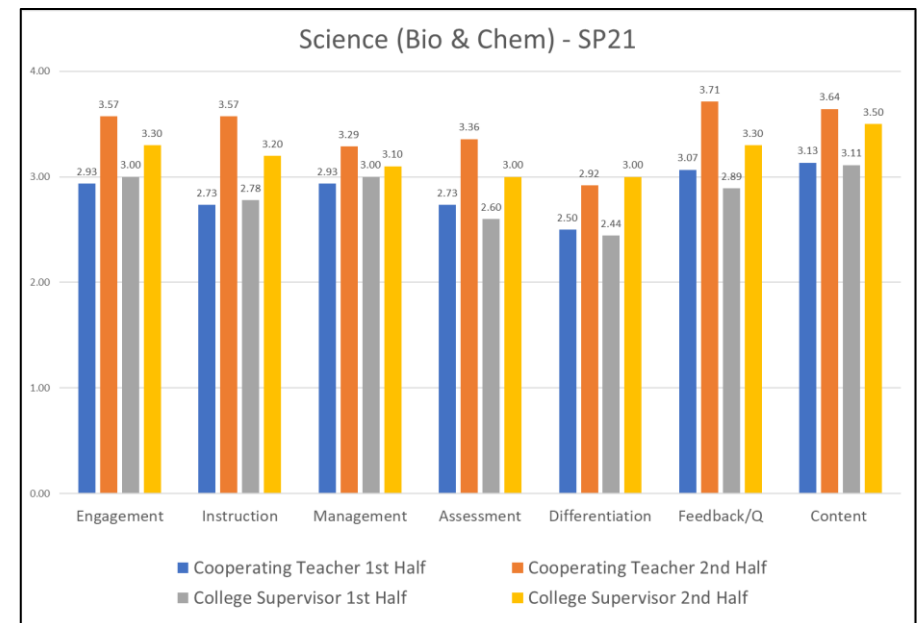
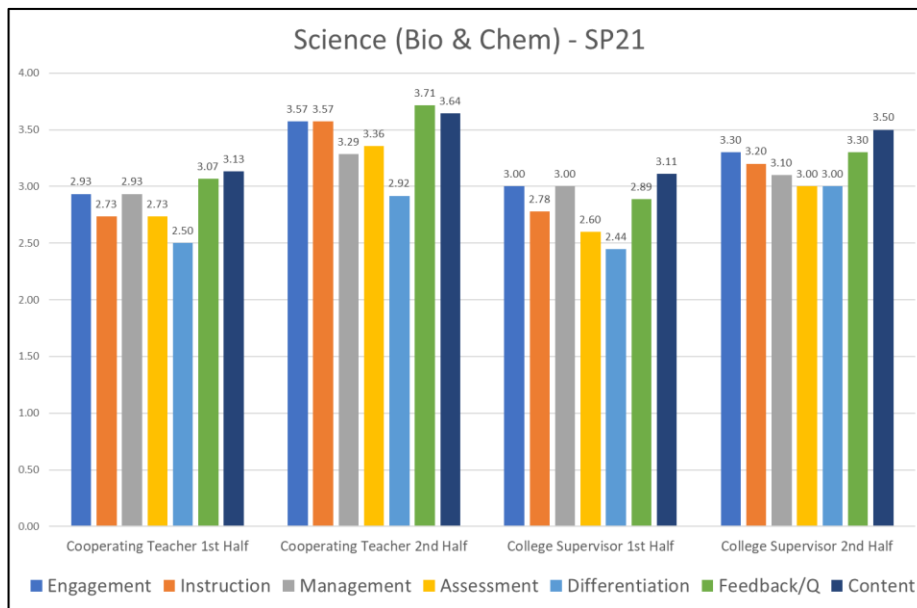


#	Answer	%	Count
1	Yes	96.43%	27
2	No	3.57%	1
	Total	100%	28

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2021, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

3. Data disaggregated from Fall 2020 – Spring 2021 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 2020, and data for Biology and Chemistry were combined for analysis in Spring 2021.



PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2021, 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.

OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	PERFORMANCE LEVEL
Placement Rate	4
Retention Rate	3
Student Performance on Statewide Assessments	
Student Performance by Subgroups	
Teacher Evaluation Results	4
Critical Teacher Shortage	
SUMMATIVE RATING = 3.66667	

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

Inspection judgments		
<i>Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1 is inadequate.</i>		
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:

$$(3.6 \times .5) + (2.25 \times .3) + (4 \times .2) =$$

$1.8 + .675 + .8 = \mathbf{3.275}$ 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.

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 2020-2021 academic year, there were no BSED in Secondary Physics Education students admitted to the program.
2. The following table shows the changes in demographic trends of students enrolled in the BSED Secondary Physics Education 6-12 program:

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Average Age	29	27	28	29	30	30
Female/Male	88%/12%	91%/9%	89%/11%	93%/7%	81%/19%	81%/19%
Ethnicity						
American Indian / Alaska Native						
Asian	1%	2%	1%		1%	
Black or African American	5%	4%	3%	3%	9%	6%
Hispanic	11%	8%	10%	12%	16%	17%
Native Hawaiian / Pacific Islander						
Two or More Races	2%	3%	3%	4%	4%	4%
White	81%	83%	85%	81%	69%	72%

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 2020, Section 501B, 31/38 (82%) students earned 80% on the GKT Essay assignment. In EDF1005 Spring A 2021, Section 101A, 33/39 (85%) earned 80% 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 Physics Education Subject Area Exam results (includes semester/year for trend data):

Physics 6-12 (32)					
		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 scientific investigation and instruction in physics	4-5	3.00	60.00%	3.55	75.63%
02 Knowledge of the mathematics of physics	6-8	5.00	83.33%	4.43	65.62%
03 Knowledge of thermodynamics	8-9	8.00	100.0%	5.57	67.07%
04 Knowledge of mechanics	20-25	20.00	100.0%	13.08	58.66%
05 Knowledge of waves and optics	13-16	8.00	61.54%	7.64	53.21%
06 Knowledge of electricity and magnetism	15-18	12.00	80.00%	9.11	55.82%
07 Knowledge of modern physics	8-9	8.00	100.0%	5.32	63.25%
Number of Students included for Institution Totals: 1					
Number of Students included for Statewide Totals: 87					

PL02: 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

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	#7 Content Knowledge Demonstrates proficient knowledge of content knowledge, specifically <u>Scientifically-Based Reading Instruction</u> , Math, Science, Social Studies for elementary majors and secondary content areas (Math or Science) for secondary majors	1.00	4.00	2.42	0.64	0.41	36

#	Answer	%	Count
1	Distinguished	5.56%	2
2	Effective	50.00%	18
3	Developing	41.67%	15
4	Unsatisfactory	2.78%	1
	Total	100%	36

56% (20/36) of the graduates were distinguished/effective at demonstrating “proficient knowledge of content knowledge, specifically Scientifically-Based Reading Instruction, Math, Science, Social Studies for elementary majors and secondary content areas (Math or Science) for secondary majors”. This is a significant decrease from FA19-SP20 graduates whom 95% were rated as highly effective/effective in a similar question.

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.

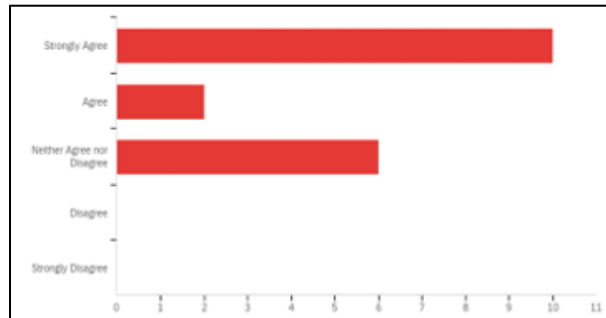
Assessment Results

3. In the 2020-21 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 2015-16, 2016-17, and 2017-18 earned a performance level of “Not applicable” in the category of “Student Performance on Statewide Assessments”. The overall results of the Physics 2020 APPR, were a score of 3.6 out of 4 as determined by the placement rate and teacher evaluation results.

Assessment Results

1. Fall 2020 administration survey results of college supervisors.

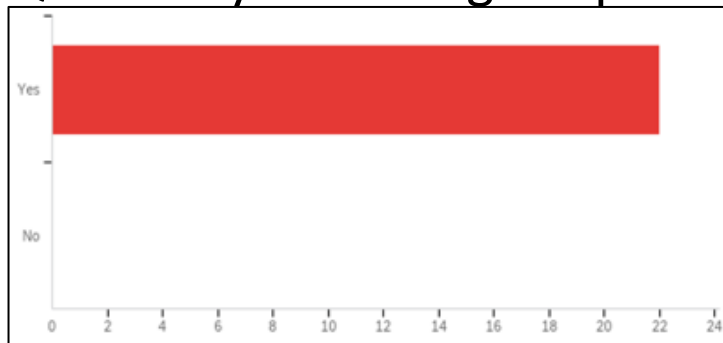
- The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	55.56%	10
2	Agree	11.11%	2
3	Neither Agree nor Disagree	33.33%	6
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	18

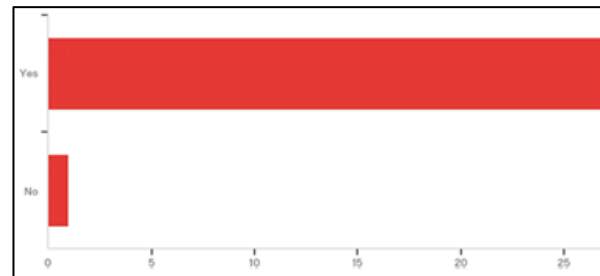
2. Fall 2020 Senior intern survey results of college supervisors.

Q38 - Did your College Supervisor provide specific actionable feedback?



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

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



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

Assessment Results

3. Data disaggregated from feedback forms used by College Supervisors during Senior Intern observations of Chemistry majors. Note, there were no Fall 2020 or Spring 2021 Secondary Physics majors in Senior Internship.

Assessment Results

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

OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	PERFORMANCE LEVEL
Placement Rate	4
Retention Rate	3
Student Performance on Statewide Assessments	
Student Performance by Subgroups	
Teacher Evaluation Results	4
Critical Teacher Shortage	
SUMMATIVE RATING = 3.66667	

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

Inspection judgments		
<i>Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1 is inadequate.</i>		
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

PL04: 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:

$$(3.5 \times .5) + (2.25 \times .3) + (4 \times .2) =$$

$1.8 + .675 + .8 = \mathbf{3.275}$ 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.*

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 2020-2021 academic year, there were no BSED in Secondary Chemistry Science students admitted to the program.
2. For the 2020-2021 academic year, there were no BSED in Secondary Chemistry Science students admitted to the program.
3. In EDF1005 Fall A 2020, Section 501B, 31/38 (82%) students earned 80% on the GKT Essay assignment. In EDF1005 Spring A 2021, Section 101A, 33/39 (85%) earned 80% 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)					
Competency Area	Range of Items	Institution		Statewide	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of the nature of matter	9-10	7.00	70.00%	6.57	69.51%
02 Knowledge of energy and its interaction with matter	12-14	12.00	85.71%	9.28	72.73%
03 Knowledge of bonding and molecular structure	15-18	13.00	72.22%	11.93	73.44%
04 Knowledge of chemical reactions and stoichiometry	17-21	15.00	71.43%	12.68	67.30%
05 Knowledge of atomic theory and structure	10-12	10.00	83.33%	7.39	67.79%
06 Knowledge of the nature of science	9-10	9.00	90.00%	7.57	80.07%
07 Knowledge of measurement	9-10	5.00	50.00%	6.53	71.28%
08 Knowledge of appropriate laboratory use and procedures	4-5	4.00	80.00%	3.37	75.92%
Number of Students included for Institution Totals: 1					
Number of Students included for Statewide Totals: 180					

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

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	#7 Content Knowledge Demonstrates proficient knowledge of content knowledge, specifically Scientifically-Based Reading Instruction, Math, Science, Social Studies for elementary majors and secondary content areas (Math or Science) for secondary majors	1.00	4.00	2.42	0.64	0.41	36

#	Answer	%	Count
1	Distinguished	5.56%	2
2	Effective	50.00%	18
3	Developing	41.67%	15
4	Unsatisfactory	2.78%	1
	Total	100%	36

56% (20/36) of the graduates were distinguished/effective at demonstrating “proficient knowledge of content knowledge, specifically Scientifically-Based Reading Instruction, Math, Science, Social Studies for elementary majors and secondary content areas (Math or Science) for secondary majors”. This is a significant decrease from FA19-SP20 graduates whom 95% were rated as highly effective/effective in a similar question.

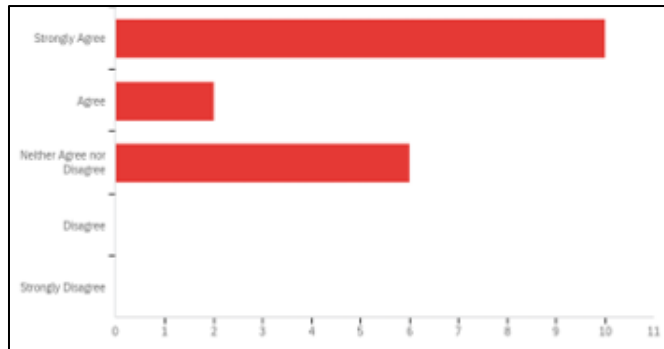
Assessment Results

3. In the 2020-21 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 2015-16, 2016-17, and 2017-18 earned a performance level of “Not applicable” in the category of “Student Performance on Statewide Assessments”. The overall results of the Biology 2020 APPR, were a score of 3.6 out of 4 as determined by the placement rate and teacher evaluation results.

Assessment Results

1. Fall 2020 Program Evaluation Administration Intern Clinical Supervisor Survey:

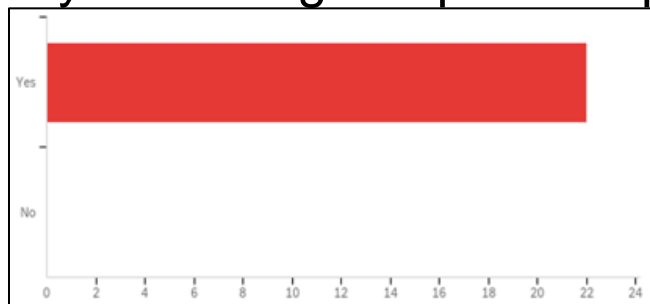
- The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	55.56%	10
2	Agree	11.11%	2
3	Neither Agree nor Disagree	33.33%	6
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	18

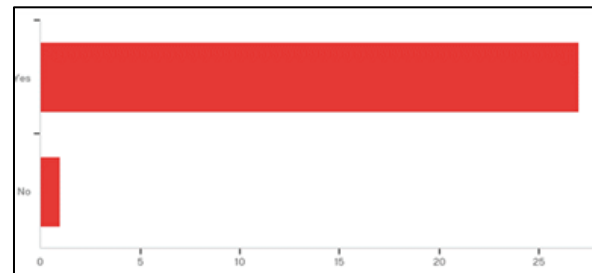
2. Fall 2020 Senior intern survey results of college supervisors.

Q38 -Did your College Supervisor provide specific actionable feedback?



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

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

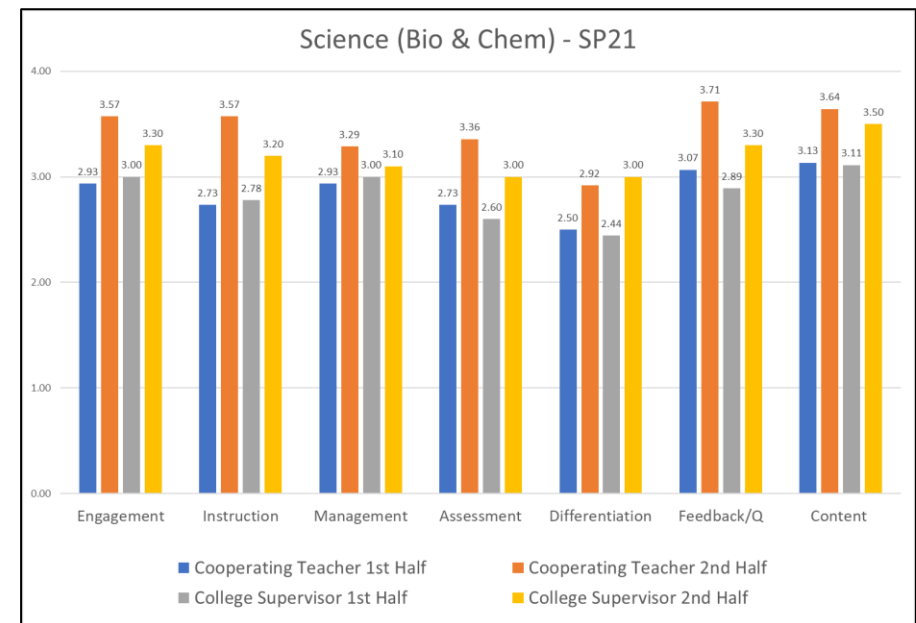
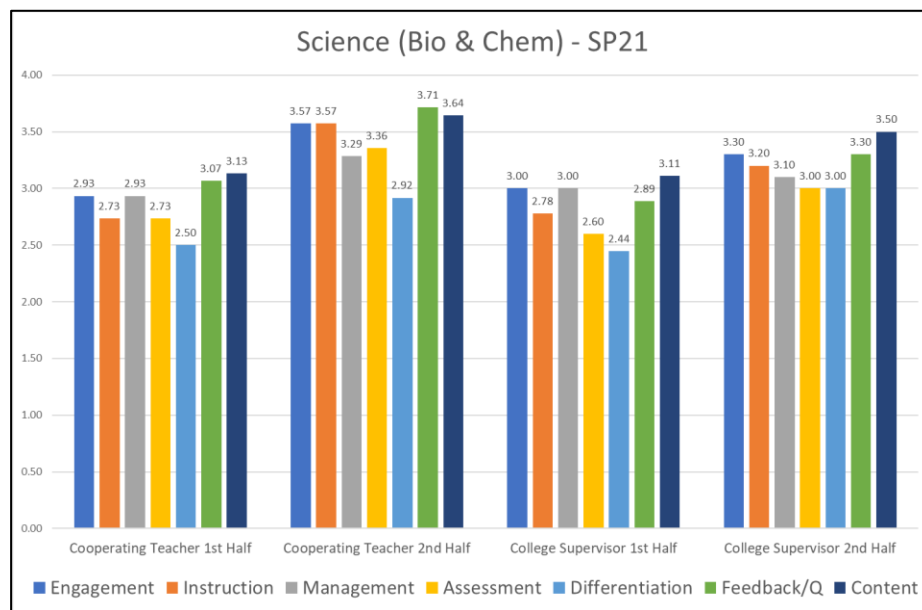


#	Answer	%	Count
1	Yes	96.43%	27
2	No	3.57%	1
	Total	100%	28

PL03: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2021, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

3. Data disaggregated from Fall 2020 – Spring 2021 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 2020, and data for Biology and Chemistry were combined for analysis in Spring 2021.



PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2021, 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.

OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	PERFORMANCE LEVEL
Placement Rate	4
Retention Rate	3
Student Performance on Statewide Assessments	
Student Performance by Subgroups	
Teacher Evaluation Results	4
Critical Teacher Shortage	
SUMMATIVE RATING = 3.66667	

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

Inspection judgments		
<i>Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1 is inadequate.</i>		
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

PL04: 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:

$$(3.6 \times .5) + (2.25 \times .3) + (4 \times .2) =$$

$1.8 + .675 + .8 = \mathbf{3.275}$ 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.*

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.

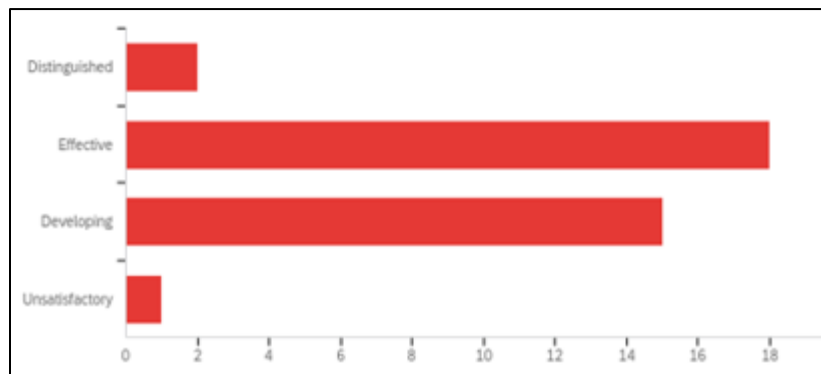
Assessment Results

1. For the 2020-2021 academic year, there were no BSED in Secondary Earth/Space Science students admitted to the program.
2. For the 2020-2021 academic year, there were no BSED in Secondary Earth/Space Science students enrolled in the program.
3. In EDF1005 Fall A 2020, Section 501B, 31/38 (82%) students earned 80% on the GKT Essay assignment. In EDF1005 Spring A 2021, Section 101A, 33/39 (85%) earned 80% 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 2020-21 resulting in no SAE results*
2. Employer Satisfaction Survey data specific to content knowledge



#	Answer	%	Count
1	Distinguished	5.56%	2
2	Effective	50.00%	18
3	Developing	41.67%	15
4	Unsatisfactory	2.78%	1
	Total	100%	36

56% (20/36) of the graduates were distinguished/effective at demonstrating “proficient knowledge of content knowledge, specifically Scientifically-Based Reading Instruction, Math, Science, Social Studies for elementary majors and secondary content areas (Math or Science) for secondary majors”. This is a significant decrease from FA19-SP20 graduates whom 95% were rated as highly effective/effective in a similar question.

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.

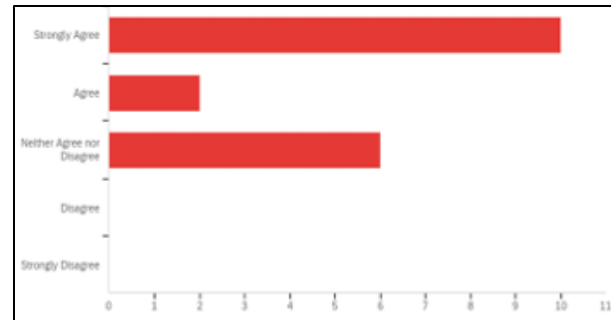
Assessment Results

3. In the 2020-21 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 2015-16, 2016-17, and 2017-18 earned a performance level of “Not applicable” in the category of “Student Performance on Statewide Assessments”. The overall results of the Biology 2020 APPR, were a score of 3.6 out of 4 as determined by the placement rate and teacher evaluation results

Assessment Results

1. Fall 2020 administration survey results of college supervisors.

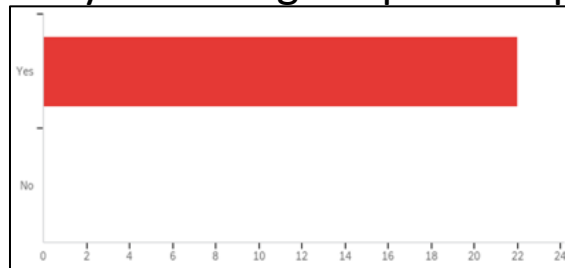
- The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	55.56%	10
2	Agree	11.11%	2
3	Neither Agree nor Disagree	33.33%	6
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	18

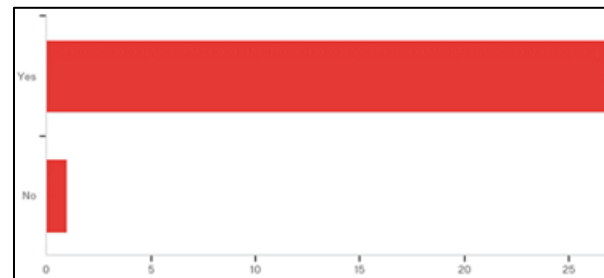
2. Fall 2020 Senior intern survey results of college supervisors.

Q38 -Did your College Supervisor provide specific actionable feedback?



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

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



#	Answer	%	Count
1	Yes	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 2021, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

3. Data disaggregated from Fall 2020 – Spring 2021 feedback forms used by College Supervisors during Senior Intern observations of Earth/Space majors. Note: there were no Earth/Space majors in Senior Internship during Fall 2020 or Spring 2021.

Assessment Results

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

SUMMATIVE RATING	
Each Annual Program Performance Report shall receive a summative rating between 1.0 and 4.0. The summative rating is computed by calculating the average of all performance levels. If the program is eligible for the bonus metric, the score is weighted as 20 percent of the total score.	
OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	PERFORMANCE LEVEL
Placement Rate	4
Retention Rate	3
Student Performance on Statewide Assessments	
Student Performance by Subgroups	
Teacher Evaluation Results	4
Critical Teacher Shortage	
SUMMATIVE RATING = 3.66667	

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

Inspection judgments		
<i>Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1 is inadequate.</i>		
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:

$$(3.6 \times .5) + (2.25 \times .3) + (4 \times .2) =$$

$1.8 + .675 + .8 = \mathbf{3.275}$ 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.*

Program Learning Outcomes

EPI #800800

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 final 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. The total number of students with a GPA of 3.0 or higher admitted to the EPI program for 2020-21: GPA average 3.45; 15 out of 18 (83%) students admitted with a GPA higher than 3.0.
2. The following table shows the changes in demographic trends of students enrolled in the EPI program:

Demographics	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Average Age	43	44	43	40	40	36	38
Female/Male	73.3%/26.7%	62.7%/37.3%	63.0%/37.0%	73.3%/26.7%	81.5%/18.5%	68.0%/32.0%	72.5%/27.5%
Ethnicity							
American Indian/ Alaska Native	2.2%						
Asian			2.1%	4.4%	14.8%	8.3%	
Black or African American	13.3%	13.6%	8.5%	6.7%	3.7%	8.3%	5.0%
Hispanic	8.9%	11.9%	8.5%	6.7%	3.7%	8.3%	15.0%
Native Hawaiian/ Pacific Islander							
Two or More Races			2.1%	4.4%	3.7%		
White	75.6%	74.6%	78.7%	77.8%	74.1%	75.0%	80.0%

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. 50% of the students enrolled in EPI courses will pass FTCEs (GKT, Prof Ed, SAE) during the program coursework.*

Assessment Results

3. According to the FDOE Title II Report, for the 2020-21 EPI enrolled, the pass rate for the GKT was 79% (11/14), the ProfEd was 100% (6/6), and the SAE pass rate was 100% (10/10). (Please note, the EPI enrolled numbers vary because passing the FTCEs is a completion requirement rather than an admission or enrolled requirement.)

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. 50% of the students enrolled in EPI courses will pass FTCEs (GKT, Prof Ed, SAE) during the program coursework.*

Assessment Results

1. EPI Subject Area Exam results in Language Arts and Reading (includes semester/year for trend data):

Elementary Education K-6 Subtest 1: Language Arts and Reading (601)					
Competency Area	Range of Items	Institution		Statewide	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of the reading process	16-17	10.38	63.05%	11.24	69.86%
02 Knowledge of literary analysis and genres	8-9	6.25	71.70%	6.49	73.83%
03 Knowledge of language and the writing process	9-10	5.50	59.72%	6.42	70.77%
04 Knowledge of literacy instruction and assessments	12-14	7.00	53.27%	8.44	68.19%
05 Knowledge of communication and media literacy	9-10	5.50	58.33%	6.33	69.61%
Number of Students included for Institution Totals: 8					
Number of Students included for Statewide Totals: 3,870					

Statewide averages are based on the last 12 months or the period (June 1, 2020 ~ May 31, 2021).

EPI General Knowledge Test of Skills English Language Arts:

General Knowledge Test (826) English Language Skills					
Competency Area	Range of Items	Institution		Statewide	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of language structure	9-10	8.17	83.15%	7.38	73.76%
02 Knowledge of vocabulary application	10	6.83	68.33%	7.54	75.39%
03 Knowledge of standard English conventions	20	15.50	77.50%	14.07	70.34%
Number of Students included for Institution Totals: 6					
Number of Students included for Statewide Totals: 6,502					

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

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	#7 Content Knowledge Demonstrates proficient knowledge of content knowledge, specifically <u>Scientifically-Based Reading Instruction</u> , Math, Science, Social Studies for elementary majors and secondary content areas (Math or Science) for secondary majors	1.00	4.00	2.42	0.64	0.41	36

#	Answer	%	Count
1	Distinguished	5.56%	2
2	Effective	50.00%	18
3	Developing	41.67%	15
4	Unsatisfactory	2.78%	1
	Total	100%	36

56% of the graduates were distinguished/effective at demonstrating “proficient knowledge of content knowledge, specifically Scientifically-Based Reading Instruction, Math, Science, Social Studies for elementary majors and secondary content areas (Math or Science) for secondary majors”. This is a significant decrease from FA19-SP20 graduates whom 95% were rated as highly effective/effective in a similar question

PL02: 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.

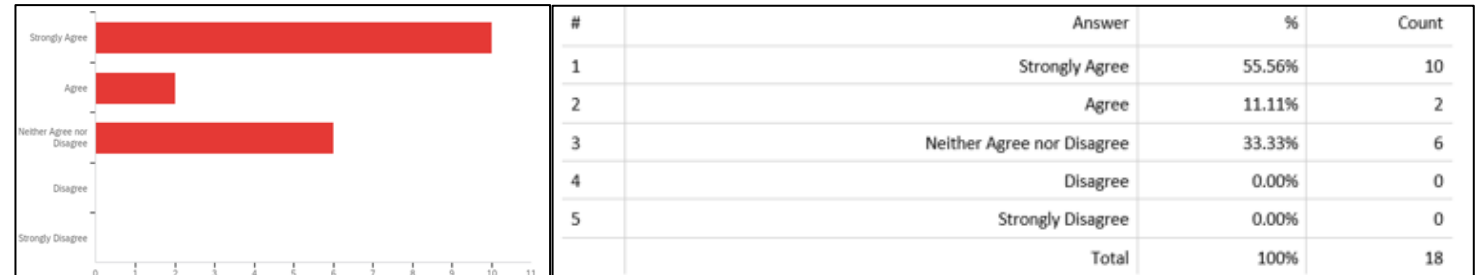
Assessment Results

3. In the 2020 - 2021 Annual Program Performance Report (APPR) for the EPI program compiled by the Florida Department of Education, graduates of the program in years 2015-2016, 2016-2017, and 2017-2018 program completers employed in an in-field instructional position in 2018-2019 earned a performance level 3 in the category of “Student Performance on Statewide Assessments”. The overall results of the EPI 2020 - 2021 APPR, were a score of 3.2 out of 4.

Assessment Results

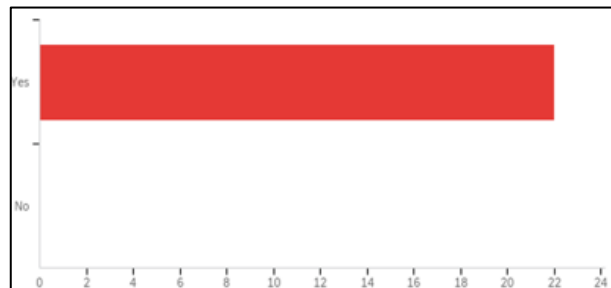
1. Fall 2020 administration survey results of college supervisors.

- The DSC Clinical Supervisor was supportive and helpful throughout the internship



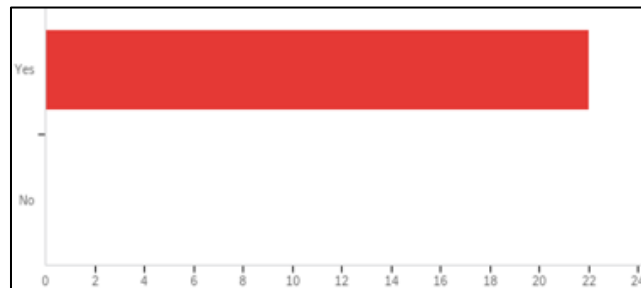
2. Fall 2020 Senior intern survey results of college supervisors.

Q38 -Did your College Supervisor provide specific actionable feedback?



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

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

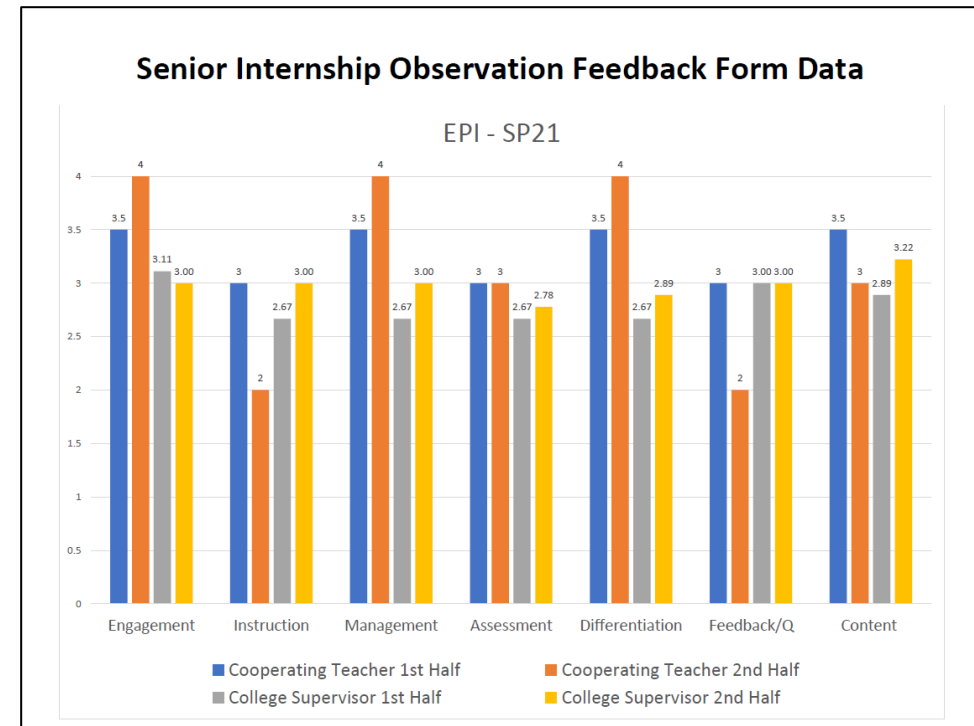
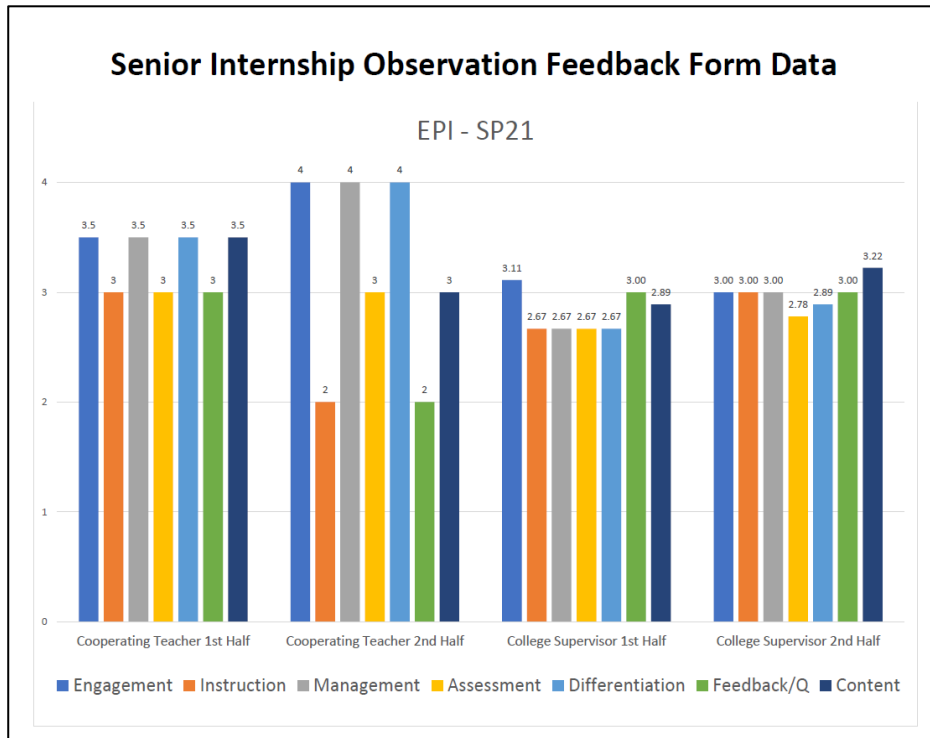


#	Answer	%	Count
1	Yes	100.00%	22
2	No	0.00%	0
	Total	100%	22

PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the EPI senior internship. *Target:* By May 2021, when surveyed, 80% of the teacher candidates (EPI in final coursework) rate their College supervisors' feedback as actionable..

Assessment Results

3. Data disaggregated from Fall 2020 and Spring 2021 feedback forms used by College Supervisors during observations of EPI majors.



PLO3: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the EPI senior internship. *Target: By May 2021, when surveyed, 80% of the teacher candidates (EPI in final coursework) rate their College supervisors' feedback as actionable.*

Assessment Results

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

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		
<i>Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1 is inadequate.</i>		
Daytona State College		
	BSED	EPI
Quality of selection for teacher candidates	2	2
Quality of content knowledge and teaching methods	3	2
Quality of clinical placement, feedback, and candidate performance	2	2
Quality of program performance management	2	2

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

Assessment Results

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

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

Final CASS Score:

$$(3.7 \times .5) + (2.25 \times .3) + (4 \times .2) =$$

$$1.85 + .675 + .8 = \mathbf{3.324} \text{ 2020 score for EPI program approval}$$

Assessment Data 2019-2020 and 2020-2021: Programs and Institutional Learning Outcomes

Program	Critical/ Creative Thinking		Communication		Cultural Literacy		Information and Technical Literacy	
	19/20	20/21	19/20	20/21	19/20	20/21	19/20	20/21
622100 - Bachelor of Science in Education - Elementary Education	62%-91%	88%-100%	90%-100%	58%-90%	76%-92%	78%-96%	61%-93.3%	67%-95%
622200 - Bachelor of Science in Education - Exceptional Education	79%-100%	80%-100%	75%-92%	58%-90%	78%-95%	78%-96%	61%-100%	67%-95%
622300 - Bachelor of Science in Education - Secondary Mathematics Education	90%-100%	82%-100%	80%-100%	83%-89%	76%-100%	78%-97%	61%-93.3%	71%-86%
622400 - Bachelor of Science in Education - Secondary Biology Education	90%-100%	82%-100%	81%-100%	82%-89%	76%-100%	78%-97%	77%-93.3%	71%-86%
622500 - Bachelor of Science in Education - Secondary Physics Education	90%-100%	82%-100%	81%-100%	82%-89%	76%-100%	78%-97%	61%-93.3%	71%-86%
622600 - Bachelor of Science in Education - Secondary Chemistry Education	90%-100%	82%-100%	81%-100%	82%-89%	76%-100%	78%-97%	61%-93.3%	71%-86%
622700 - Bachelor of Science in Education - Secondary Earth/Space Science Education	90%-100%	82%-100%	80%-100%	82%-89%	82.6%-100%	78%-97%	61%-93.3%	71%-86%
800800 - EPI	90%-100%	82%-100%	80%-100%	81%-100%	61%-100%	75%-100%	61%-100%	67%-100%

Headcount by Major

Major	2017-2018	2018-2019	2019-2020	2020-2021
622100 - BS-Elementary Education	114	108	111	142
622200 - BS-Exceptional Education	20	15	25	26
622300 - BS-Secondary Math Education	11	10	8	8
622400 - BS-Secondary Biology Education	2	1	6	9
622500 - Secondary Physics Education		1	1	1
622600 - BS-Secondary Chem. Education	2	1	2	2
622700 - BS-Sec. Earth/Space Science	2			
800800 - EPI	47	30	24	42
Total	198	166	177	230

Students are duplicated across programs, unduplicated in the total.

Source: IR Program Assessment Data

Graduates in Major

Major	2017-2018	2018-2019	2019-2020	2020-2021
622100 - BS-Elementary Education	39	38	56	36
622200 - BS-Exceptional Education	7	6	8	9
622300 - BS-Secondary Math Education		4	5	2
622400 - BS-Secondary Biology Education	1	1		4
622500 - Secondary Physics Education				
622600 - BS-Secondary Chem. Education	2			1
622700 - BS-Sec. Earth/Space Science	2			
800800 - EPI	12	8	12	12
Total	63	57	81	64

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		2020-2021	
	#	%	#	%	#	%
622100 - Elementary Education B.S.	38		56		36	
Asian					1	2.8%
Black	1	2.6%	4	7.1%	1	2.8%
Hispanic/Latino	6	15.8%	8	14.3%	5	13.9%
Two or More Races	1	2.6%	4	7.1%		
White	30	78.9%	40	71.4%	29	80.6%
622200 - Exceptional Student Ed. B.S.	6		8		9	
Hispanic/Latino	1	16.7%	1	12.5%	1	11.1%
White	5	83.3%	7	87.5%	8	88.9%
622300 - Secondary Mathematics Ed. B.S.	4		5		2	
Hispanic/Latino	1	25.0%	2	40.0%	1	50.0%
White	3	75.0%	3	60.0%	1	50.0%
622400 - Secondary Biology Ed. B.S.	1				4	
Hispanic/Latino					2	50.0%
White	1	100.0%			2	50.0%
622600 – Secondary Chemistry Ed. B.S.					1	
					1	100.0%
800800 - Educator Preparation Institute	8		12		12	
Asian					1	8%
Black					1	8%
Hispanic/Latino					1	8%
Two or More Races			1	8.3%	1	8%
Unknown					1	8%
White	8	100.0%	11	91.7%	8	67%
Grand Total	57		81		64	

Time to Degree

Program	Average Years to Degree (2019-2020 Cohort)	Average Years to Degree (2020-2021 Cohort)
622100 - Elementary Education B.S.	2.2	1.7
622200 - Exceptional Student Ed. B.S.	1.9	1.5
622300 - Secondary Mathematics Ed. B.S.	2.9	1.8
622400 – Secondary Biology Ed. B.S.		1.4
622600 – Secondary Chemistry Ed. B.S.		2.4
800800 - Educator Preparation Institute	1.3	1.3

Graduation Rates

Major	Fall Cohort Year	# in Cohort	150% Graduates	150% Graduation Rate	200% Graduates	200% Graduation Rate
622100- Elementary Education	2015	16	13	81.3%	13	81.3%
	2016	33	29	87.9%	30	90.9%
	2017 – 200% In progress	21	16	76.2%	16	76.2%
	2018 – In progress	29	26	89.7%	26	89.7%
622200 - Exceptional Education	2015	3	3	100%	3	100%
	2016	4	3	75%	3	75%
	2017 – 200% In progress	3	2	66.7%	2	66.7%
	2018 – In progress	2	1	50%	1	50%
622300- Secondary Math Education	2015	4	3	75%	3	75%
	2016	3	1	33.3%	2	66.7%
	2017 – 200% In progress	4	3	75%	3	75%
	2018 – In progress	1	1	100%	1	100%
622400 - Secondary Biology Education	2015	1	1	100%	1	100%
	2016	0				
	2017 – 200% In progress	0				
	2018 – In progress	0				
622500 – Secondary Physics Ed.	2018 – In progress	1	0	0%	0	0%
622600 - BS-Secondary Chemistry Ed.	2015	0				
	2016	2	2	100%	2	100%
	2017 – 200% In progress	0				
	2018 – In progress	1	1	100%	1	100%
622700 - Sec. Earth/Space Science Ed.	2015	1	1	100%	1	100%
	2016	0				
	2017 – 200% In progress	0				
	2018 – In progress					
800800 - EPI	2017	11	1	9.1%	1	9.1%
	2018	11	2	18.2%	4	36.4%
	2019 – 200% In Progress	15	4	26.7%	7	46.7%
	2020 – In Progress	21	2	9.5%	2	9.5%

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

Source: IR Program Assessment Data

Graduation Rates by Race /Ethnicity (1 of 2)

Major	Fall Cohort Year	Race/Ethnicity	# in Cohort	Graduated within 150% Time	150% Graduation Rate	Graduated within 200% Time	200% Graduation Rate
622100 - Elementary Education B.S.	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%
	2018	Black	1	1	100%	1	100%
		Hispanic	4	4	100%	4	100%
		Two or More Races	1	1	100%	1	100%
White		23	20	87%	20	87%	
622200 - Exceptional Student Ed. B.S.	2015	White	3	3	100%	3	100%
	2016	White	4	3	75%	3	75%
	2017	White	3	2	66.7%	2	66.7%
	2018	White	2	1	50%	1	50%
622300 - Secondary Mathematics Ed. B.S.	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%
2018	White	1	1	100%	1	100%	

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.	2015	White	1	1	100%	1	100%
	2016						
	2017						
	2018						
622500 – Secondary Physics Ed. B.S.	2018	White	1	0	0%	0	0%
622600 - Secondary Chemistry Ed. B.S.	2014	White	1	1	100%	1	100%
	2016	White	2	2	100%	2	100%
	2017						
	2018	White	1	1	100%	1	100%
622700 - Secondary Earth/Space Ed. B.S.	2015	White	1	1	100%	1	100%
	2016						
	2017						
	2018						
800800 - Educator Preparation Institute	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%	1	100%
		White	12	3	25%	5	41.7%
	2020	Hispanic	3	0	0%	0	0%
		White	18	2	11.1%	2	11.1%

Fall Cohort Year includes prior Summer term enrollment in major.

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

Source: IR Program Assessment Data

Graduation Rates by Gender (1 of 2)

Major	Fall Cohort Year	Race/ Ethnicity	# in Cohort	Graduated within 150% Time	150% Graduation Rate	Graduated within 200% Time	200% Graduation Rate
622100 - Elementary Education B.S.	2016	Female	31	28	90.3%	29	93.6%
		Male	2	1	50%	1	50%
	2017 – 200% In progress	Female	20	15	75%	15	75%
		Male	1	1	100%	1	100%
	2018– In progress	Female	26	23	88.5%	23	88.5%
		Male	3	3	100%	3	100%
622200 - Exceptional Student Ed. B.S.	2016	Female	3	2	66.7%	2	67%
		Male	1	1	100%	1	100%
	2017 – 200% In progress	Female	2	1	50%	1	50%
		Male	1	1	100%	1	100%
	2018– In progress	Female	2	1	50%	1	50%
622300 - Secondary Mathematics Ed. B.S.	2016	Female	2	0	0%	1	50%
		Male	1	1	100%	1	100%
	2017 – 200% In progress	Male	4	3	75%	3	75%
	2018– In progress	Female	1	1	100%	1	100%
622400 - Secondary Biology Ed. B.S.	2015	Female	1	1	100%	1	100%
	2016 – 200% In progress						
	2017 – 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
622500 – Secondary Physics Ed. B.S.	2018 – In progress	Female	1	1	0%	1	0%
622600 - Secondary Chemistry Ed. B.S.	2014	Male	1	1	100%	1	100%
	2016	Female	1	1	100%	1	100%
		Male	1	1	100%	1	100%
	2017						
	2018 – In progress	Female	1	1	100%	1	100%
622700 - Secondary Earth/Space Ed. B.S.	2015	Female	1	1	100%	1	100%
	2016	Female	1	1	100%	1	100%
	2017						
	2018						
800800 - Educator Preparation Institute	2017	Female	8	1	12.5%	1	12.5%
		Male	3	0	0%	0	0%
	2018	Female	9	2	22.2%	4	44.4%
		Male	2	0	0%	0	0%
	2019 – 200% In progress	Female	10	3	30%	5	50%
		Male	5	1	20%	2	40%
	2020 – In progress	Female	19	2	10.5%	2	10.5%
		Male	2	0	0%	0	0%

Persistence Rates

Major	FA to SP	Registered	Excluded	Persistence by DSC		Persistence by Program		Total Persistence
				N	%	N	%	
8008 - EPI	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%
	FA20 to SP21	30	2	0	0%	22	78.6%	78.6%

By Race/Ethnicity

Major	Term	Race/Ethnicity	Registered	Exclusions	Adjusted Cohort	Persistence by Program	
						N	%
8008 - EPI	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%
	FA20 to SP21	Hispanic	5	0	5	4	80%
		Unknown	1	0	1	1	100%
		White	24	2	22	17	77.3%

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%
	FA20 to SP21	Female	24	1	0	0%	18	78.3%	78.3%
		Male	6	1	0	0%	4	80%	80%

Retention Rates

Major	Fall Term	Registered	Excluded	Retained by DSC		Retained by Program		Total Retained
				N	%	N	%	
622100 BS-Elementary Education	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%
	2019	87	42	0	0%	40	88.9%	88.9%
622200 BS-Exceptional Education	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%
	2019	18	6	0	0%	11	91.7%	91.7%
622300 BS-Secondary Math Ed.	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%
	2019	6	4	0	0%	2	100%	100%
622400 BS-Secondary Biology Ed.	2016	3	2	0	0%	1	100%	100%
	2017	2	1	0	0%	1	100%	100%
	2018	1	1					
	2019	4	0	0	0%	4	100%	100%
622500 BS Secondary Physics Education	2018	1	0	0	0%	0	0%	0%
622600 BS-Secondary Chemistry Ed.	2016	3	1	0	0%	2	100%	100%
	2017	2	2					
	2018	1	0	0	0%	1	100%	100%
	2019	1	0	0	0%	0	0%	0%
622700 BS-Sec. Earth/Space Sci.	2016	3	1	0	0%	2	100%	100%
	2017	2	2					
	2018							
	2019							

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 (1 of 2)

Major	Fall Cohort	Race/Ethnicity	Registered	Exclusions	Adjusted Cohort	Retained by Program	
						N	%
622100 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%
	2019	Black	3	2	1	1	100%
		Hispanic	16	6	10	9	90%
		Two or More Races	2	2	0		
		White	66	32	34	30	88.2%
622200 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%
	2019	Hispanic	4	1	3	2	66.7%
White		14	5	9	9	100%	
622300 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%
	2019	Hispanic	3	2	1	1	100%
		White	3	2	1	1	100%

**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 Race/Ethnicity (2 of 2)

Major	Fall Cohort	Race/Ethnicity	Registered	Exclusions	Adjusted Cohort	Retained by Program	
						N	%
622400 BS-Secondary Biology Ed	2017	Hispanic	1	1	0		
		White	1	0	1	1	100%
	2018	White	1	1	0		
		Hispanic	2	0	2	2	100%
2019	White	2	0	2	2	100%	
622500 BS -Secondary Physics Education	2018	White	1	0	1	0	0%
	2019						
622600 - Secondary Chemistry Ed. B.S.	2017	White	2	2			
	2018	White	1	0	1	1	100%
	2019	White	1	0	1	0	0%
622700 BS-Sec. Earth/Space Science	2017	White	2	2			
	2018						
	2019						

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	%
622100 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%
	2019	Female	75	38	37	32	88.9%
		Male	11	4	7	7	100%
Unknown	1	0	1	1	100%		
622200 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%
	2019	Female	12	5	7	7	100%
		Male	5	1	4	3	75%
PrefNoAns	1	0	1	1	100%		
622300 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%
	2019	Female	2	1	1	1	100%
		Male	4	3	1	1	100%
622400 BS-Secondary Biology Ed	2017	Female	2	1	1	1	100%
	2018	Female	1	1	0		
	2019	Male	4	0	4	4	100%
622500 BS - Secondary Physics Education	2018	Female	1	0	1	0	0%
	2019						
622600 - Secondary Chemistry Ed. B.S.	2017	Female	1	1	0		
		Male	1	1	0		
	2018	Female	1	0	1	1	100%
	2019	Female	1	0	1	0	0%
622700 BS-Sec. Earth/Space Science	2017	Female	2	2	0		
	2018						
	2019						

Placement Rates (1 of 2)

Program Title	Cohort Year	Grads Reported	Continuing Education	Employed		Estimated Average Annual Full-Time Wage	
				DSC	FCS	DSC	FCS
622100-Bachelor of Science in Education - Elementary Education	2018/19	38	****	92%	92%	\$41,308	\$43,924
	2017/18	39	****	95%	90%	\$40,320	\$40,620
	2016/17	33	****%	91%	77%	\$43,468	\$41,740
622200-Bachelor of Science in Education - Exceptional Education	2018/19	****	-	100%	92%	\$**,***	\$48,000
	2017/18	****	****	86%	91%	\$**,***	\$44,280
	2016/17	****	0%	75%	94%	\$**,***	\$43,908
622400-Bachelor of Science in Education - Secondary Biology Education	2018/19	****	****	100%	75%	\$**,***	\$**,***
	2017/18	****	****	0%	83%	\$**,***	\$**,***
	2016/17	****	50%	100%	88%	\$**,***	\$45,536
622600-Bachelor of Science in Education – Chemistry Education	2018/19						
	2017/18	****	****	100%	100%	\$ **,***	\$ **,***
622700-Bachelor of Science in Education - Secondary Earth/Space Science Education	2018/19						
	2017/18	****	****	50%	50%	\$**,***	\$**,***
	2016/17	****	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

Placement Rates (2 of 2)

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	2018/19	****	0	50%	83%	\$**,***	\$44,476
	2017/18						
	2016/17	****	0%	100%	88%	\$**,***	\$43,772
8008-EPI	2018/19	****	****	***%	87%	\$ **,***	\$48,132
	2017/18	12	****	83%	86%	\$45,924	\$44,840
	2016/17	16	0%	93%	82%	\$42,976	\$45,240

*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

Course Success Rates (1 of 3)

Major and Associated Courses		2017-2018		2018-2019		2019-2020		2020-2021	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6221 - BS-Elementary Education	EDE4223	20	100%						
	EDE4943	41	98%						
	EDF4430	106	98%	96	96%	121	98%	139	94%
	EDF4603	134	96%	126	94%	116	95%	136	97%
	EDF4943			49	98%	54	100%	52	98%
	EDG4323	110	96%	98	96%	113	97%	182	95%
	EEX4070	41	100%	39	100%	37	100%	41	100%
	ESE4945	55	96%	49	98%	54	100%	52	98%
	LAE3414	37	100%	41	100%	92	100%	37	97%
	LAE4314	43	100%	46	100%			94	95%
	MAE4326	54	100%	41	100%	45	100%	49	100%
	MAE4803	16	100%	46	100%	39	97%	65	98%
	RED3309	49	98%	38	100%	61	98%	87	97%
	RED4511	49	96%	45	100%	45	98%	53	100%
	RED4519	41	100%	57	100%	49	100%	81	91%
	RED4844	48	100%	46	100%	52	100%	52	100%
	SCE3310	46	96%	51	96%	54	100%	69	90%
	SSE3312	51	100%	70	100%	52	96%	76	91%
	TSL3080	79	97%	116	97%	147	96%	188	94%
TSL4081	41	100%	28	100%	51	98%	47	98%	
Major	1061	98%	1082	98%	1182	98%	1500	96%	
6222 - BS-Exceptional Education	EEX3240	1	100%						
	EEX3280	9	100%						
	EEX4034	6	100%			8	100%	7	100%
	EEX4221	7	100%	6	100%	6	100%	12	100%
	EEX4265			6	83%	15	100%	11	82%
	EEX4601	6	100%	6	100%	6	100%	12	100%
	EEX4943	8	88%						
Major	37	97%	18	94%	35	100%	42	95%	



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

Course Success Rates (2 of 3)

Major or Dept. and Associated Courses		2017-2018		2018-2019		2019-2020		2020-2021	
		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	4	75%	25	96%	25	80%		
6224 - BS-Secondary Biology Ed.	EDF3214	39	90%	27	93%	36	94%	41	78%
	EEX4242	8	100%	3	100%	3	100%	8	88%
	ESE4943	6	100%						
	LAE4361	6	100%						
	SCE4360	1	100%						
	Major	67	93%	35	94%	42	95%		
8008	EPI0940	24	92%	16	94%	9	100%	19	100%
	RED3012	47	89%	80	98%	92	99%	102	92%
	Major	71	90%	96	97%	101	99%	121	93%
EDU - Education	EDF1005	228	86%	266	80%	249	86%	188	87%
	EDF2085	232	75%	139	79%	102	71%	83	83%
	EDG2905	9	100%						
	EDP2002	117	92%	149	93%	155	92%	92	92%
	EEX2010	107	86%	193	91%	205	86%	159	86%
	EEX4034			7	86%				
	EME2040	180	91%	86	91%	58	81%	37	95%
	MAE2801	155	87%	166	89%	163	85%	161	86%
	SLS3355L	75	100%	67	97%	86	100%	126	100%
	Major	1103	86%	1073	87%	1018	86%	846	89%
6223/6224/6225/ 6226/6227	SMT4301			4	100%	5	100%	7	100%
	EME3434	7	86%	5	100%	3	100%	8	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

Course Success Rates (3 of 3)

Major or Dept. and Associated Courses		2019-2020		2020-2021		
		Attempted	% Successful	Attempted	% Successful	
Upper Division	MAS3105			9	78%	
	MAS4203			4	75%	
	MHF4404			4	100%	
	MTG4212			4	50%	
	STA4024			4	50%	
	MAS3301			3	33%	
	BCH3023C	19	89%	26	100%	
	BOT3151	5	100%	2	100%	
	CHM3085	3	100%			
	CHM3120C	1	100%			
	PCB3034C	5	100%	3	100%	
	PCB3203			6	100%	
	PCB3060	16	94%	12	100%	
	PHY3101	7	100%	3	100%	
	PHY3221	1	100%			
	PHY3513			1	100%	
	PHY4424			1	100%	
		Total	82*	90%	82	89%
	Total		2465	93%	2655	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

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

Program, Course, Race/Ethnicity	2018-2019		2019-2020		2020-2021	
	Enroll	Success	Enroll	Success	Enroll	Success
6221 - BS-Elementary Ed.	1082	98%	1182	98%	1500	96%
EDF4430	96	96%	121	98%	139	94%
Asian	3	100%			1	100%
Black	3	100%	7	86%	5	80%
Hispanic	16	94%	19	89%	27	100%
Two or More Races	4	100%	2	100%	4	100%
Unknown			4	100%	1	100%
White	70	96%	89	100%	101	93%
EDF4603	126	94%	116	95%	136	97%
Asian	2	100%	2	100%		
Black	10	100%	6	100%	7	100%
Hispanic	15	93%	16	88%	22	95%
Two or More Races	4	100%	3	100%	3	100%
Unknown	2	100%	2	50%	2	100%
White	93	94%	87	97%	102	97%
EDF4943	49	98%	54	100%	52	98%
Asian					1	100%
Black	1	100%	2	100%	1	100%
Hispanic	7	100%	9	100%	9	100%
Two or More Races	1	100%	3	100%		
White	40	98%	40	100%	41	98%
EDG4323	98	96%	113	97%	182	95%
Asian	3	100%			2	100%
Black	3	100%	6	100%	9	78%
Hispanic	12	100%	22	95%	29	97%
Two or More Races	4	100%	1	100%	6	100%
Unknown	1	100%	1	100%	4	100%
White	75	95%	83	98%	132	95%
EEX4070	39	100%	37	100%	41	100%
Black	2	100%	1	100%	1	100%
Hispanic	7	100%	7	100%	7	100%
Two or More Races	1	100%	1	100%		
White	29	100%	28	100%	33	100%

Program, Course, Race/Ethnicity	2018-2019		2019-2020		2020-2021	
	Enroll	Success	Enroll	Success	Enroll	Success
6221 - BS-Elementary Ed.	1082	98%	1182	98%	1500	96%
ESE4945	49	98%	54	100%	52	98%
Asian					1	100%
Black	1	100%	2	100%	1	100%
Hispanic	7	100%	9	100%	9	100%
Two or More Races	1	100%	3	100%		
White	40	98%	40	100%	41	98%
LAE3414	41	100%			37	97%
Black	1	100%			1	100%
Hispanic	9	100%			5	80%
Two or More Races	1	100%				
White	30	100%			31	100%
LAE4314	46	100%	92	100%	94	95%
Asian					1	100%
Black	2	100%	2	100%	3	67%
Hispanic	6	100%	18	100%	21	95%
Two or More Races	2	100%	1	100%	3	100%
White	36	100%	71	100%	66	95%
MAE4326	41	100%	45	100%	49	100%
Black	2	100%	1	100%	1	100%
Hispanic	7	100%	9	100%	9	100%
Two or More Races	1	100%	1	100%		
White	31	100%	34	100%	39	100%
MAE4803	46	100%	39	97%	65	98%
Black	2	100%	1	100%	1	100%
Hispanic	7	100%	8	100%	15	100%
Two or More Races	2	100%			2	100%
White	35	100%	30	97%	47	98%
RED3309	38	100%	61	98%	87	97%
Asian					1	100%
Black	1	100%	1	100%	3	100%
Hispanic	7	100%	12	100%	20	95%
Two or More Races	1	100%			3	100%
White	29	100%	48	98%	60	97%
RED4511	45	100%	45	98%	53	100%
Black	2	100%	1	100%	1	100%
Hispanic	7	100%	8	100%	10	100%
Two or More Races	1	100%	1	100%		
White	35	100%	35	97%	42	100%

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

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

Program, Course, Race/Ethnicity	2018-2019		2019-2020		2020-2021	
	Enroll	Success	Enroll	Success	Enroll	Success
6221 - BS-Elementary Ed.	1082	98%	1182	98%	1500	96%
RED4519	57	100%	49	100%	81	91%
Black	2	100%	1	100%	1	100%
Hispanic	9	100%	8	100%	19	84%
Two or More Races	2	100%			2	100%
White	44	100%	40	100%	59	93%
RED4844	46	100%	52	100%	52	100%
Black	2	100%	1	100%	1	100%
Hispanic	7	100%	9	100%	9	100%
Two or More Races	1	100%	1	100%		
White	36	100%	41	100%	42	100%
SCE3310	51	96%	54	100%	69	90%
Black	2	100%	1	100%		
Hispanic	7	100%	11	100%	17	82%
Two or More Races	2	100%			2	100%
White	40	95%	42	100%	50	92%
SSE3312	70	100%	52	96%	76	91%
Black	3	100%	1	100%		
Hispanic	11	100%	11	91%	20	90%
Two or More Races	2	100%			2	100%
White	54	100%	40	98%	54	91%
TSL3080	116	97%	147	96%	188	94%
Asian	3	100%			2	100%
Black	5	100%	11	82%	12	83%
Hispanic	14	93%	23	91%	31	94%
Two or More Races	3	100%	5	80%	6	100%
Unknown	1	100%	1	100%	5	100%
White	90	97%	107	99%	132	95%
TSL4081	28	100%	51	98%	47	98%
Black	1	100%	1	100%	1	100%
Hispanic	4	100%	10	100%	9	89%
Two or More Races	1	100%	1	100%		
White	22	100%	39	97%	37	100%

Program, Course, Race/Ethnicity	2018-2019		2019-2020		2020-2021	
	Enroll	Success	Enroll	Success	Enroll	Success
6222 - BS-Exceptional Ed.	18	94%	35	100%	42	95%
EEX4034			8	100%	7	100%
Hispanic					1	100%
Unknown			1	100%		
White			7	100%	6	100%
EEX4221	6	100%	6	100%	12	100%
Hispanic	1	100%			3	100%
White	5	100%	6	100%	9	100%
EEX4265	6	83%	15	100%	11	82%
Hispanic			3	100%	4	50%
White	6	83%	12	100%	7	100%
EEX4601	6	100%	6	100%	12	100%
Hispanic	1	100%			3	100%
White	5	100%	6	100%	9	100%

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

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

Program, Course, Race/Ethnicity	2018-2019		2019-2020		2020-2021	
	Enroll	Success	Enroll	Success	Enroll	Success
6224 - BS-Secondary Biology Ed.	35	94%	42	95%	49	80%
EDF3214	27	93%	36	94%	41	78%
Asian	3	100%			1	100%
Black	2	100%	3	100%	3	33%
Hispanic	1	100%	7	100%	6	83%
Two or More Races			1	100%	1	0%
Unknown	2	100%	1	100%		
White	19	89%	24	92%	30	83%
EEX4242	3	100%	3	100%	8	88%
Hispanic	1	100%	1	100%	2	100%
White	2	100%	2	100%	6	83%
8008 - EPI	96	97%	101	99%	121	93%
EPI0940	16	94%	9	100%	19	100%
Asian	2	50%	2	100%		
Hispanic	1	100%	1	100%	1	100%
Two or More Races	1	100%				
Unknown					1	100%
White	12	100%	6	100%	17	100%
RED3012	80	98%	92	99%	102	92%
Asian	4	100%			1	100%
Black	9	89%	7	86%	8	63%
Hispanic	7	100%	12	100%	13	100%
Two or More Races	4	100%	3	100%	2	100%
Unknown	1	100%	4	100%	3	100%
White	55	98%	66	100%	75	93%
EDU - Education	1073	87%	1018	86%	846	89%
EDF1005	266	80%	249	86%	188	87%
American Indian			1	100%	1	100%
Asian					1	100%
Black	20	65%	13	92%	11	82%
Hispanic	54	85%	39	90%	36	89%
Hawaii	2	0%				
Two or More Races	15	87%	5	60%	9	78%
Unknown	3	67%	1	100%	2	100%
White	171	81%	190	85%	128	88%

Program, Course, Race/Ethnicity	2018-2019		2019-2020		2020-2021	
	Enroll	Success	Enroll	Success	Enroll	Success
EDU - Education	1073	87%	1018	86%	846	89%
EDF2085	139	79%	102	71%	83	83%
Am. Ind	1	100%				
Asian	1	100%			1	100%
Black	17	76%	4	75%	10	70%
Hispanic	28	75%	21	57%	21	71%
Hawaii					1	0%
Two or More Races	6	100%	3	33%	1	100%
Unknown	2	50%				
White	84	80%	74	76%	49	92%
EDP2002	149	93%	155	92%	92	92%
Asian	2	100%	1	100%	1	100%
Black	15	87%	12	83%	9	89%
Hispanic	30	93%	29	93%	11	100%
Two or More Races	5	80%	8	100%		
Unknown	3	100%	2	50%	3	100%
White	94	94%	103	93%	68	91%
EEX2010	193	91%	205	86%	159	86%
American Indian			1	100%	1	100%
Asian			1	100%	1	100%
Black	14	86%	9	89%	10	90%
Hispanic	43	95%	34	74%	25	76%
Two or More Races	5	80%	8	63%	5	80%
Unknown	1	100%	2	100%	1	100%
White	130	90%	150	89%	116	88%
EME2040	86	91%	58	81%	37	95%
Black	9	89%	1	100%	2	100%
Hispanic	10	80%	13	85%	8	88%
Two or More Races	5	100%	2	100%		
Unknown	1	100%	1	100%		
White	61	92%	41	78%	27	96%
MAE2801	166	89%	163	85%	161	86%
American Indian			1	100%		
Asian					3	100%
Black	5	80%	6	50%	13	77%
Hispanic	36	94%	28	89%	33	79%
Two or More Races	5	60%	5	80%	5	80%
White	120	89%	123	86%	107	90%

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

Program, Course, Race/Ethnicity	2018-2019		2019-2020		2020-2021	
	Enroll	Success	Enroll	Success	Enroll	Success
EDU - Education	1073	87%	1018	86%	846	89%
SLS3355L	67	97%	86	100%	126	100%
American Indian/Alas						
Asian	3	100%			1	100.0%
Black	3	67%	3	100%	5	100.0%
Hispanic	10	100%	14	100%	24	100.0%
Two or More Races	1	100%			4	100.0%
Unknown			1	100%	92	100.0%
White	50	98%	68	100%	1	100.0%
6223/6224/6225/6226/6227	9	100%	10	100%	15	100%
EME3434	5	100%	3	100%	8	100%
Hispanic	2	100%	1	100%	2	100%
White	3	100%	2	100%	6	100%
SMT4301	4	100%	5	100%	7	100%
Hispanic	1	100%	3	100%		
White	3	100%	2	100%	7	100%
Upper Division	25	96%	82	90%	82	89%
MAS3105	4	100%	8	88%	9	78%
American Indian/Alas					1	100%
Asian			1	100%		
Black	1	100%			1	100%
Hispanic/Latino					1	100%
White	3	100%	7	86%	6	67%
MAS3301	6	83%	3	67%	3	33%
Hispanic/Latino	2	100%	1	100%	3	33%
White	4	75%	2	50%		
MAS4203	5	100%	4	75%	4	75%
Hispanic/Latino	2	100%	1	100%		
Two or More Races			1	100%		
White	3	100%	2	50%	4	75%
MHF4404	4	100%	4	50%	4	100%
Hispanic/Latino	2	100%				
White	2	100%	4	50%	4	100%
MTG4212	4	100%	2	100%	4	50%
Hispanic/Latino	2	100%	1	100%		
White	2	100%	1	100%	4	50%
STA4024	2	100%	4	100%	4	50%
Hispanic/Latino	1	100%	1	100%		
Two or More Races			1	100%		
White	1	100%	2	100%	4	50%

Program, Course, Race/Ethnicity5	2018-2019		2019-2020		2020-2021	
	Enroll	Success	Enroll	Success	Enroll	Success
Upper Division			82	90%	82	89%
BCH3023C			19	89%	26	100%
Asian			1	100%		
Black			1	100%	4	100%
Hispanic/Latino			2	100%	4	100%
Two or More Races			1	100%		
White			14	86%	18	100%
BOT3151			5	100%	2	100%
Hispanic/Latino			2	100%		
White			3	100%	2	100%
CHM3085			3	100%		
Hispanic/Latino			1	100%		
White			2	100%		
CHM3120C			1	100%		
White			1	100%		
PCB3034C			5	100%	3	100%
Hispanic/Latino			2	100%		
White			3	100%	3	100%
PCB3060			16	94%	12	100%
Black					1	100%
Hispanic/Latino			4	100%	2	100%
Two or More Races			1	100%	1	100%
White			11	91%	8	100%
PCB3203					6	100%
Asian					1	100%
Hispanic/Latino					2	100%
White					3	100%
PHY3101			7	100%	3	100%
Black			1	100%		
White			6	100%	3	100%
PHY3221			1	100%		
White			1	100%		
PHY3513					1	100%
White					1	100%
PHY4424					1	100%
White					1	100%
Grand Total			2465	93%	2655	93%

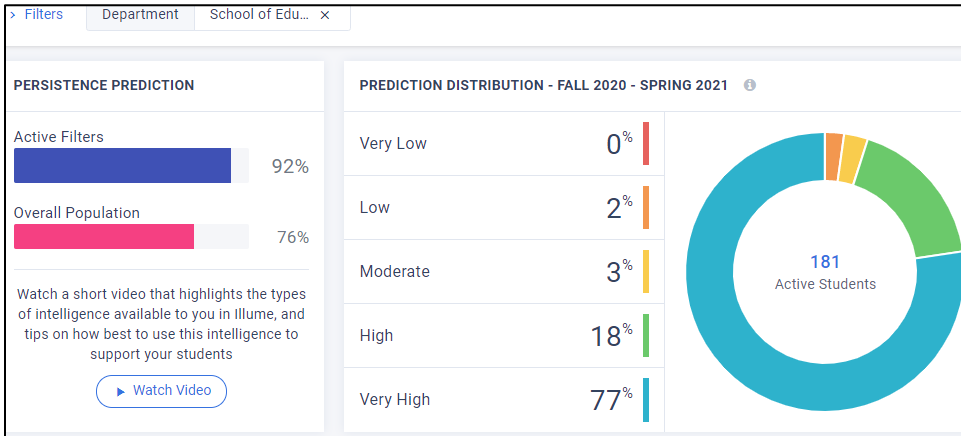
Overall Success Rates by Race/Ethnicity

Program, Course, Race/Ethnicity	2018-2019		2019-2020		2020-2021	
	Enroll	Success	Enroll	Success	Enroll	Success
6221 - BS-Elementary Ed	1082	98%	1182	98%	1500	96%
Asian	11	100%	2	100%	9	100%
Black	45	100%	46	93%	49	88%
Hispanic	159	98%	209	96%	288	94%
Two or More Races	34	100%	23	96%	33	100%
Unknown	4	100%	8	88%	12	100%
White	829	98%	894	99%	1109	96%
6222 - BS-Exceptional Ed	18	94%	35	100%	42	95%
Hispanic	2	100%	3	100%	11	82%
Unknown			1	100%		
White	16	94%	31	100%	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%	49	80%
Asian	3	100%			1	100%
Black	2	100%	3	100%	3	33%
Hispanic	4	100%	9	100%	8	88%
Two or More Races	2	100%	1	100%	1	0%
Unknown			1	100%		
White	24	92%	28	93%	36	83%

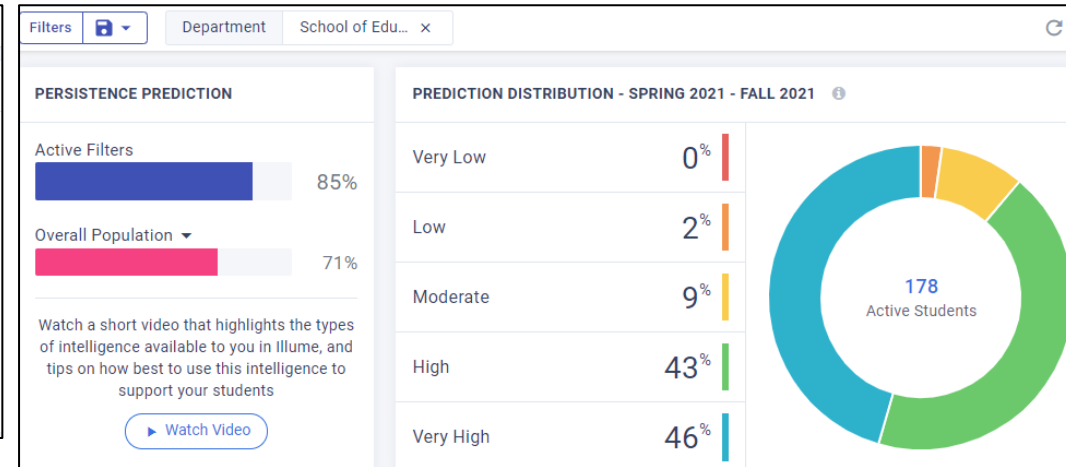
Program, Course, Race/Ethnicity	2018-2019		2019-2020		2020-2021	
	Enroll	Success	Enroll	Success	Enroll	Success
8008 - EPI	96	97%	101	99%	121	93%
Asian	6	83%	2	100%	1	100%
Black	9	89%	8	88%	8	63%
Hispanic	8	100%	12	100%	14	100%
Two or More Races	5	100%	3	100%	2	100%
Unknown	1	100%	4	100%	4	100%
White	67	99%	72	100%	92	95%
EDU - Education	1073	87%	1018	86%	846	89%
Am. Ind	1	100%	3	100%	2	100%
Asian	7	100%	2	100%	8	100%
Black	83	78%	48	83%	60	83%
Hispanic	211	89%	178	84%	158	85%
Hawaii	2	0%			1	0%
Two or More Races	42	86%	31	74%	24	83%
Unknown	10	80%	7	86%	6	100%
White	717	88%	749	87%	587	91%
6223/6224/6225/6226/6227	4	100%	5	100%	15	100%
Hispanic/Latino	1	100%	3	100%	2	100%
White	3	100%	2	100%	13	100%
Upper Division			82	90%	82	89%
Am. Ind					1	100%
Asian			2	100%	1	100%
Black			2	100%	6	100%
Hispanic/Latino			15	100%	9	100%
Two or More Races			4	100%	1	100%
White			59	86%	64	86%
Grand Total	2333	93%	2465	93%	2655	93%

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

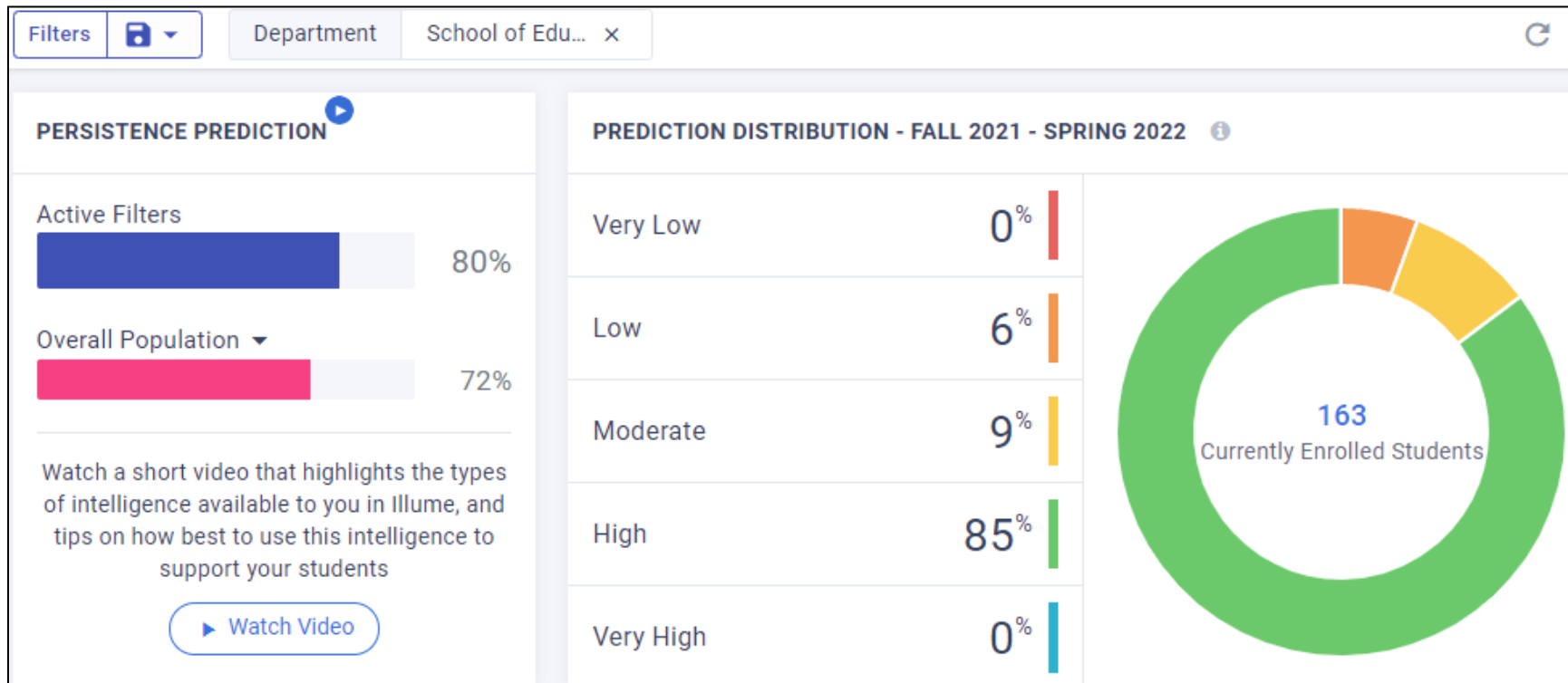
CIVITAS - illume



12/02/2020



2/19/2021



9/24/2021

CIVITAS - Courses

Explore courses where:

A student's course grade strongly signals graduation likelihood ▾

These are courses where a single letter-grade difference creates the biggest boost in graduation likelihood for an individual student. Advising students to prioritize these courses could increase their graduation likelihood.



Department School of Education x Clear All + Add Filters

7 Courses

Bubble Size ▾

Export Courses

→ Highest Grade Signal

● SPC-2608 : Oral Commu... >

MAE-2801 : Elementary ... >

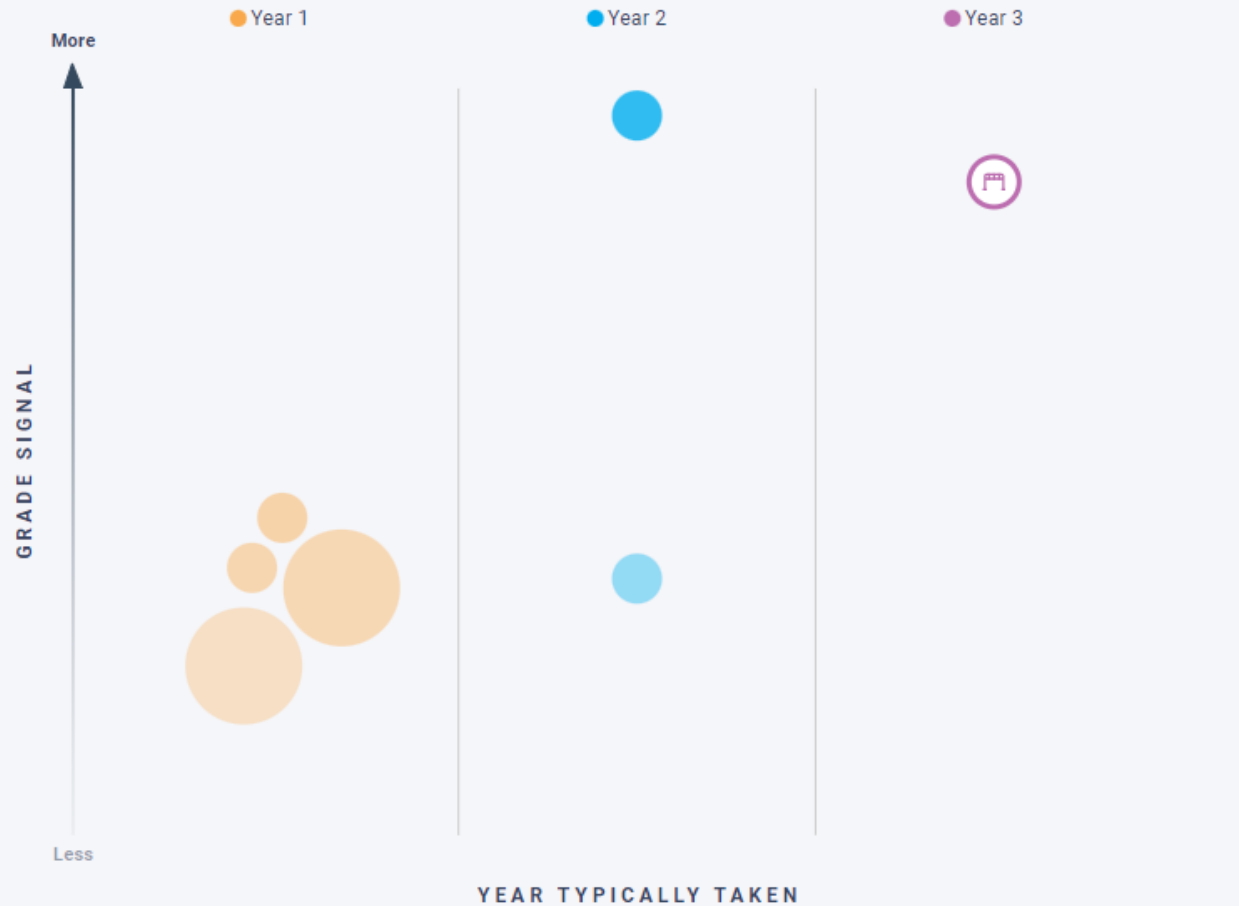
● MAC-1105 : College Alg... >

● ENC-1102 : Writing with ... >

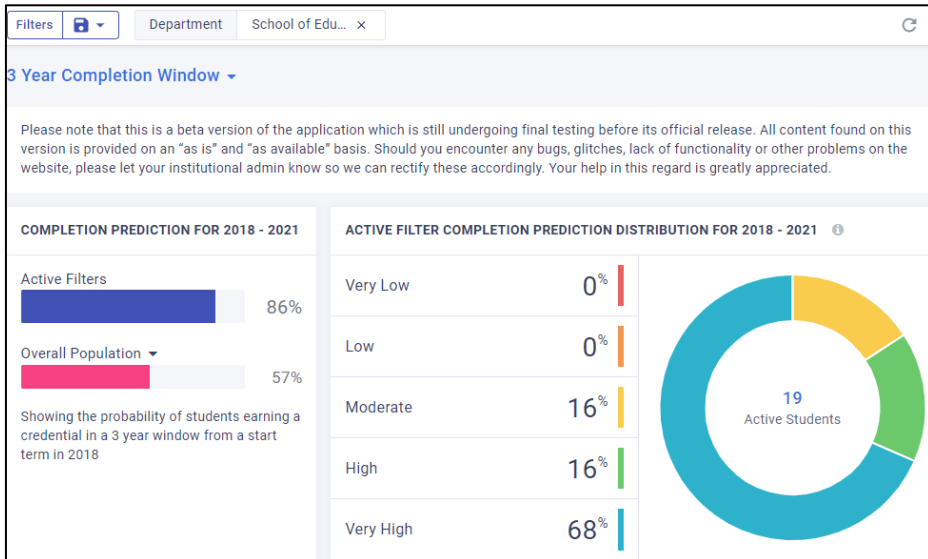
● EDF-1005 : Introduction ... >

● EDF-4603 : Critical Issue... >

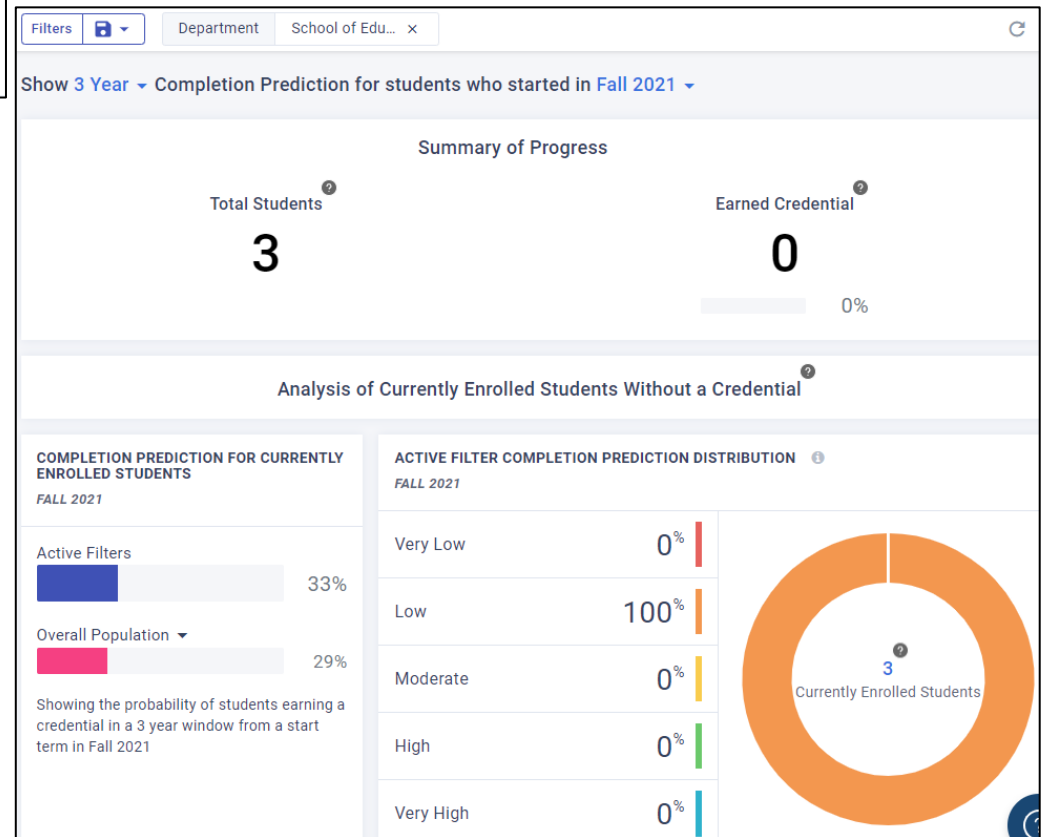
● EDF-4430 : Classroom A... >



CIVITAS – Completion Insights



2/19/2021



9/24/2021



DAYTONA STATE COLLEGE

2021-2022

Academic Affairs

Assessment Day and Program Guides

*How Does Assessment Day Data Impact
Program Requirements and Course Sequence*

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 (sequence of courses)

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)*
 - A.S. programs must include at least one core course (Column I) from each general education subject area: Communications, Mathematics, Natural Science, Social Science and Humanities *(F.A.C. 6A-14.0303)*
 - A.S. programs must provide an opportunity for students entering the College to meet the Civic Literacy Competency requirement via course AMH2020 or POS2041 *(F.A.C. 6A-10.02413)*
 - 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 Information 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 pre-requisite and co-requisite 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?