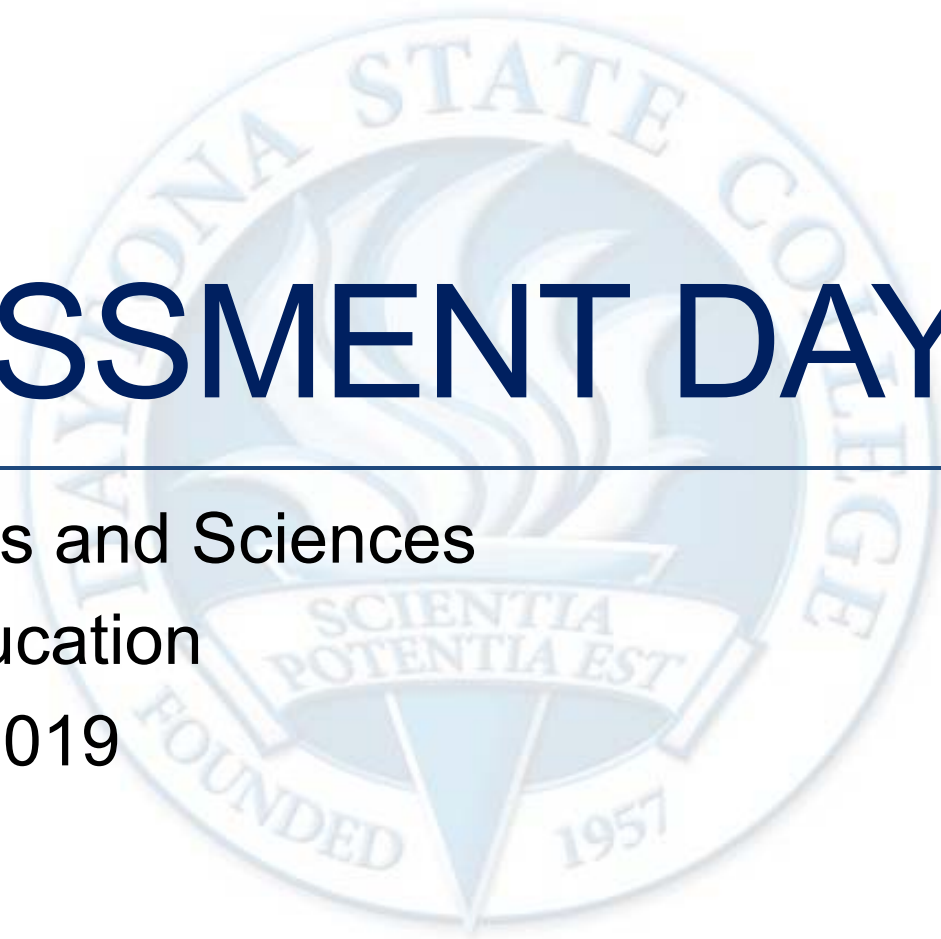


ASSESSMENT DAY

College of Arts and Sciences

School of Education

January 18, 2019



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](#)

Last Assessment Day Action Items

Action Items (4/13/2018):

- Identify the cause of elementary stop outs;
- Including writing across the curriculum;
- Visiting graduates with high VAM scores;
- Look at diversity sub group data;
- Re-quantify Institutional Learning Outcomes (range);
- For Institutional Research:
 - Update missing EPI score;
 - Send list of student cohort for graduation

Program Learning Outcomes

BS in Education - Elementary Education #6221

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

Assessment Results

1. GPA of student admitted to BSED in Elementary Education program in 2017-18: For the 2017-18, the average GPA of students admitted into the BSED in Elementary Education was 3.23 for Fall 2017 with 11/19 (58%) earning a 3.0 GPA or higher and an average GPA of 3.29 for Spring 2018 with 21/28 (75%) earning 3.0 or higher.
2. Total number of minority students enrolled in courses in BSED in Elementary Education program in 2017-18.

Demographics	2013-2014	2014-2015	2015-2016	2016-2017	DSC Average (16-17)
Average Age	28	29	27	28	27
Female/Male	86%/14%	88%/12%	91%/9%	89%/11%	60%/40%
Ethnicity					
American Indian / Alaska Native	1%				0.4%
Asian	1%	1%	2%	1%	2%
Black or African American	3%	5%	4%	3%	14%
Hispanic	12%	11%	8%	10%	15%
Native Hawaiian / Pacific Islander					0.2%
Two or More Races		2%	3%	3%	2%
White	83%	81%	83%	85%	66%

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. General Knowledge Test of Skills Essay assignment grade in EDF1005 for students enrolled in Fall 2017 and Spring 2018: In EDF1005 Fall A 2017, Section 102A, 21/22 (95%) students earned 100% on the GKT Essay assignment. In EDF1005 Spring A 2018, Section 101A, 19/21 (90%) earned 100% on the GKT Essay assignment.

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

Assessment Results

1. FTCE Data from Subject Area Exam Elementary Education K-6 taken by Senior Interns Fall 2017 and Spring 2018.

Elementary Education K-6 Subtest 1: Language Arts and Reading (601)								
Competency Area	Range of Items	Institution						Statewide
		Average Percent Correct FA15 (19)	Average Percent Correct SP16 (23)	Average Percent Correct FA16 (29)	Average Percent Correct SP17 (23)	Average Percent Correct FA17 (15)	Average Percent Correct SP18 (20)	Average Percent Correct SP18
01 Knowledge of the reading process	17	76.78%	77.72%	78.75%	79.46%	82.28%	78.53%	76.69%
02 Knowledge of literary analysis and genres	9	82.46%	76.33%	72.80%	76.33%	78.52%	78.89%	74.83%
03 Knowledge of language and the writing process	10	80.00%	70.87%	72.41%	73.04%	79.33%	76.00%	72.33%
04 Knowledge of literacy instruction and assessments	14	77.44%	77.95%	79.31%	80.43%	76.67%	81.07%	73.60%
05 Knowledge of communication and media literacy	9-10	73.92%	69.13%	70.96%	69.37%	77.85%	74.00%	72.79%

Elementary Education K-6 Subtest 4: Mathematics (604)								
Competency Area	Range of Items	Institution						Statewide
		Average Percent Correct FA15 (19)	Average Percent Correct SP16 (23)	Average Percent Correct FA16 (29)	Average Percent Correct SP17 (22)	Average Percent Correct FA17 (15)	Average Percent Correct SP18 (20)	Average Percent Correct SP18
01 Knowledge of student thinking and instructional practices	13	78.95%	79.26%	75.07%	75.87%	81.03%	71.54%	74.20%
02 Knowledge of operations, algebraic thinking, counting and number in base ten	14	76.69%	77.33%	80.54%	82.14%	78.10%	78.93%	76.42%
03 Knowledge of fractions, ratios, and integers	9	77.78%	82.61%	73.95%	74.24%	79.26%	75.56%	73.52%
04 Knowledge of measurement, data analysis, and statistics	8	70.39%	73.37%	73.28%	78.98%	74.17%	73.75%	74.10%
05 Knowledge of geometric concepts	6	77.19%	72.46%	75.29%	79.39%	77.33%	82.50%	73.44%

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

Q24 - Demonstrates knowledge and understanding of the Next Generation Sunshine State Standards/Common Core Standards.		
#	Answer	Count
1	Highly Effective	6
2	Effective	19
3	Developing	9
4	Unacceptable	0
	Total	34

74% of the graduates were effective/high effective at demonstrating content knowledge of the standards.

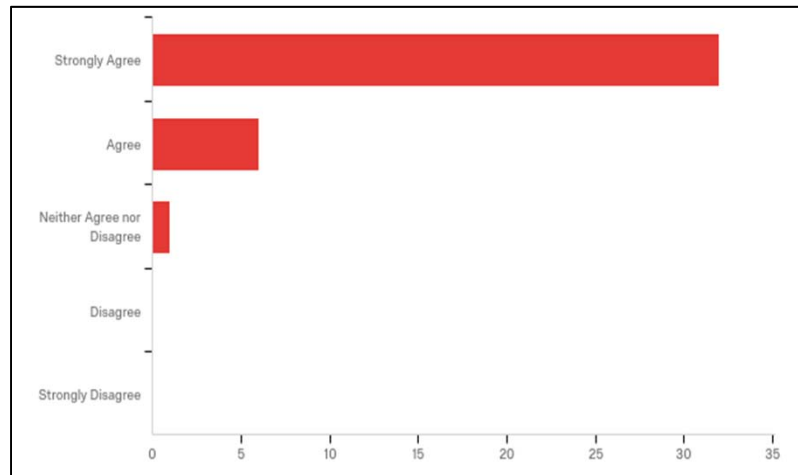
3.2017 APPR Data on Math and ELA: In the 2018 Annual Program Performance Report (APPR) for the BSED in Elementary Ed K-6 compiled by the Florida Department of Education, graduates of the program in years 2013-14, 2014-15, 2015-16 earned a performance level of 3 out of 4 points in the category of “Student Performance on Statewide Assessments”.

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

Assessment Results

1. Spring 2018 administration survey results of college supervisors.

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



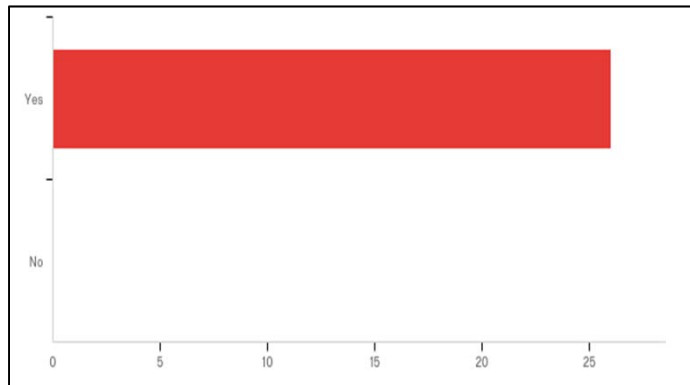
#	Answer	%	Count
1	Strongly Agree	82.05%	32
2	Agree	15.38%	6
3	Neither Agree nor Disagree	2.56%	1
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	39

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

Assessment Results

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

Q38 - Did your College Supervisor provide specific actionable feedback?

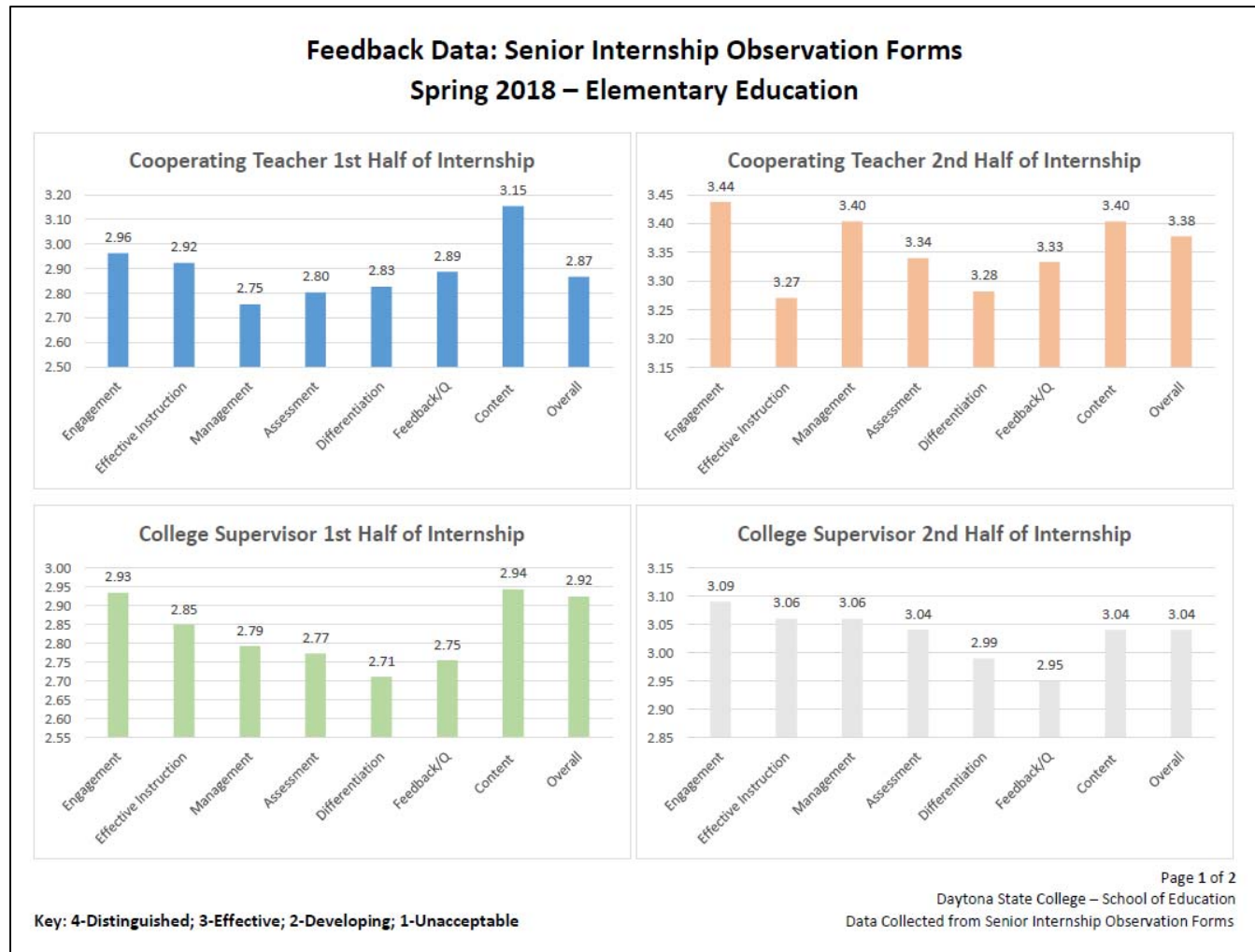


#	Answer	%	Count
1	Yes	100.00%	26
2	No	0.00%	0
	Total	100%	26

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

Assessment Results

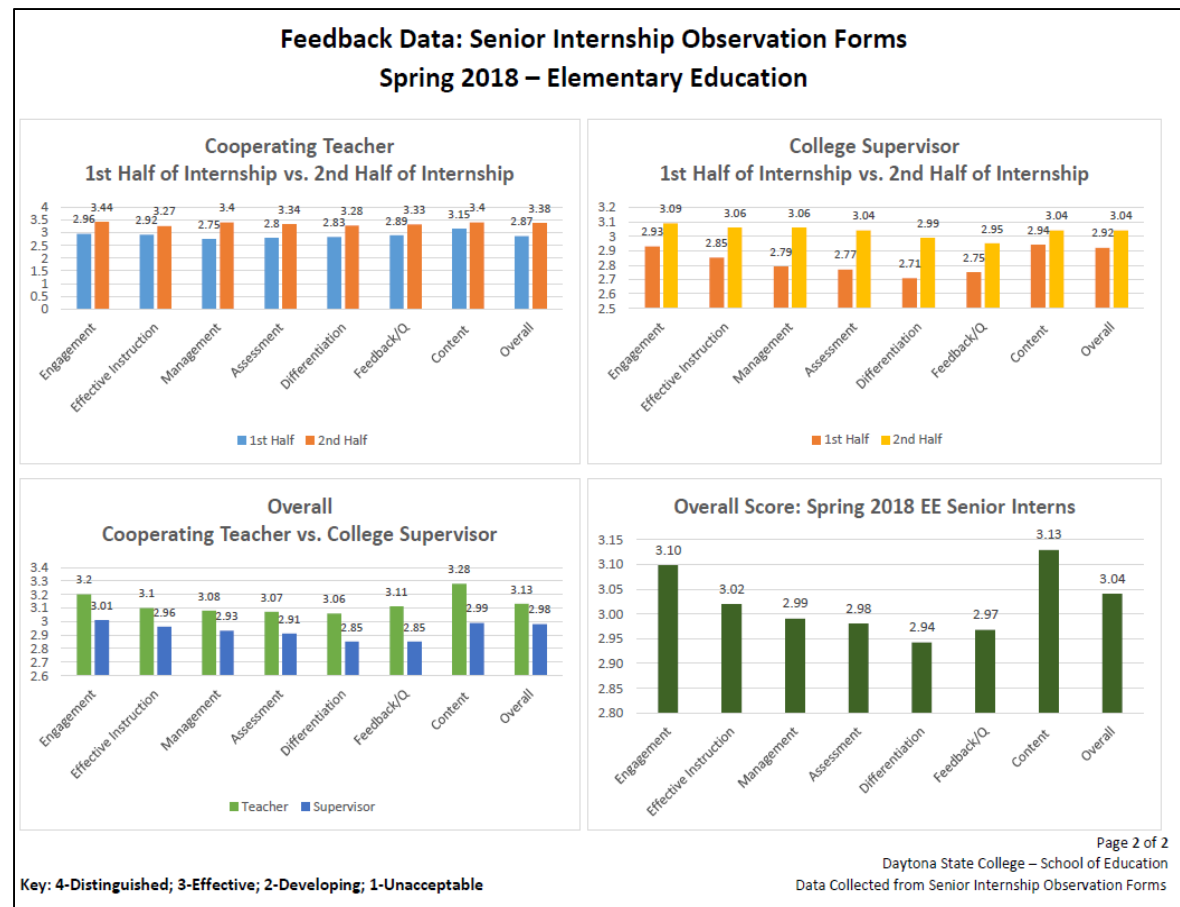
3. Data collected from College Supervisor observation feedback forms used in Spring 2018.



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

Assessment Results

3. Data collected from College Supervisor observation feedback forms used in Spring 2018.



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

2018 APPR *	
SUMMATIVE RATING	
Each Annual Program Performance Report shall receive a summative rating between 1.0 and 4.0. The summative rating is computed by calculating the average of all performance levels. If the program is eligible for the bonus metric, the score is weighted as 20 percent of the total score.	
OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	PERFORMANCE LEVEL
Placement Rate	3
Retention Rate	--
Student Performance on Statewide Assessments	3
Student Performance by Subgroups	1
Teacher Evaluation Results	3
Critical Teacher Shortage	--
SUMMATIVE RATING = 2.50	

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%) (Scale: evidence or no evidence):

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

Final CASS Score:

$$(2.5 \times .5) + (2.25 \times .3) + (4 \times .2) =$$

$1.25 + .675 + .8 = \mathbf{2.725}$ final score for BSED in Elementary program approval

Program Learning Outcomes

BS in Education - Exceptional Student Education #6222

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

Assessment Results

1. GPA of student admitted to BSED in Exceptional Student Education program in 2017-18: For the 2017-18, the average GPA of students admitted into the BSED in Exceptional Student Education was 3.26 for Fall 2017 with 2/3 (67%) earning a 3.0 GPA or higher and an average GPA of 3.19 for Spring 2018 with 4/5 (80%) earning 3.0 or higher.
2. Total number of minority students enrolled in courses in BSED in Exceptional Student Education program in 2017-18.

Demographics	2013-2014	2014-2015	2015-2016	2016-2017	DSC Average (16-17)
Average Age	34	34	34	34	27
Female/Male	82%/18%	76%/24%	69%/31%	63%/37%	60%/40%
Ethnicity					
American Indian / Alaska Native					0.4%
Asian	3%				2%
Black or African American	3%	2%	6%	5%	14%
Hispanic	6%	2%	3%	11%	15%
Native Hawaiian / Pacific Islander					0.2%
Two or More Races					2%
White	88%	95%	91%	84%	66%

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. General Knowledge Test of Skills Essay assignment grade in EDF1005 for students enrolled in Fall 2017 and Spring 2018: In EDF1005 Fall A 2017, Section 102A, 21/22 (95%) students earned 100% on the GKT Essay assignment. In EDF1005 Spring A 2018, Section 101A, 19/21 (90%) earned 100% on the GKT Essay assignment.

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

Assessment Results

1. FTCE Data from Subject Area Exam Exceptional Student Education K-12 taken by Senior Interns Fall 2017 and Spring 2018.

Daytona State College Competency Report - *Best Attempt*
For Exam Period January 1, 1990 ~ July 31, 2017

Exceptional Student Education K-12 (61)									
Percent Correct Senior Interns SP 2014 (3)	Percent Correct Senior Interns FA 2014 (4)	Percent Correct Senior Interns SP 2015 (10)	Percent Correct Senior Interns FA 2015 (2)	Percent Correct Senior Interns SP 2016 (12)	Percent Correct Senior Interns FA 2016 (4)	Percent Correct Senior Interns SP 2017 (3)	Percent Correct Senior Interns FA 2017 (5)	No. of Items	Competency Area
78.79%	70.45%	75.97%	81.82%	78.41%	81.11%	76.41%	78.89%	21-22	01 Knowledge of foundations of exceptional student education
80.39%	79.41%	77.68%	79.41%	82.35%	85.27%	84.53%	82.54%	17-18	02 Knowledge of assessment and evaluation
85.71%	85.60%	72.38%	76.07%	82.02%	83.03%	80.70%	81.63%	20-21	03 Knowledge of instructional practices in exceptional student education
81.48%	72.22%	79.30%	86.11%	81.94%	83.39%	81.77%	88.76%	18-19	04 Knowledge of assessing, designing, and implementing positive behavioral supports
79.17%	77.85%	72.97%	78.71%	80.39%	78.99%	77.78%	80.52%	21-23	05 Knowledge of language development, reading, and communication skills
72.22%	79.17%	83.33%	91.67%	80.56%	83.33%	83.33%	81.33%	6	06 Knowledge of skills related to teaching interpersonal interactions and participation
86.11%	85.74%	82.50%	76.28%	92.63%	89.58%	86.11%	84.67%	12	07 Knowledge of the transition process

Exceptional Student Education K-12 (61)					
Competency Area	Range of Items	Institution		Statewide	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of foundations of exceptional student education	29	18.00	62.07%	20.65	71.22%
02 Knowledge of assessment and evaluation	16	12.00	75.00%	11.12	69.50%
03 Knowledge of instructional practices in exceptional student education	25	17.00	68.00%	18.02	72.07%
04 Knowledge of the positive behavioral support process	14	13.00	92.86%	10.31	73.61%
05 Knowledge of multiple literacies and communication skills	26	22.00	84.62%	17.92	68.91%
06 Knowledge of the transition process	10	8.00	80.00%	7.26	72.63%
Number of Students included for Institution Totals:		1			
Number of Students included for Statewide Totals:		167			

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

Assessment Results

2. Employer Satisfaction Survey data specific to content knowledge

Q24 - Demonstrates knowledge and understanding of the Next Generation Sunshine State Standards/Common Core Standards.		
#	Answer	Count
1	Highly Effective	6
2	Effective	19
3	Developing	9
4	Unacceptable	0
	Total	34

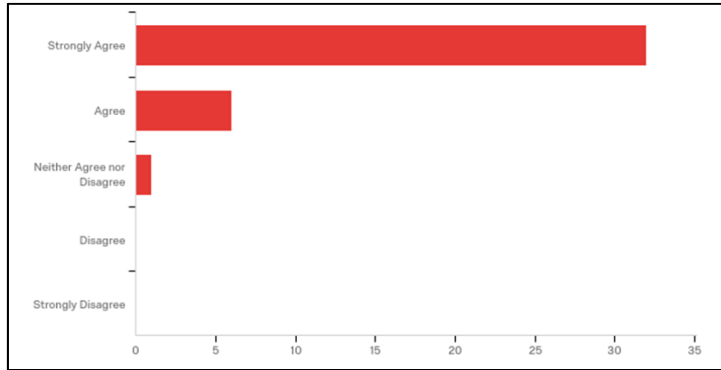
74% of the graduates were effective/high effective at demonstrating content knowledge of the standards.

3. 2017 APPR Summary Data: 3. In the 2018 Annual Program Performance Report (APPR) for the BSED in ESE K-12 compiled by the Florida Department of Education, graduates of the program in years 2013-14, 2014-15, 2015-16 earned a performance level of “not applicable” in the category of “Student Performance on Statewide Assessments”

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

Assessment Results

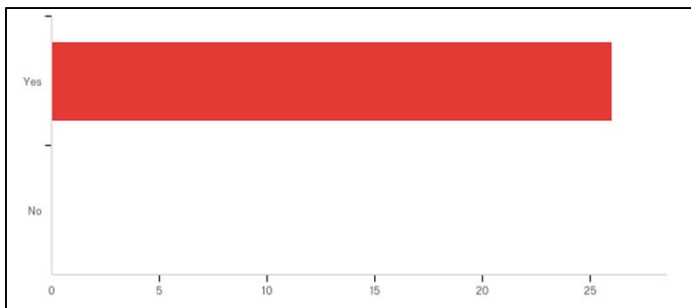
1. Spring 2018 administration survey results of college supervisors.



#	Answer	%	Count
1	Strongly Agree	82.05%	32
2	Agree	15.38%	6
3	Neither Agree nor Disagree	2.56%	1
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	39

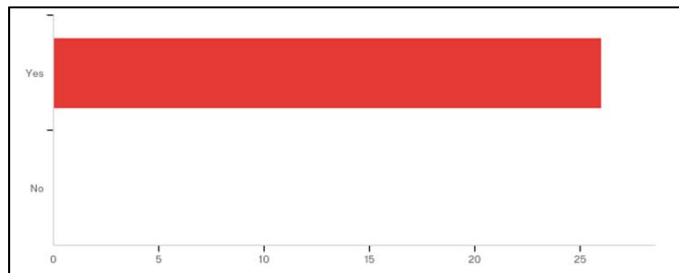
2. Spring 2018 Senior intern survey results of college supervisors.

Q38 - Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	100.00%	26
2	No	0.00%	0
	Total	100%	26

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

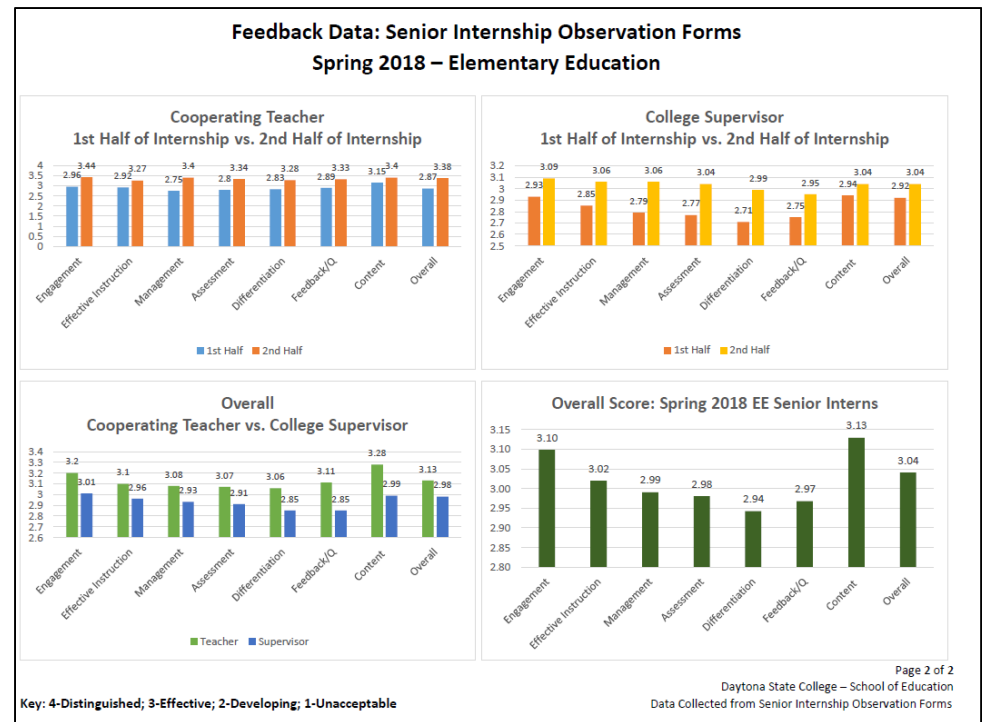
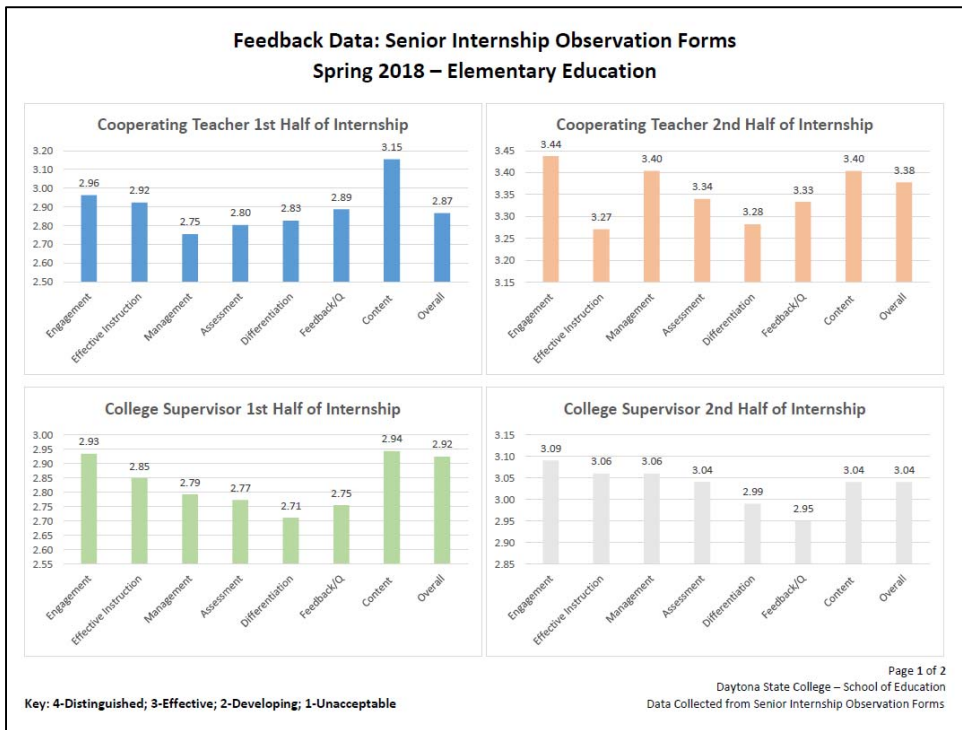


#	Answer	%	Count
1	Yes	100.00%	26
2	No	0.00%	0
	Total	100%	26

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

Assessment Results

3. Data collected from College Supervisor observation feedback forms used in Spring 2018.



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

2018 APPR **

SUMMATIVE RATING

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

OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	PERFORMANCE LEVEL
Placement Rate	4
Retention Rate	--
Student Performance on Statewide Assessments	--
Student Performance by Subgroups	--
Teacher Evaluation Results	3
Critical Teacher Shortage	4
SUMMATIVE RATING = 3.60	

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

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

Daytona State College

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

November 2017

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

Assessment Results

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

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

Final CASS Score:

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

$1.8 + .675 + .8 = \mathbf{3.275}$ final score for BSED in ESE program approval

Program Learning Outcomes

BS in Education – Secondary Mathematics Education #6223

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

Assessment Results

1. GPA of student admitted to BSED in Secondary Mathematics Education program in 2017-18: For the 2017-18, the average GPA of students admitted into the BSED in Secondary Mathematics Education was 3.39 for Fall 2017 with 4/4 (100%) earning a 3.0 GPA or higher. There were no new Secondary Mathematics students admitted to the program in Spring 2018.
2. Total number of minority students enrolled in courses in BSED in Secondary Mathematics Education program in 2017-18

College of Arts and Sciences
 School of Education
 Program Bachelor of Science in Education - Secondary Mathematics #622300
 Date of Review 04/13/2018

Demographics	2013-2014	2014-2015	2015-2016	2016-2017	DSC Average (16-17)
Average Age	29	32	28	30	27
Female/Male	70%/30%	54%/46%	50%/50%	73%/27%	60%/40%
Ethnicity					
American Indian / Alaska Native					0.4%
Asian					2%
Black or African American		8%			14%
Hispanic	10%	8%	17%	27%	15%
Native Hawaiian / Pacific Islander					0.2%
Two or More Races					2%
White	90%	85%	83%	73%	66%

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

Assessment Results

3. General Knowledge Test of Skills Essay assignment grade in EDF1005 for students enrolled in Fall 2017 and Spring 2018: In EDF1005 Fall A 2017, Section 102A, 21/22 (95%) students earned 100% on the GKT Essay assignment. In EDF1005 Spring A 2018, Section 101A, 19/21 (90%) earned 100% on the GKT Essay assignment.

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession.
Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% 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 Fall 2017 and Spring 2018.

Mathematics 6-12 (26)								
Competency Area	Range of Items	Institution						Statewide for FA17
		Average Percent Correct (FA 14 – 3 takers)	Average Percent Correct (SP 15 – 1 taker)	Average Percent Correct (FA 15 – 3 takers)	Average Percent Correct (FA 16 – 4 takers)	Average Percent Correct (SP17 – 2 takers)	Average Percent Correct (FA – 1 taker)	Average Percent Correct
01 Knowledge of algebra	9-10	76.67%	60.00%	76.67%	75.00%	80.00%	70.00%	73.76%
02 Knowledge of advanced algebra	9-10	72.59%	80.00%	73.33%	70.28%	85.00%	50.00%	74.75%
03 Knowledge of functions	6	61.11%	50.00%	83.33%	62.50%	50.00%	100.0%	70.22%
04 Knowledge of geometry	11	63.64%	36.36%	81.82%	79.55%	81.82%	45.45%	66.65%
05 Knowledge of coordinate geometry	4	66.67%	75.00%	75.00%	68.75%	75.00%	50.00%	67.71%
06 Knowledge of trigonometry	5	60.00%	80.00%	73.33%	50.00%	70.00%	80.00%	60.68%
07 Knowledge of statistics and probability	7-8	64.29%	57.14%	76.19%	58.04%	78.57%	71.43%	64.13%
08 Knowledge of calculus	7-8	69.64%	12.50%	49.40%	75.89%	87.50%	100.0%	60.18%
09 Knowledge of mathematical reasoning	4	41.67%	50.00%	75.00%	50.00%	87.50%	50.00%	60.21%
10 Knowledge of instruction and assessment	10-11	83.64%	80.00%	74.24%	67.50%	85.00%	50.00%	69.69%

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

Assessment Results

2. Employer Satisfaction Survey data specific to content knowledge

Q24 - Demonstrates knowledge and understanding of the Next Generation Sunshine State Standards/Common Core Standards.		
#	Answer	Count
1	Highly Effective	6
2	Effective	19
3	Developing	9
4	Unacceptable	0
	Total	34

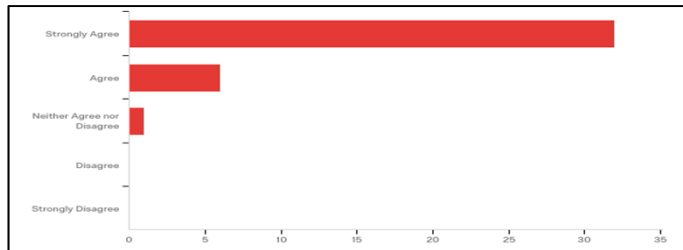
74% of the graduates were effective/high effective at demonstrating content knowledge of the standards

3. 2017 APPR Data on Math and ELA: In the 2018 Annual Program Performance Report (APPR) for the BSED in Secondary Mathematics Education 6-12 compiled by the Florida Department of Education, graduates of the program in years 2013-14, 2014-15, 2015-16 earned a performance level of 1 out of 4 points in the category of “Student Performance on Statewide Assessments”.

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

Assessment Results

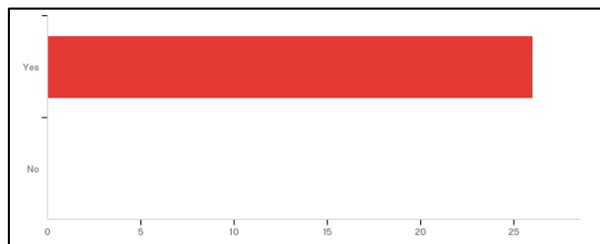
- Spring 2018 administration survey results of college supervisors.
 - The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	82.05%	32
2	Agree	15.38%	6
3	Neither Agree nor Disagree	2.56%	1
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	39

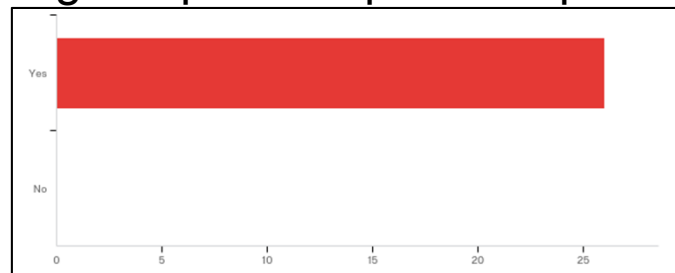
- Spring 2018 Senior intern survey results of college supervisors.

Q38 -Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	100.00%	26
2	No	0.00%	0
	Total	100%	26

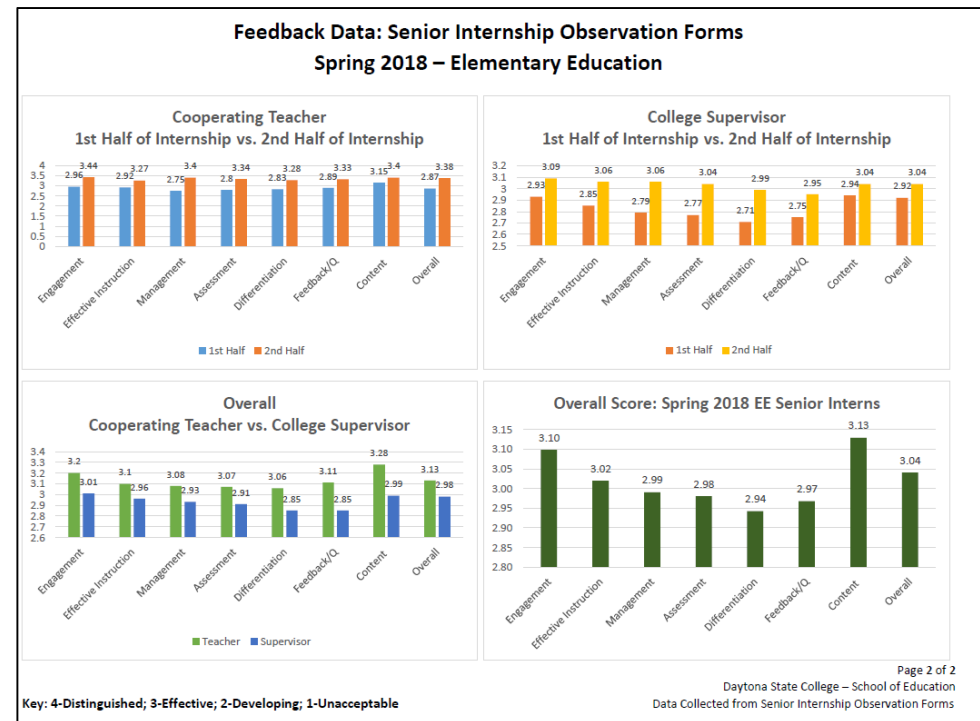
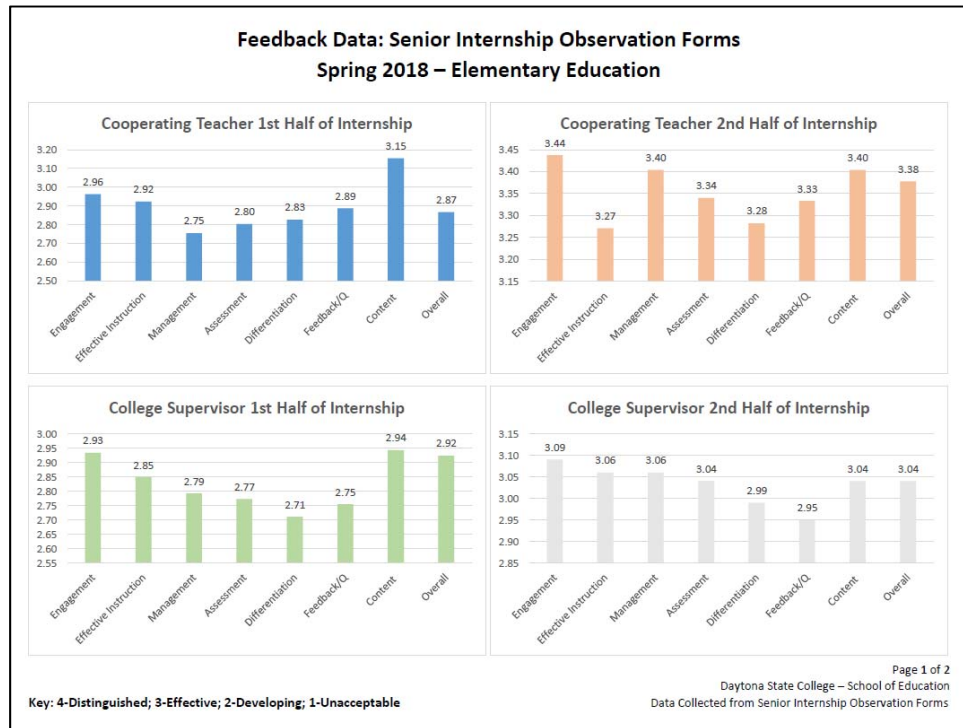
Q39 - Did your College Supervisor provide specific feedback focused on student learning?



#	Answer	%	Count
1	Yes	100.00%	26
2	No	0.00%	0
	Total	100%	26

Assessment Results

3. Data collected from College Supervisor observation feedback forms used in Spring 2018.



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.

2018 APPR *	
SUMMATIVE RATING	
Each Annual Program Performance Report shall receive a summative rating between 1.0 and 4.0. The summative rating is computed by calculating the average of all performance levels. If the program is eligible for the bonus metric, the score is weighted as 20 percent of the total score.	
OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	PERFORMANCE LEVEL
Placement Rate	--
Retention Rate	--
Student Performance on Statewide Assessments	3
Student Performance by Subgroups	3
Teacher Evaluation Results	4
Critical Teacher Shortage	4
SUMMATIVE RATING = 1.00	

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%) (Scale: evidence or no evidence)

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

Final CASS Score:

$$(1.0 \times .5) + (2.25 \times .3) + (4 \times .2) =$$

$.5 + .675 + .8 = \mathbf{1.975}$ final score for BSED in Secondary Mathematics (Note: A score of under 2.4 can be eligible for denial of approval. A program may reapply for initial approval)

Program Learning Outcomes

BS in Education – Secondary Biology Education #6224

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

Assessment Results

1. GPA of student admitted to BSED in Secondary Biology Education program in 2017-18: For the 2017-18, there were no BSED in Secondary Science Education (Biology, Earth-Space, Physics, Chemistry) admitted to the program.
2. Total number of minority students enrolled in courses in BSED in Secondary Biology Education program in 2017-18

ASSESSMENT DAY SUMMARY					
College of Arts and Sciences _____					
School of Education _____					
Program <u>Bachelor of Science in Education - Secondary Biology #622400</u>					
Date of Review <u>04/13/2018</u>					
Demographics	2013-2014	2014-2015	2015-2016	2016-2017	DSC Average (16-17)
Average Age	29	30	26	31	27
Female/Male	92%/8%	71%/29%	75%/25%	75%/25%	60%/40%
Ethnicity					
American Indian / Alaska Native					0.4%
Asian					2%
Black or African American					14%
Hispanic			25%	25%	15%
Native Hawaiian / Pacific Islander					0.2%
Two or More Races					2%
White	100%	100%	75%	75%	66%

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

Assessment Results

3. General Knowledge Test of Skills Essay assignment grade in EDF1005 for students enrolled in Fall 2017 and Spring 2018: In EDF1005 Fall A 2017, Section 102A, 21/22 (95%) students earned 100% on the GKT Essay assignment. In EDF1005 Spring A 2018, Section 101A, 19/21 (90%) earned 100% on the GKT Essay assignment.

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession.
Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% 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 Biology Education 6-12 taken by Senior Interns Fall 2017 and Spring 2018.

Daytona State College Competency Report - Best Attempt
For Exam Period January 1, 2000 ~ December 1, 2017

Biology 6-12									
Percent Correct Senior Interns SP 2013 (2)	Percent Correct Senior Interns FA 2013 (4)	Percent Correct Senior Interns SP 2014 (1)	Percent Correct Senior Interns FA 2014 (3)	Percent Correct Senior Interns SP 2015 (1)	Percent Correct Senior Interns FA 2015 (1)	SP16, FA16, SP17, FA17 (N/A)	Percent Correct Senior Interns SP 2018 (1)	No. of Items	Competency Area
85.71%	78.57%	85.71%	92.06%	90.48%	71.43%		76.19%	21	01 Knowledge of the investigative processes of science
100.0%	75.00%	100.0%	75.00%	100.0%	100.0%		80.00%	4	02 Knowledge of the interactions between science, technology, and society
100.0%	82.35%	94.12%	72.55%	70.59%	82.35%		76.47%	17	03 Knowledge of the chemical processes of living things
85.71%	93.75%	100.0%	83.33%	100.0%	100.0%		87.50%	7-8	04 Knowledge of the interactions between cell structure and cell function
84.62%	71.15%	100.0%	84.62%	92.31%	76.92%		92.31%	13	05 Knowledge of genetic principles, processes, and applications
100.0%	80.00%	80.00%	86.67%	80.00%	100.0%		100.0%	5	06 Knowledge of the structural and functional diversity of viruses and prokaryotic organisms
90.00%	75.00%	100.0%	96.67%	70.00%	90.00%		70.00%	10	07 Knowledge of the structural and functional diversity of protists, fungi, and plants
81.25%	71.88%	81.25%	72.92%	68.75%	68.75%		68.75%	16	08 Knowledge of the structural and functional diversity of animals
80.77%	70.19%	92.31%	83.97%	76.92%	100.0%		100.0%	12-13	09 Knowledge of ecological principles and processes
83.33%	70.83%	91.67%	83.33%	83.33%	91.67%		75.00%	12	10 Knowledge of evolutionary mechanisms

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

Assessment Results

2. Employer Satisfaction Survey data specific to content knowledge

Q24 - Demonstrates knowledge and understanding of the Next Generation Sunshine State Standards/Common Core Standards.		
#	Answer	Count
1	Highly Effective	6
2	Effective	19
3	Developing	9
4	Unacceptable	0
	Total	34

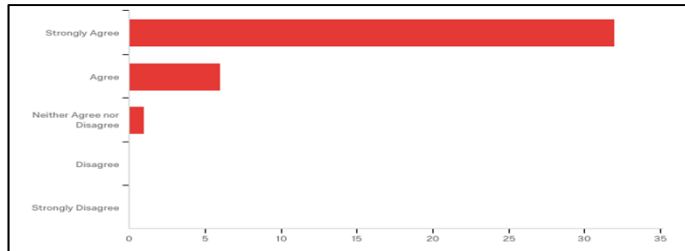
74% of the graduates were effective/high effective at demonstrating content knowledge of the standards

3. 2017 APPR Data on Biology and ELA: In the 2018 Annual Program Performance Report (APPR) for the BSED in Secondary Biology Education 6-12 compiled by the Florida Department of Education, graduates of the program in years 2013-14, 2014-15, 2015-16 earned a performance level of “Not applicable” in the category of “Student Performance on Statewide Assessments”.

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

Assessment Results

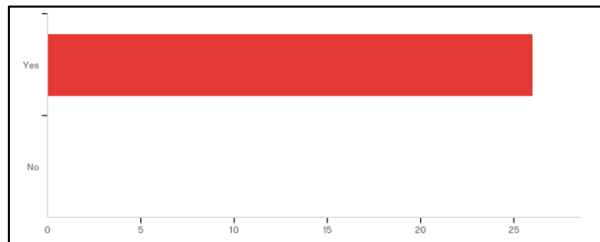
- Spring 2018 administration survey results of college supervisors.
 - The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	82.05%	32
2	Agree	15.38%	6
3	Neither Agree nor Disagree	2.56%	1
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	39

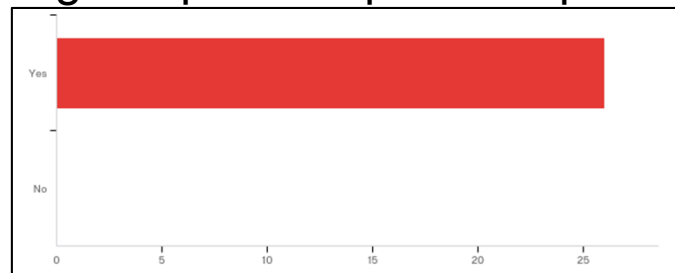
- Spring 2018 Senior intern survey results of college supervisors.

Q38 -Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	100.00%	26
2	No	0.00%	0
	Total	100%	26

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

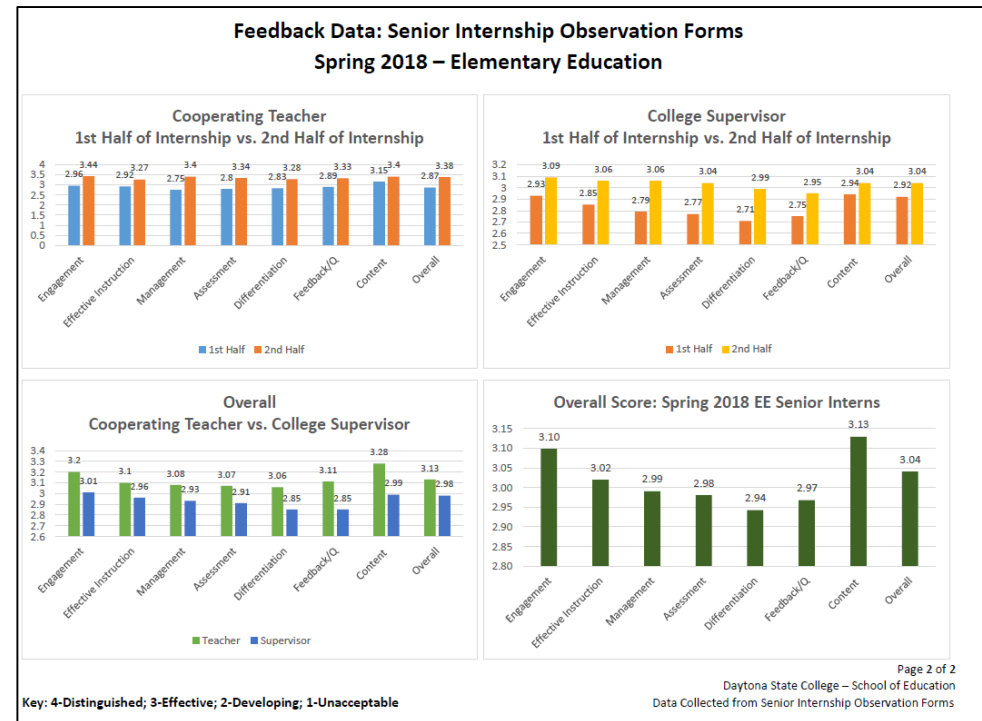
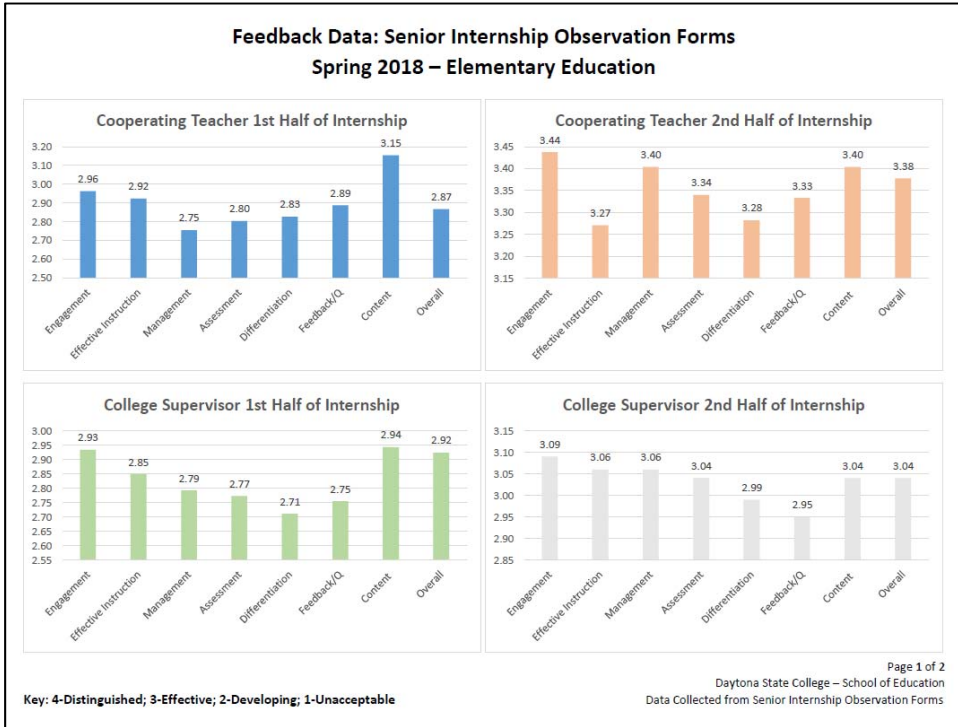


#	Answer	%	Count
1	Yes	100.00%	26
2	No	0.00%	0
	Total	100%	26

PL03: Consistently provide high-quality clinical placement, feedback, and evaluation of candidate performance in the senior internship. *Target: By June 2018, when surveyed, 80% of the teacher candidates (Senior Interns) rate their College supervisors' feedback as actionable.*

Assessment Results

3. Data collected from College Supervisor observation feedback forms used in Spring 2018.



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.

2018 APPR *	
SUMMATIVE RATING	
Each Annual Program Performance Report shall receive a summative rating between 1.0 and 4.0. The summative rating is computed by calculating the average of all performance levels. If the program is eligible for the bonus metric, the score is weighted as 20 percent of the total score.	
OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	PERFORMANCE LEVEL
Placement Rate	3
Retention Rate	--
Student Performance on Statewide Assessments	--
Student Performance by Subgroups	--
Teacher Evaluation Results	3
Critical Teacher Shortage	--
SUMMATIVE RATING = 3.00	

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%) (Scale: evidence or no evidence)

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

Final CASS Score:

$$(3.0 \times .5) + (2.25 \times .3) + (4 \times .2) =$$

$1.5 + .675 + .8 = \mathbf{2.975}$ final score for BSED in Secondary Biology which is in the range for program approval. *Note: All Secondary Science programs are given the same score regardless of the program numbers.*

Program Learning Outcomes

Secondary Physics Education #6225

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

Assessment Results

1. GPA of student admitted to BSED in Secondary Physics Education program in 2017-18: For the 2017-18, there were no BSED in Secondary Science Education (Physics, Physics, Physics, Physics) admitted to the program.
2. Total number of minority students enrolled in courses in BSED in Secondary Physics Education program in 2017-18

ASSESSMENT DAY SUMMARY					
College of <u>Arts and Sciences</u>					
School of <u>Education</u>					
Program <u>Bachelor of Science in Education - Secondary Physics #622500</u>					
Date of Review <u>04/13/2018</u>					
Demographics	2013-2014	2014-2015	2015-2016	2016-2017	DSC Average (16-17)
Average Age					27
Female/Male					60%/40%
Ethnicity					
American Indian / Alaska Native					0.4%
Asian					2%
Black or African American					14%
Hispanic					15%
Native Hawaiian / Pacific Islander					0.2%
Two or More Races					2%
White					66%

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

Assessment Results

3. General Knowledge Test of Skills Essay assignment grade in EDF1005 for students enrolled in Fall 2017 and Spring 2018: In EDF1005 Fall A 2017, Section 102A, 21/22 (95%) students earned 100% on the GKT Essay assignment. In EDF1005 Spring A 2018, Section 101A, 19/21 (90%) earned 100% on the GKT Essay assignment.

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

Assessment Results

1. FTCE Data from Subject Area Exam Secondary Physics Education 6-12 taken by Senior Interns Fall 2017 and Spring 2018: There have not been any Secondary Physics majors admitted into the program.
2. Employer Satisfaction Survey data specific to content knowledge

Q24 - Demonstrates knowledge and understanding of the Next Generation Sunshine State Standards/Common Core Standards.		
#	Answer	Count
1	Highly Effective	6
2	Effective	19
3	Developing	9
4	Unacceptable	0
	Total	34

74% of the graduates were effective/high effective at demonstrating content knowledge of the standards

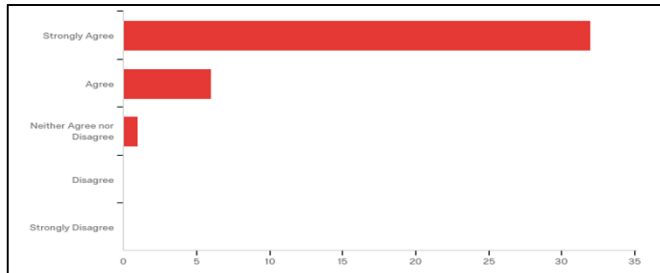
PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator.
Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge and teaching methods and skills (assessment, differentiation,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

Assessment Results

3. 2017 APPR Data on Biology and ELA: In the 2018 Annual Program Performance Report (APPR) for the BSED in Secondary Physics Education 6-12 compiled by the Florida Department of Education, graduates of the program in years 2013-14, 2014-15, 2015-16 earned a performance level of “Not applicable” in the category of “Student Performance on Statewide Assessments”.

Assessment Results

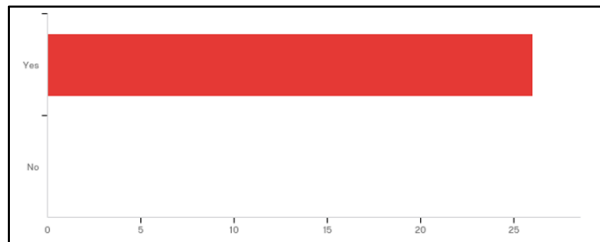
- Spring 2018 administration survey results of college supervisors.
 - The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	82.05%	32
2	Agree	15.38%	6
3	Neither Agree nor Disagree	2.56%	1
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	39

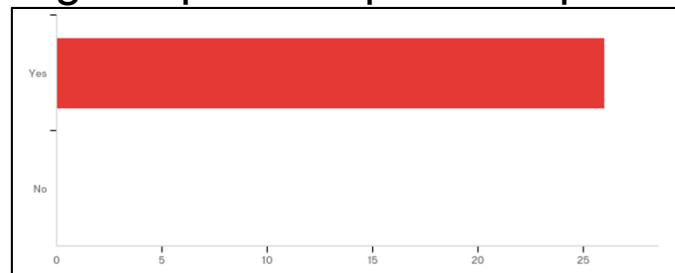
- Spring 2018 Senior intern survey results of college supervisors.

Q38 -Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	100.00%	26
2	No	0.00%	0
	Total	100%	26

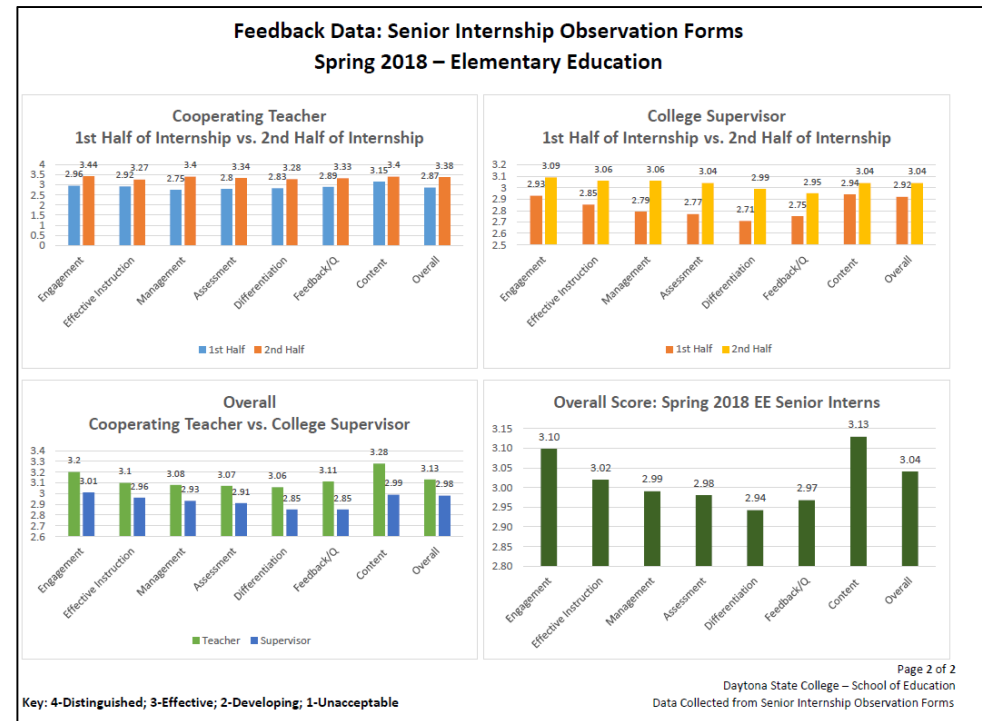
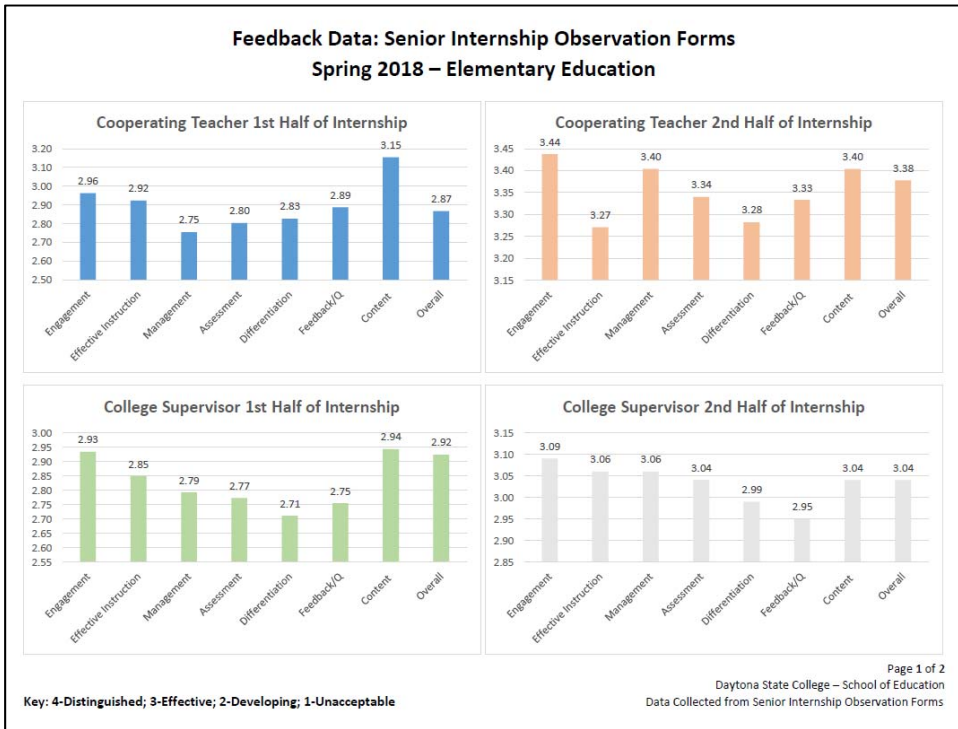
Q39 - Did your College Supervisor provide specific feedback focused on student learning?



#	Answer	%	Count
1	Yes	100.00%	26
2	No	0.00%	0
	Total	100%	26

Assessment Results

3. Data collected from College Supervisor observation feedback forms used in Spring 2018.



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.

2018 APPR *	
SUMMATIVE RATING	
Each Annual Program Performance Report shall receive a summative rating between 1.0 and 4.0. The summative rating is computed by calculating the average of all performance levels. If the program is eligible for the bonus metric, the score is weighted as 20 percent of the total score.	
OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	PERFORMANCE LEVEL
Placement Rate	3
Retention Rate	--
Student Performance on Statewide Assessments	--
Student Performance by Subgroups	--
Teacher Evaluation Results	3
Critical Teacher Shortage	--
SUMMATIVE RATING = 3.00	

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%) (Scale: evidence or no evidence)

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

Final CASS Score:

$$(3.0 \times .5) + (2.25 \times .3) + (4 \times .2) =$$

$1.5 + .675 + .8 = \mathbf{2.975}$ 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 #6226

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

Assessment Results

1. GPA of student admitted to BSED in Secondary Chemistry Education program in 2017-18: For the 2017-18, there were no BSED in Secondary Science Education (Chemistry, Earth-Space, Physics, Chemistry) admitted to the program.
2. Total number of minority students enrolled in courses in BSED in Secondary Chemistry Education program in 2017-18

ASSESSMENT DAY SUMMARY					
College of Arts and Sciences _____					
School of Education _____					
Program Bachelor of Science in Education - Secondary Chemistry #622600					
Date of Review 04/13/2018 _____					
+					
Demographics	2013-2014	2014-2015	2015-2016	2016-2017	DSC Average (15-16)
Average Age		40	41	35	27
Female/Male		0%/100%	0%/100%	33%/67%	60%/40%
Ethnicity					
American Indian / Alaska Native					0.4%
Asian					2%
Black or African American					14%
Hispanic					15%
Native Hawaiian / Pacific Islander					0.2%
Two or More Races					2%
White		100%	100%	100%	66%

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

Assessment Results

3. General Knowledge Test of Skills Essay assignment grade in EDF1005 for students enrolled in Fall 2017 and Spring 2018: In EDF1005 Fall A 2017, Section 102A, 21/22 (95%) students earned 100% on the GKT Essay assignment. In EDF1005 Spring A 2018, Section 101A, 19/21 (90%) earned 100% on the GKT Essay assignment.

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession.
Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% 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 Chemistry

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	10	7.50	75.00%	7.14	71.39%
02 Knowledge of energy and its interaction with matter	13-14	10.50	75.00%	10.70	77.95%
03 Knowledge of bonding and molecular structure	18	15.00	83.33%	13.98	77.69%
04 Knowledge of chemical reactions and stoichiometry	21	17.00	80.95%	15.52	73.93%
05 Knowledge of atomic theory and structure	12	9.50	79.17%	9.04	75.34%
06 Knowledge of the nature of science	10	7.00	70.00%	7.81	78.11%
07 Knowledge of measurement	9-10	8.50	88.89%	7.24	76.28%
08 Knowledge of appropriate laboratory use and procedures	5	4.50	90.00%	4.09	81.80%
Number of Students included for Institution Totals: 2					
Number of Students included for Statewide Totals: 122					

2. Employer Satisfaction Survey data specific to content knowledge

Q24 - Demonstrates knowledge and understanding of the Next Generation Sunshine State Standards/Common Core Standards.		
#	Answer	Count
1	Highly Effective	6
2	Effective	19
3	Developing	9
4	Unacceptable	0
Total		34

74% of the graduates were effective/high effective at demonstrating content knowledge of the standards

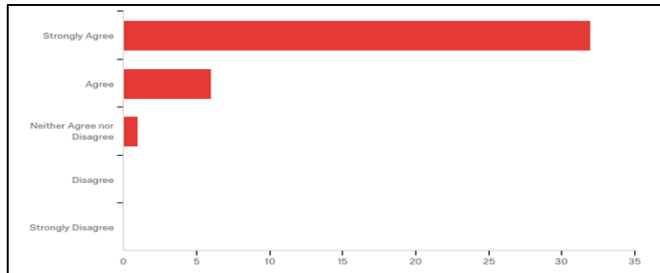
PLO2: Demonstrate teacher candidate acquisition of content knowledge and key teaching methods and skills needed to be an effective educator.
Target: 80% of the students and/or graduates will demonstrate acquisition of the content knowledge and teaching methods and skills (assessment, differentiation,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

Assessment Results

3. 2017 APPR Data on Chemistry and ELA: In the 2018 Annual Program Performance Report (APPR) for the BSED in Secondary Chemistry Education 6-12 compiled by the Florida Department of Education, graduates of the program in years 2013-14, 2014-15, 2015-16 earned a performance level of “Not applicable” in the category of “Student Performance on Statewide Assessments”.

Assessment Results

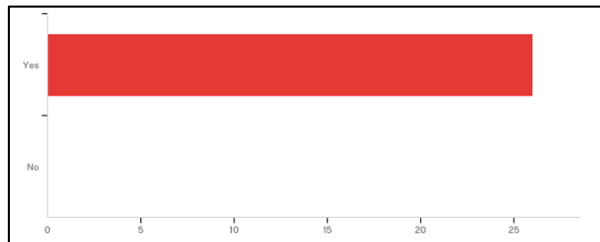
- Spring 2018 administration survey results of college supervisors.
 - The DSC Clinical Supervisor was supportive and helpful throughout the internship



#	Answer	%	Count
1	Strongly Agree	82.05%	32
2	Agree	15.38%	6
3	Neither Agree nor Disagree	2.56%	1
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	39

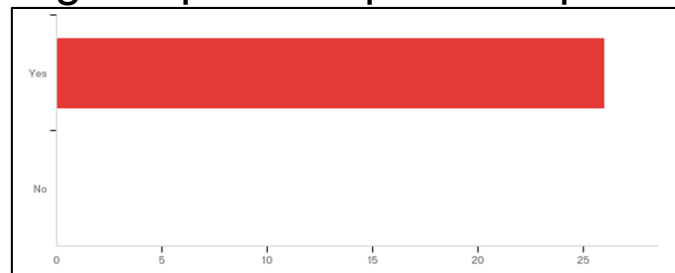
- Spring 2018 Senior intern survey results of college supervisors.

Q38 -Did your College Supervisor provide specific actionable feedback?



#	Answer	%	Count
1	Yes	100.00%	26
2	No	0.00%	0
	Total	100%	26

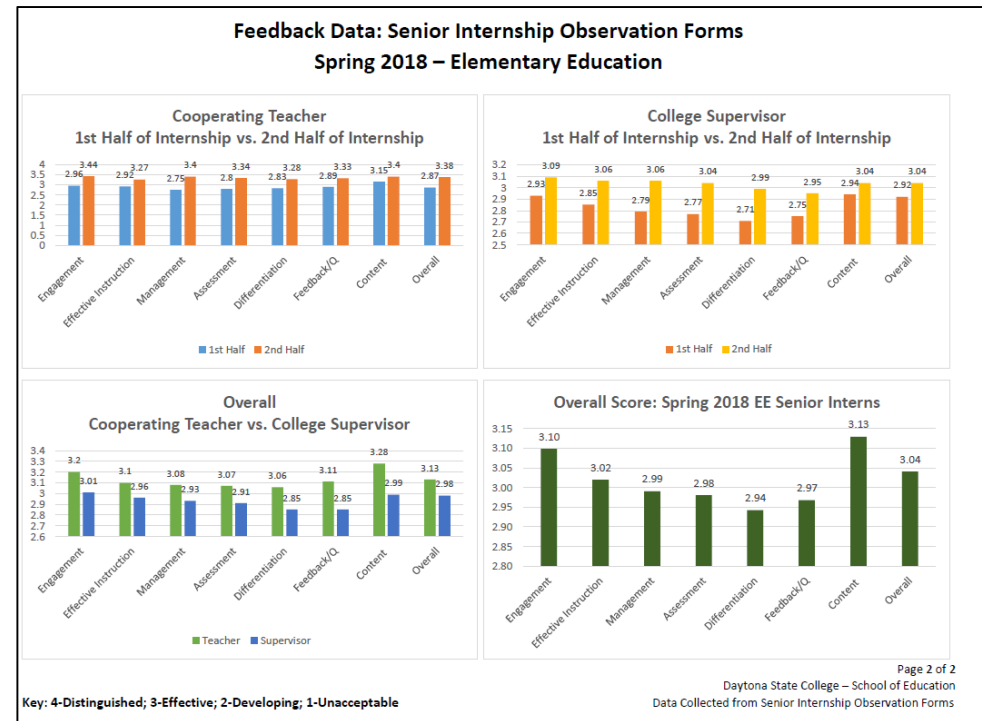
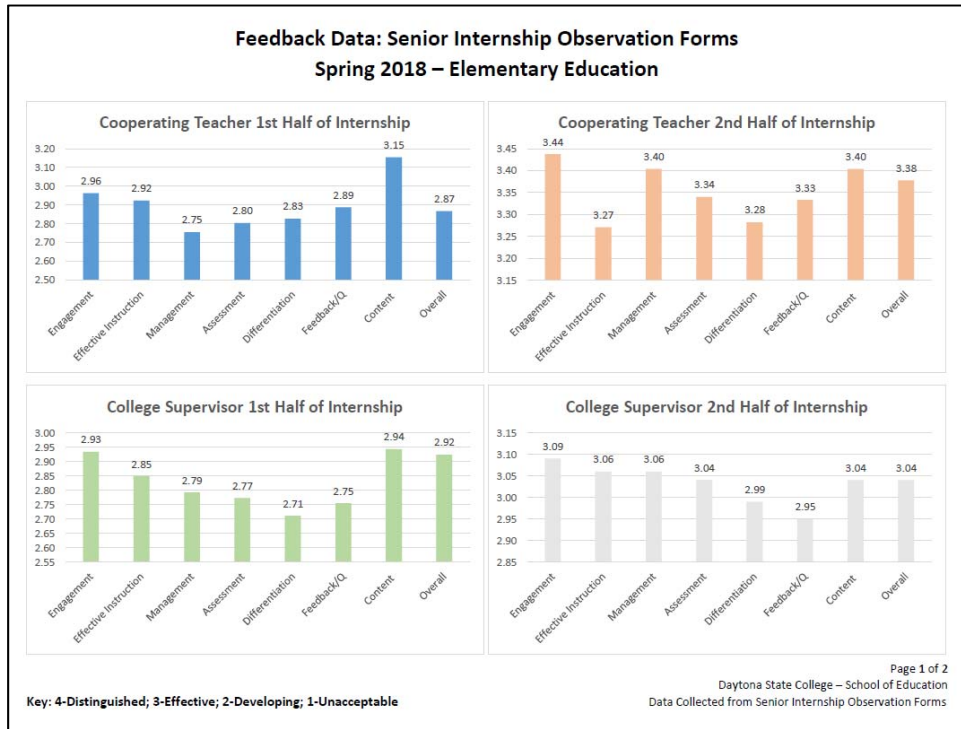
Q39 - Did your College Supervisor provide specific feedback focused on student learning?



#	Answer	%	Count
1	Yes	100.00%	26
2	No	0.00%	0
	Total	100%	26

Assessment Results

3. Data collected from College Supervisor observation feedback forms used in Spring 2018.



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.

2018 APPR *	
SUMMATIVE RATING	
Each Annual Program Performance Report shall receive a summative rating between 1.0 and 4.0. The summative rating is computed by calculating the average of all performance levels. If the program is eligible for the bonus metric, the score is weighted as 20 percent of the total score.	
OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	PERFORMANCE LEVEL
Placement Rate	3
Retention Rate	--
Student Performance on Statewide Assessments	--
Student Performance by Subgroups	--
Teacher Evaluation Results	3
Critical Teacher Shortage	--
SUMMATIVE RATING = 3.00	

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		

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:

$$(3.0 \times .5) + (2.25 \times .3) + (4 \times .2) =$$

$1.5 + .675 + .8 = \mathbf{2.975}$ 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 #6227

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

Assessment Results

1. GPA of student admitted to BSED in Secondary Earth-Space Education program in 2017-18: For the 2017-18, there were no BSED in Secondary Science Education (Chemistry, Earth-Space, Physics, Chemistry) admitted to the program.
2. Total number of minority students enrolled in courses in BSED in Secondary Earth-Space Education program in 2017-18

ASSESSMENT DAY SUMMARY					
College of Arts and Sciences _____					
School of Education _____					
Program Bachelor of Science in Education - Secondary Earth/Space Science #622700					
Date of Review 04/13/2018 _____					
Demographics	2013-2014	2014-2015	2015-2016	2016-2017	DSC Average (16-17)
Average Age	33	35	34	35	27
Female/Male	100%/0%	50%/50%	75%/25%	67%/3%	60%/40%
Ethnicity					
American Indian / Alaska Native					0.4%
Asian					2%
Black or African American					14%
Hispanic					15%
Native Hawaiian / Pacific Islander					0.2%
Two or More Races					2%
White	100%	100%	100%	100%	66%

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

Assessment Results

3. General Knowledge Test of Skills Essay assignment grade in EDF1005 for students enrolled in Fall 2017 and Spring 2018: In EDF1005 Fall A 2017, Section 102A, 21/22 (95%) students earned 100% on the GKT Essay assignment. In EDF1005 Spring A 2018, Section 101A, 19/21 (90%) earned 100% on the GKT Essay assignment..

PLO1: Improve the quality of selection for teacher candidates who show potential and/or fit for the teaching profession.
Target: At least 75% of admitted students are selected with a GPA of 3.0 or greater. Increase the number of minority students enrolled in program by 5% from previous enrollment year. 80% 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 Earth-Space

Earth Space				
Percent Correct Senior Interns FA 2015 (1)	SP16, FA16, SP17 (N/A), FA17 (1)	Percent Correct Senior Interns SP 2018 (1)	No. of Items	Competency Area
84.21%	94.74%	94.74%	19	01 Knowledge of the nature of science
91.67%	91.67%	91.67%	12	02 Knowledge of the composition, characteristics, and structure of Earth
50.00%	91.67%	91.67%	12	03 Knowledge of plate tectonics and related processes
90.00%	80.00%	100.0%	10	04 Knowledge of Earth's surface processes
100.0%	100.0%	100.0%	4	05 Knowledge of mapping and remote sensing
100.0%	71.43%	85.71%	7	06 Knowledge of the scope and measurement of geologic time
81.82%	90.91%	81.82%	11	07 Knowledge of the characteristics and management of Earth's resources
87.50%	87.50%	75.00%	8	08 Knowledge of oceans and coastal processes
88.89%	70.00%	88.89%	9-10	09 Knowledge of factors that influence atmospheric conditions and weather
80.00%	80.00%	80.00%	10	10 Knowledge of Earth's climate patterns
72.73%	81.82%	90.91%	11	11 Knowledge of astronomical objects and processes
16.67%	66.67%	50.00%	6	12 Knowledge of space exploration

2. Employer Satisfaction Survey data specific to content knowledge

Q24 - Demonstrates knowledge and understanding of the Next Generation Sunshine State Standards/Common Core Standards.		
#	Answer	Count
1	Highly Effective	6
2	Effective	19
3	Developing	9
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74% of the graduates were effective/high effective at demonstrating content knowledge of the standards

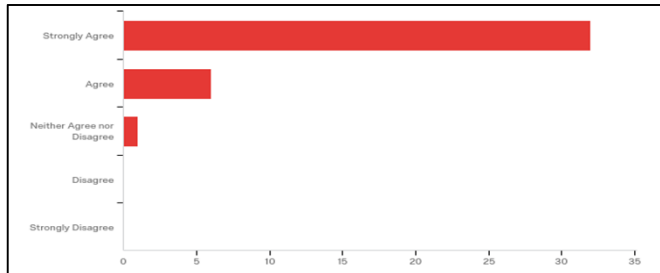
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Assessment Results

3. 2017 APPR Data on Earth-Space and ELA: In the 2018 Annual Program Performance Report (APPR) for the BSED in Secondary Earth-Space Education 6-12 compiled by the Florida Department of Education, graduates of the program in years 2013-14, 2014-15, 2015-16 earned a performance level of “Not applicable” in the category of “Student Performance on Statewide Assessments”.

Assessment Results

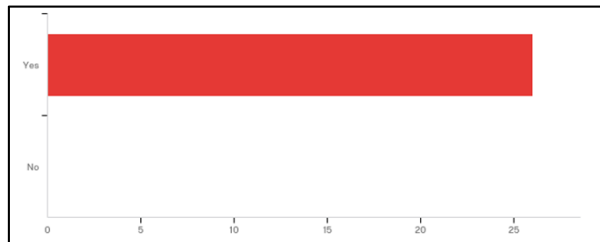
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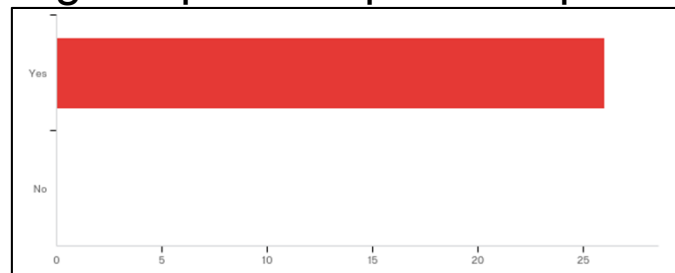
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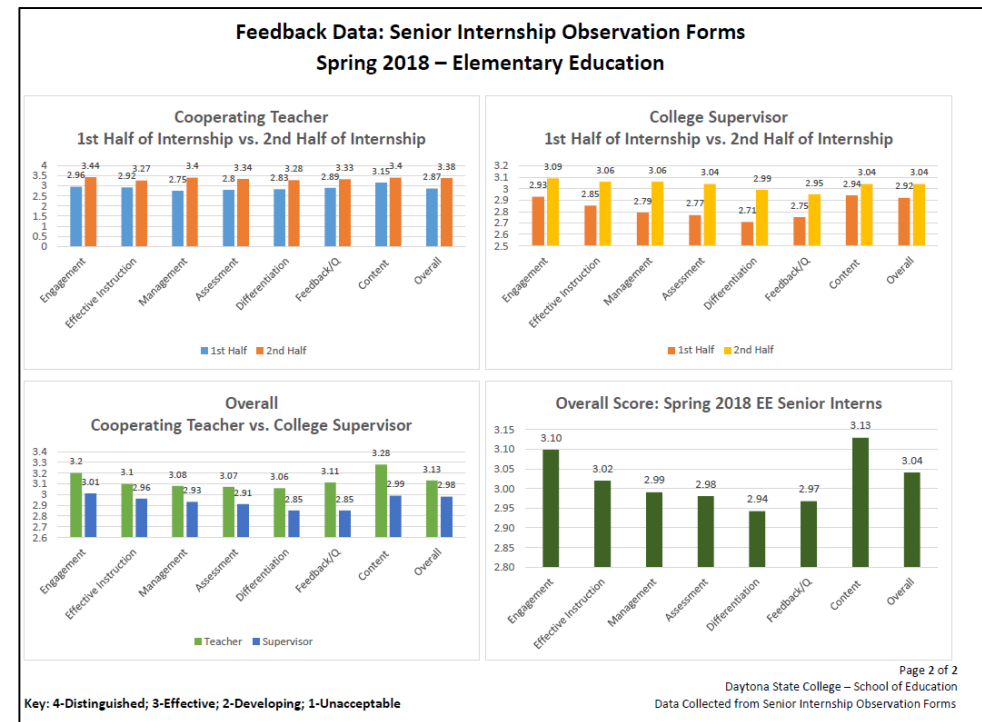
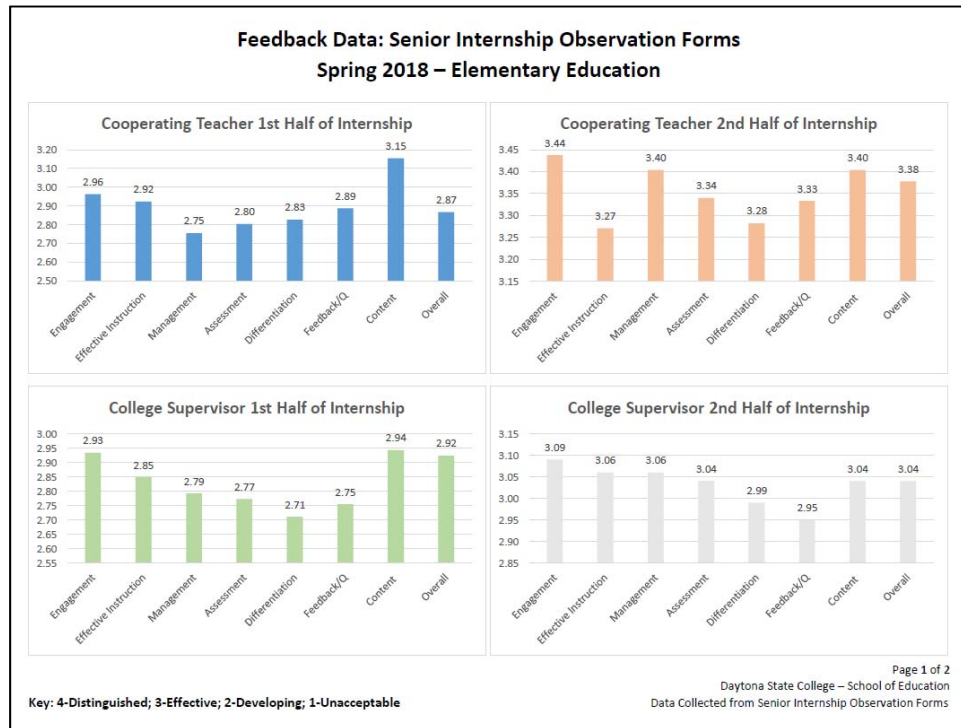
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Assessment Results

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	3
Retention Rate	--
Student Performance on Statewide Assessments	--
Student Performance by Subgroups	--
Teacher Evaluation Results	3
Critical Teacher Shortage	--
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Assessment Results

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

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

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$1.5 + .675 + .8 = \mathbf{2.975}$ 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.*

Assessment Data 2017-2018 and 2016-2017: Programs and Institutional Learning Outcomes

Program	Critical/ Creative Thinking		Communication		Cultural Literacy		Information and Technical Literacy	
	16/17	17/18	16/17	17/18	16/17	17/18	16/17	17/18
6221 - Bachelor of Science in Education - Elementary Education	*-100%	64.51%-100%	*-100%	81%-90%	*-100%	78.85%-100%	*-100%	59%-100%
6222 - Bachelor of Science in Education - Exceptional Education	*-100%	64.51%-100%	*-100%	81%-90%	*-100%	78.85%-100%	*-100%	59%-100%
6223 - Bachelor of Science in Education - Secondary Mathematics Education	*-100%	50%-100%	*-100%	50%-94%	*-100%	78.85%-100%	*-100%	59%-100%
6224 - Bachelor of Science in Education - Secondary Biology Education	*-100%	50%-100%	*-100%	50%-94%	*-100%	78.85%-100%	*-100%	59%-100%
6225 - Bachelor of Science in Education - Secondary Physics Education	No report	50%-100%	No report	50%-94%	No report	78.85%-100%	No report	59%-100%
6226 - Bachelor of Science in Education - Secondary Chemistry Education	*-100%	50%-100%	*-100%	50%-94%	*-100%	78.85%-100%	*-100%	59%-100%
6227 - Bachelor of Science in Education - Secondary Earth/Space Science Education	*-100%	50%-100%	*-100%	50%-94%	*-100%	78.85%-100%	*-100%	59%-100%

* Hard to quantify

Course Success Rates (1 of 2)

Major and Associated Courses		2014-2015		2015-2016		2016-2017		2017-2018	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6221 - BS-Elementary Education	EDE4223	50	100%	41	100%	38	100%	20	100%
	EDE4943	56	98%	40	95%	43	98%	41	98%
	EDF4430	142	95%	113	93%	132	92%	106	98%
	EDF4603	95	97%	168	93%	121	94%	134	96%
	EDG4323	137	97%	98	96%	127	95%	110	96%
	EEX4070	47	98%	54	94%	34	100%	41	100%
	ESE4945	77	99%	60	97%	56	96%	55	96%
	LAE3414	60	97%	34	94%	51	94%	37	100%
	LAE4314	49	100%	81	98%	34	100%	43	100%
	MAE4326	60	98%	71	96%	39	95%	54	100%
	MAE4803							16	100%
	RED3309	75	93%	42	90%	59	92%	49	98%
	RED4511	63	97%	60	98%	43	95%	49	96%
	RED4519	61	100%	48	96%	51	96%	41	100%
	RED4844	64	98%	64	100%	60	100%	48	100%
	SCE3310	62	95%	58	91%	46	93%	46	96%
	SSE3312	68	97%	55	100%	41	100%	51	100%
	TSL3080	90	94%	42	93%	65	94%	79	97%
TSL4081	61	93%	62	98%	45	100%	41	100%	
Major	1317	97%	1191	96%	1085	96%	1061	98%	
6222 - BS-Exceptional Education	EEX3240	15	100%	7	100%	10	100%	1	100%
	EEX3280	20	90%	9	100%	20	90%	9	100%
	EEX4034	20	100%	36	94%	20	100%	6	100%
	EEX4221	9	100%	16	100%	7	100%	7	100%
	EEX4601	8	100%	15	100%	8	100%	6	100%
	EEX4943	13	100%	14	100%	6	83%	8	88%
Major	85	98%	97	98%	71	96%	37	97%	
6223 - BS-Secondary Math Ed.	MAE4360	4	100%	5	100%	3	100%	4	75%
	Major	4	100%	5	100%	3	100%	4	75%

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

Source: IR Program Assessment Data

Course Success Rates (2 of 2)

Major or Dept. and Associated Courses		2014-2015		2015-2016		2016-2017		2017-2018	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6224 - BS- Secondary Biology Ed.	EDF3214	41	95%	56	96%	62	97%	39	90%
	EEX4242	8	100%	5	100%	8	100%	8	100%
	EME3434	10	80%	5	100%	7	100%	7	86%
	ESE4943	8	100%	6	100%	7	100%	6	100%
	LAE4361	10	90%	7	100%	8	100%	6	100%
	SCE4360	2	100%	5	100%	4	100%	1	100%
	Major	79	94%	84	98%	996	98%	67	93%
8008	EPI0940					20	90%	24	92%
	RED3012					57	95%	47	89%
	Major					77	94%	71	90%
EDU - Education	EDF1005	259	83%	305	81%	243	82%	228	86%
	EDF2085	251	85%	274	84%	251	80%	232	75%
	EDG2905	8	100%	8	100%	16	100%	9	100%
	EDP2002	57	93%	73	82%	81	93%	117	92%
	EEX2010	3	100%			279	88%	107	86%
	EME2040	255	87%	276	91%	133	89%	180	91%
	MAE2801	96	96%	158	91%	100	100%	155	87%
	SLS3355L							75	100%
Major	929	87%	1094	86%	1103	87%	1103	86%	
Total	2414	93%	2471	91%	2435	92%	2343	92%	



■ 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 Campus – Multiple Campus Only

Major or Dept., Associated Courses and Campus		2014-2015		2015-2016		2016-2017		2017-2018	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6221 - BS-Elementary Education	RED4844	Daytona				51	100%	38	100%
		Deltona				9	100%		
		Deland						10	100%
		Course Total				60	100%	48	100%
EDU - Education	EDF1005	Daytona	100	84%	95	85%	77	86%	
		Deland	18	89%	33	64%	9	78%	
		Deltona			15	87%			
		Course Total	118	85%	143	80%	86	85%	
	EDF2085	Daytona			104	86%	106	82%	
		Flagler/Palm Cst			13	100%			
		Course Total			117	87%	106	82%	
	EME2040	Daytona			44	100%	53	94%	
		Deland			18	94%			
		Course Total			62	98%	53	94%	

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

Excludes fully online courses

Source: IR Program Assessment Data

Overall Course Success Rates by Campus

Major or Dept. and Campus		2014-2015		2015-2016		2016-2017		2017-2018	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6221 - BS-Elementary Education	Daytona	1317	97%	928	96%	921	96%	871	98%
	Deland					9	100%	10	100%
	Online							180	97%
	Major	1317	97%	928	96%	930	96%	1061	98%
6222 - BS-Exceptional Education	Daytona	67	97%	52	100%	31	97%	20	95%
	Online							17	100%
	Major	67	97%	52	100%	31	97%	37	97%
6223 - BS-Secondary Math Ed.	Daytona	4	100%	5	100%	3	100%	4	75%
	Major	4	100%	5	100%	3	100%	4	75%
6224 - BS-Secondary Biology Ed.	Daytona	79	94%	62	98%	88	98%	35	97%
	Online							32	88%
	Major	79	94%	62	98%	88	98%	67	93%
8008	Daytona					21	90%	24	92%
	Online							47	89%
	Major					21	90%	71	90%
EDU - Education	Daytona	313	88%	251	88%	352	91%	168	94%
	Deland	18	89%	51	75%	9	78%		
	Deltona								
	Flagler/Palm Cst			28	93%				
	Online							935	85%
	Major	331	89%	330	87%	361	90%	1103	86%
Total		1798*	95%	1377*	94%	1425*	93%	2343	92%




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

*Excludes fully online courses.

Source: IR Program Assessment Data

Course Success Rates by Instructional Method – Multiple Methods Only (1 of 2)

Major, Associated Courses and Instructional Method			2017-2087	
			Attempted	% Successful
6221 – B.S. Elementary Education	EDE4943	Lecture	16	94%
		Hybrid	25	100%
		Course	41	98%
6222 – B.S. Exceptional Education	EEX4943	Lecture	5	80%
		Hybrid	3	100%
		Course	8	88%
6224 – B.S. Secondary Biology Ed.	EDF3214	Online	24	88%
		Hybrid	15	93%
		Course	39	90%
8008 - EPI	EPI0940	Online	15	87%
		Hybrid	9	100%
		Course	24	92%

 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 Instructional Method – Multiple Methods Only (2 of 2)

Major or Dept., Associated Courses and Instructional Method			2014-2015		2015-2016		2016-2017		2017-2018	
			Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
EDU - Education	EDF1005	Hybrid	118	85%	143	80%	86	85%	42	86%
		Online	141	82%	162	82%	157	80%	186	85%
		Course	259	83%	305	81%	243	82%	228	86%
	EDF2085	Hybrid	73	88%			106	82%		
		Lecture	24	83%						
		Online	154	84%			145	79%		
	Course	251	85%			251	80%			
	EDP2002	Hybrid	16	94%						
		Online	41	93%						
		Course	57	93%						
	EEX2010	Online							81	85%
		Hybrid							26	88%
		Course							107	86%
	EME2040	Hybrid	74	92%	62	98%	53	94%	16	94%
		Online	181	86%	214	88%	226	87%	155	87%
Course		255	87%	276	91%	279	88%	180	91%	
MAE2801	Hybrid	15	100%							
	Online	81	95%							
	Course	96	96%							
SLS3555L	Lecture							36	100%	
	Hybrid							39	100%	
	Course							75	100%	
DSC	Hybrid		84%		82%		81%		82%	
	Lecture		78%		80%		81%		83%	
	Online		76%		78%		76%		78%	

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Overall Course Success Rates by Instructional Method (1 of 2)

Major, and Instructional Method		2014-2015		2015-2016		2016-2017		2017-2018	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6221 - BS-Elementary Education	DIS	2	100%	1	100%			5	100%
	Hybrid	1195	97%	852	96%	887	95%	845	98%
	Internship (BSED)	56	98%	40	95%				
	Lecture	64	98%	35	100%	43	98%	34	97%
	Online			263	95%	155	95%	177	97%
	Major	1317	97%	1191	96%	1085	96%	1061	98%
6222 - BS-Exceptional Education	DIS	2	100%					1	100%
	Hybrid	52	96%	38	100%	25	100%	15	100%
	Internship (BSED)	13	100%	14	100%				
	Lecture					6	83%	5	80%
	Online	18	100%	45	96%	40	95%	16	100%
	Major	85	98%	97	98%	71	96%	37	97%
6223 - BS-Secondary Math	Hybrid	4	100%	5	100%	3	100%	4	75%
	Major	4	100%	5	100%	3	100%	4	75%
6224 - BS-Secondary Biology Ed.	DIS	2	100%			1	100%	1	100%
	Online					7	100%	31	87%
	Lecture					7	100%	2	100%
	Hybrid	52	92%	56	98%	81	98%	33	97%
	Internship (BSED)	8	100%	6	100%				
	Open Lab	17	94%	22	95%				
	Major	79	94%	84	98%			67	93%

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

Overall Course Success Rates by Instructional Method (2 of 2)

Major or Dept., and Instructional Method		2014-2015		2015-2016		2016-2017		2017-2018	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
8008	DIS					2	100%		
	Online					56	95%	47	89%
	Lecture					19	89%	15	87%
	Hybrid							9	100%
	Major					77	94%	71	90%
EDU - Education	DIS	3	100%						
	FT					16	100%		
	Hybrid	296	89%	322	86%	245	86%	132	92%
	Lecture	32	88%	8	100%	100	100%	36	100%
	Online	598	86%	764	86%	742	85%	935	85%
	Major	929	87%	1094	86%	1103	87%	1103	86%
Total		2414	93%	2471	91%	2435	92%	2343	92%

■ 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 Multiple Session/Sub-session Only (1 of 7)

Major, Associated Courses and Sub-session			2014-2015		2015-2016		2016-2017		2017-2018		
			Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	
6221 - BS- Elementary Education	EDE4223	FA	A term	19	100%	23	100%		18	100%	
			B term				11	100%			
		SP	A term	31	100%	17	100%	27	100%	2	100%
			B term			1	100%				
		Course	50	100%	41	100%	38	100%	20	100%	
	EDE4943	FA	Full term	26	96%	19	95%	18	100%	16	94%
		SP	Full term	30	100%	21	95%	25	96%	25	100%
		Course	56	98%	40	95%	43	98%	41	98%	
	EDF4430	FA	A term	37	100%	23	96%	38	97%	22	95%
			B term	44	91%	37	95%	33	94%	38	97%
		SP	A term	35	97%	22	91%	27	85%	30	100%
			B term	26	92%	31	90%	34	88%	16	100%
		Course	142	95%	113	93%	132	92%	106	98%	
	EDF4603	FA	A term	15	93%	27	100%		21	86%	
			B term			29	90%		15	87%	
		SP	A term	35	97%	21	95%		20	100%	
			B term	10	100%	18	78%		12	100%	
		SU	Full term	35	97%	73	96%		66	98%	
		Course	95	97%	168	93%		134	96%		

■ 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 Multiple Session/Sub-session Only (2 of 7)

Major, Associated Courses and Sub-session			2014-2015		2015-2016		2016-2017		2017-2018			
			Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful		
6221 - BS- Elementary Education	EDG4323	FA	A term	33	100%	30	93%	56	98%	21	95%	↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑
			B term	38	95%	20	100%			36	94%	
		SP	A term	32	97%	20	90%	30	87%	32	100%	
			B term	34	97%	28	100%	41	98%	21	95%	
		Course	137	97%	98	96%	127	95%	110	96%		
	EEX4070	FA	A term	31	97%	33	94%	19	100%	22	100%	
			SP	A term	16	100%	21	95%	15	100%	19	
		Course	47	98%	54	94%	34	100%	41	100%		
	ESE4945	FA	Full term	36	97%	26	96%	25	100%	23	91%	
			SP	Full term	41	100%	34	97%	31	94%	32	
		Course	77	99%	60	97%	56	96%	55	96%		
	LAE3414	FA	A term	25	100%					15	100%	
			B term			21	95%	32	94%			
		SP	B term	34	94%	13	92%	19	95%	22	100%	
		SU	Full term	1	100%							
		Course	60	97%	34	94%	51	94%	37	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 Multiple Session/Sub-session Only (3 of 7)

Major, Associated Courses and Sub-session			2014-2015		2015-2016		2016-2017		2017-2018		
			Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	
6221 - BS-Elementary Education	LAE4314	FA B term	1	100%							
		SP B term	16	100%	19	95%	9	100%	6	100%	
		SU Full term	32	100%	62	98%	25	100%	37	100%	
		Course	49	100%	81	98%	34	100%	43	100%	
	MAE4326	FA Full term	41	98%	43	95%	21	90%	28	100%	
		SP Full term	19	100%	28	96%	18	100%	26	100%	
		Course	60	98%	71	96%	39	95%	54	100%	
	RED3309	FA	A term			20	90%				
			B term	43	100%			39	92%	21	95%
		SP B term	32	84%	22	91%	20	90%	28	100%	
		Course	75	93%	42	90%	59	92%	49	98%	



■ 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 Multiple Session/Sub-session Only (4 of 7)

Major, Associated Courses and Sub-session			2014-2015		2015-2016		2016-2017		2017-2018	
			Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
6221 - BS- Elementary Education	RED4511	FA Full term	35	97%	26	96%	22	91%	28	96%
		SP Full term	28	96%	22	95%	21	100%	21	95%
		Course	63	97%	48	96%	43	95%	49	96%
	RED4519	FA Full term	23	100%			19	95%	21	100%
		SP Full term	38	100%			32	97%	20	100%
		Course	61	100%			51	96%	41	100%
	RED4844	FA B term	43	98%	35	100%	24	100%	25	100%
		SP B term	21	100%	29	100%	36	100%	23	100%
		Course	64	98%	64	100%	60	100%	48	100%
	SCE3310	FA Full term	29	93%	34	91%	18	94%	25	96%
		SP Full term	33	97%	24	92%	28	93%	21	95%
		Course	62	95%	58	91%	46	93%	46	96%
	SSE3312	A term							25	100%
		FA	B term						25	100%
			Full term	43	100%	29	100%	28	100%	
		SP	B term						1	100%
			Full term	25	92%	26	100%	13	100%	
		Course	68	97%	55	100%	41	100%	51	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 Multiple Session/Sub-session Only (5 of 7)

Major, Associated Courses and Sub-session			2014-2015		2015-2016		2016-2017		2017-2018		
			Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	
6221 - BS- Elementary Education	TSL3080	A term			21	95%			8	88%	
		FA B term					40	95%	25	96%	
		Full term	42	98%							
		A term			21	90%	7	100%	19	100%	
		SP B term	18	94%			18	89%	27	100%	
		Full term	30	90%							
		Course	90	94%	42	93%	65	94%	79	97%	
	TSL4081	FA A term			21	100%	12	100%	1	100%	
		B term	25	88%	14	100%					
		SP A term							19	100%	
		B term	36	97%	27	96%	33	100%	21	100%	
		Course	61	93%	62	98%	45	100%	41	100%	
	6222 - BS- Exceptional Education	EEX4034	FA B term	3	100%			8	100%	3	100%
			SP B term	17	100%			12	100%	6	100%
Course			20	100%			20	100%	9	100%	
EEX4943		FA Full term	4	100%	2	100%	2	100%	5	80%	
		SP Full term	9	100%	12	100%	4	75%	3	100%	
Course	13	100%	14	100%	6	83%	8	88%			

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 Multiple Session/Sub-session Only (6 of 7)

Major or Dept., Associated Courses and Sub-session				2014-2015		2015-2016		2016-2017		2017-2018		
				Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	
6224 - BS-SECONDARY BIOLOGY ED.	EDF3214	FA	B term	24	96%	34	97%	28	96%	15	93%	
			A term			22	95%					
		SP	B term	17	94%			34	97%	24	88%	
			Course	41	95%	56	96%	62	97%	39	90%	
	EEX4242	FA	A term	8	100%			1	100%	1	100%	
			B term					7	100%	7	100%	
		Course	8	100%			8	100%	8	100%		
	ESE4943	FA	Full term	6	100%	5	100%	5	100%	2	100%	
			SP	Full term	2	100%	1	100%	2	100%	4	100%
		Course	8	100%	6	100%	7	100%	6	100%		
	8008	EPI0940	FA	A term					4	100%	10	80%
				B term					3	67%	5	100%
SP			A term					7	100%	2	100%	
			B term					5	80%	7	100%	
Course						19	89%	24	92%			
RED3012		FA	A term						30	90%		
			B term					32	97%			
		SP	A term					24	92%	17	88%	
			SU	Full term					1	100%		
Course						57	95%	47	89%			
EDU - Education	EDF1005	FA	A term	43	86%	59	93%	66	83%	57	79%	
			B term	50	76%	82	76%	45	78%	48	90%	
			Full term	26	85%							
		SP	A term	49	90%	90	89%	64	92%	59	92%	
			B term	49	82%	35	66%	50	74%	30	87%	
		SU	Full term	42	83%	39	72%	18	72%	34	79%	
		Course	259	83%	305	81%	243	82%	228	86%		

■ 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 Multiple Session/Sub-session Only (7 of 7)

Dept., Associated Courses and Sub-session			2014-2015		2015-2016		2016-2017		2017-2018	
			Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
EDU - Education	EDF2085	A term	52	90%	54	87%	67	85%	49	78%
		FA B term	30	77%	68	84%	44	80%	37	65%
		Full term	24	83%						
		SP A term	47	89%	51	88%	61	79%	70	74%
		B term	72	78%	68	79%	60	77%	36	78%
		SU Full term	26	100%	33	82%	19	84%	40	78%
		Course	251	85%	274	84%	251	80%	232	75%
	EDP2002	FA Full term	23	91%	26	81%	24	100%	42	98%
		SP Full term	16	94%	21	81%	30	87%	40	90%
		SU Full term	18	94%	26	85%	27	93%	35	89%
		Course	57	93%	73	82%	81	93%	117	92%
	EEX2010	FA A term	3	100%					12	92%
		B term							34	82%
		SP A term							14	86%
		B term							47	87%
	Course	3	100%					107	86%	
	EME2040	FA A term	25	100%	55	98%	52	85%	41	93%
		B term	24	75%	56	82%	61	89%	26	77%
		Full term	49	92%						
		SP A term	28	93%	50	92%	51	92%	35	97%
		B term	49	80%	51	88%	42	83%	23	83%
		Full term	25	92%						
		SU Full term	55	85%	64	92%	73	90%	55	96%
	Course	255	87%	276	91%	279	88%	180	91%	
	MAE2801	FA A term			23	83%	23	96%	28	86%
		B term	15	100%	27	89%	20	85%	33	94%
		SP A term			24	100%	26	92%	31	81%
B term		33	91%	9	100%	13	77%	19	79%	
SU Full term		48	98%	75	91%	51	90%	44	91%	
Course	96	96%	158	91%	133	89%	155	87%		
SLS3355L	FA DYN							36	100%	
	SP DYN							39	100%	
	Course							75	100%	

Overall Course Success Rates by Multiple Session/Sub-session (1 of 2)

Program, Associated Courses, and Sub-session			2017-2018	
			Attempted	% Successful
6221 - BS-Elementary Education	FA	A term	153	96%
		B term	185	96%
		Full term	141	96%
	SP	A term	157	100%
		B term	177	99%
		Full term	145	99%
	SU	Full term	103	99%
	Program			1061
6222 - BS-Exceptional Education	FA	A term	6	100%
		B term	9	100%
		Full term	5	80%
	SP	A term	1	100%
		B term	13	100%
		Full term	3	100%
	Program			37
6223 - BS-Secondary Math Ed.	SP	B term	4	75%
		Course	4	75%
6224 - BS-Secondary Biology Ed.	FA	A term	16	94%
		B term	14	93%
		Full term	2	100%
	SP	A term	6	100%
		B term	25	88%
		Full term	4	100%
Course			67	93%

Indicates a success rate of 90% or higher

Indicates a success rate between 70% and 89%

Indicates a success rate below 70%

Overall Course Success Rates by Multiple Session/Sub-session (2 of 2)

Program, Associated Courses, and Sub-session			2017-2018	
			Attempted	% Successful
8008 - EPI	FA	A term	40	88%
		B term	5	100%
	SP	A term	19	89%
		B term	7	100%
	Course		71	90%
EDU - Education	FA	DYN	36	100%
		A term	187	83%
		B term	178	82%
		Full term	42	98%
	SP	DYN	39	100%
		A term	209	85%
		B term	155	83%
	SU	Full term	40	90%
		Full term	217	88%
	Course		1103	86%

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 IM and Sessions/Sub-sessions (1 of 5)

Program, Course, IM and Session/Sub-session	2017-2018	
	Attempted	% Successful
6221 - BS-Elementary Ed.	1061	98%
EDE4223	20	100%
IS	2	100%
Spring 2018	2	100%
A term	2	100%
Lecture	18	100%
Fall 2017	18	100%
A term	18	100%
EDE4943	41	98%
Lecture	16	94%
Fall 2017	16	94%
Full term	16	94%
Hybrid	25	100%
Spring 2018	25	100%
Full term	25	100%
EDF4430	106	98%
Hybrid	106	98%
Fall 2017	60	97%
A term	22	95%
B term	38	97%
Spring 2018	46	100%
A term	30	100%
B term	16	100%
EDF4603	134	96%
Online	134	96%
Summer 2017	66	98%
Fall 2017	36	86%
A term	21	86%
B term	15	87%
Spring 2018	32	100%
A term	20	100%
B term	12	100%

Program, Course, IM and Session/Sub-session	2017-2018	
	Attempted	% Successful
6221 - BS-Elementary Ed.	1061	98%
EDG4323	110	96%
IS	1	100%
Fall 2017	1	100%
A term	1	100%
Hybrid	109	96%
Fall 2017	56	95%
A term	20	95%
B term	36	94%
Spring 2018	53	98%
A term	32	100%
B term	21	95%
EEX4070	41	100%
Hybrid	41	100%
Fall 2017	22	100%
A term	22	100%
Spring 2018	19	100%
A term	19	100%
ESE4945	55	96%
Hybrid	55	96%
Fall 2017	23	91%
Full term	23	91%
Spring 2018	32	100%
Full term	32	100%
LAE3414	37	100%
Hybrid	37	100%
Fall 2017	15	100%
A term	15	100%
Spring 2018	22	100%
B term	22	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 IM and Sessions/Sub-sessions (2 of 5)

Program, Course, IM and Session/Sub-session	2017-2018	
	Attempted	% Successful
6221 - BS-Elementary Ed.	1061	98%
MAE4326	54	100%
Hybrid	54	100%
Fall 2017	28	100%
Full term	28	100%
Spring 2018	26	100%
Full term	26	100%
MAE4803	16	100%
Hybrid	16	100%
Spring 2018	16	100%
A term	16	100%
RED3309	49	98%
Hybrid	49	98%
Fall 2017	21	95%
B term	21	95%
Spring 2018	28	100%
B term	28	100%
RED4511	49	96%
Hybrid	49	96%
Fall 2017	28	96%
Full term	28	96%
Spring 2018	21	95%
Full term	21	95%
RED4519	41	100%
Hybrid	41	100%
Fall 2017	21	100%
Full term	21	100%
Spring 2018	20	100%
Full term	20	100%
RED4844	48	100%
Hybrid	48	100%
Fall 2017	25	100%
B term	25	100%
Spring 2018	23	100%
B term	23	100%

Program, Course, IM and Session/Sub-session	2017-2018	
	Attempted	% Successful
6221 - BS-Elementary Ed.	1061	98%
SCE3310	46	96%
Hybrid	46	96%
Fall 2017	25	96%
Full term	25	96%
Spring 2018	21	95%
Full term	21	95%
SSE3312	51	100%
IS	1	100%
Spring 2018	1	100%
B term	1	100%
Hybrid	50	100%
Fall 2017	50	100%
A term	25	100%
B term	25	100%
TSL3080	79	97%
Hybrid	79	97%
Fall 2017	33	94%
A term	8	88%
B term	25	96%
Spring 2018	46	100%
A term	19	100%
B term	27	100%
TSL4081	41	100%
IS	1	100%
Fall 2017	1	100%
A term	1	100%
Hybrid	40	100%
Spring 2018	40	100%
A term	19	100%
B term	21	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 IM and Sessions/Sub-sessions (3 of 5)

Program, Course, IM and Session/Sub-session	2017-2018	
	Attempted	% Successful
6222 - BS-Exceptional Ed.	37	97%
EEX3240	1	100%
IS	1	100%
Spring 2018	1	100%
A term	1	100%
EEX4034	9	100%
Online	9	100%
Fall 2017	3	100%
B term	3	100%
Spring 2018	6	100%
B term	6	100%
EEX4221	6	100%
Hybrid	6	100%
Fall 2017	6	100%
B term	6	100%
EEX4265	7	100%
Online	7	100%
Spring 2018	7	100%
B term	7	100%
EEX4601	6	100%
Hybrid	6	100%
Fall 2017	6	100%
A term	6	100%
EEX4943	8	88%
Lecture	5	80%
Fall 2017	5	80%
Full term	5	80%
Hybrid	3	100%
Spring 2018	3	100%
Full term	3	100%

Program, Course, IM and Session/Sub-session	2017-2018	
	Attempted	% Successful
6223 - BS-Secondary Math	4	75%
MAE4360	4	75%
Hybrid	4	75%
Spring 2018	4	75%
B term	4	75%
6224 - BS-Secondary Biology	67	93%
EDF3214	39	90%
Online	24	88%
Spring 2018	24	88%
B term	24	88%
Hybrid	15	93%
Fall 2017	15	93%
A term	15	93%
EEX4242	8	100%
IS	1	100%
Fall 2017	1	100%
A term	1	100%
Hybrid	7	100%
Fall 2017	7	100%
B term	7	100%
EME3434	7	86%
Online	7	86%
Fall 2017	7	86%
B term	7	86%
ESE4943	6	100%
Lecture	2	100%
Fall 2017	2	100%
Full term	2	100%
Hybrid	4	100%
Spring 2018	4	100%
Full term	4	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 IM and Sessions/Sub-sessions (4 of 5)

Program, Course, IM and Session/Sub-session	2017-2018	
	Attempted	% Successful
6224 - BS-Secondary Biology	67	93%
LAE4361	6	100%
Hybrid	6	100%
Spring 2018	6	100%
A term	6	100%
SCE4360	1	100%
Hybrid	1	100%
Spring 2018	1	100%
B term	1	100%
8008 - EPI	71	90%
EPI0940	24	92%
Lecture	15	87%
Fall 2017	15	87%
A term	10	80%
B term	5	100%
Hybrid	9	100%
Spring 2018	9	100%
A term	2	100%
B term	7	100%
RED3012	47	89%
Online	47	89%
Fall 2017	30	90%
A term	30	90%
Spring 2018	17	88%
A term	17	88%
EDU - Education	1103	86%
EDF1005	228	86%
Online	186	85%
Summer 2017	34	79%
Fall 2017	83	87%
A term	35	83%
B term	48	90%
Spring 2018	69	87%
A term	39	87%
B term	30	87%

Program, Course, IM and Session/Sub-session	2017-2018	
	Attempted	% Successful
EDU - Education	1103	86%
EDF1005	228	86%
Hybrid	42	86%
Fall 2017	22	73%
A term	22	73%
Spring 2018	20	100%
A term	20	100%
EDF2085	232	75%
Online	232	75%
2175	40	78%
Fall 2017	86	72%
A term	49	78%
B term	37	65%
Spring 2018	106	75%
A term	70	74%
B term	36	78%
EDG2905	9	100%
Hybrid	9	100%
Summer 2017	9	100%
EDP2002	117	92%
Online	117	92%
Summer 2017	35	89%
Fall 2017	42	98%
Full term	42	98%
Spring 2018	40	90%
Full term	40	90%
EEX2010	107	86%
Online	81	85%
Fall 2017	34	82%
B term	34	82%
Spring 2018	47	87%
B term	47	87%
Hybrid	26	88%
Fall 2017	12	92%
A term	12	92%
Spring 2018	14	86%
A term	14	86%

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 IM and Sessions/Sub-sessions (5 of 5)

Program, Course, IM and Session/Sub-session	2017-2018	
	Attempted	% Successful
EDU - Education	1103	86%
EME2040	180	91%
Online	164	91%
Summer 2017	55	96%
Fall 2017	51	84%
A term	25	92%
B term	26	77%
Spring 2018	58	91%
A term	35	97%
B term	23	83%
Hybrid	16	94%
Fall 2017	16	94%
A term	16	94%
MAE2801	155	87%
Online	155	87%
Summer 2017	44	91%
Fall 2017	61	90%
A term	28	86%
B term	33	94%
Spring 2018	50	80%
A term	31	81%
B term	19	79%
SLS3355L	75	100%
Lecture	36	100%
Fall 2017	36	100%
DYN	36	100%
Hybrid	39	100%
Spring 2018	39	100%
DYN	39	100%
Grand Total	2343	92%

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

2017-2018 Course Success Rates by Race/Ethnicity (1 of 4)

Program, Course, Race/Ethnicity	# Students Enrolled	Success Rate
6221 - BS-Elementary Ed.	1054	98%
EDE4223	20	100%
Hispanic	2	100%
Two or More Races	1	100%
White	17	100%
EDE4943	41	98%
Black	1	100%
Hispanic	3	100%
Two or More Races	1	100%
White	36	97%
EDF4430	104	98%
Asian	2	100%
Black	7	100%
Hispanic	13	100%
Two or More Races	5	100%
White	77	97%
EDF4603	132	95%
Asian	2	100%
Black	4	100%
Hispanic	16	88%
Two or More Races	4	100%
White	106	96%
EDG4323	108	96%
Asian	2	100%
Black	8	100%
Hispanic	13	100%
Two or More Races	2	100%
White	83	95%
EEX4070	41	100%
Black	1	100%
Hispanic	4	100%
Two or More Races	1	100%
White	35	100%

Program, Course, Race/Ethnicity	# Students Enrolled	Success Rate
6221 - BS-Elementary Ed.	1054	98%
ESE4945	55	96%
Black	2	100%
Hispanic	5	100%
Two or More Races	1	100%
White	47	96%
LAE3414	37	100%
Black	2	100%
Hispanic	5	100%
Two or More Races	2	100%
White	28	100%
LAE4314	43	100%
Black	1	100%
Hispanic	5	100%
Two or More Races	1	100%
White	36	100%
MAE4326	54	100%
Black	1	100%
Hispanic	7	100%
Two or More Races	1	100%
White	45	100%
MAE4803	16	100%
Black	1	100%
Hispanic	3	100%
White	12	100%
RED3309	49	98%
Black	2	100%
Hispanic	6	100%
Two or More Races	2	100%
White	39	97%
RED4511	49	96%
Black	1	100%
Hispanic	7	100%
Two or More Races	1	100%
White	40	95%

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

2017-2018 Course Success Rates by Race/Ethnicity (2 of 4)

Program, Course, Race/Ethnicity	# Students Enrolled	Success Rate
6221 - BS-Elementary Ed.	1054	98%
RED4519	41	100%
Black	1	100%
Hispanic	6	100%
Two or More Races	1	100%
White	33	100%
RED4844	48	100%
Black	1	100%
Hispanic	7	100%
Two or More Races	1	100%
White	39	100%
SCE3310	46	96%
Black	1	100%
Hispanic	7	100%
Two or More Races	1	100%
White	37	95%
SSE3312	51	100%
Black	1	100%
Hispanic	6	100%
Two or More Races	1	100%
White	43	100%
TSL3080	78	97%
Asian	1	100%
Black	3	100%
Hispanic	11	100%
Two or More Races	3	100%
White	60	97%
TSL4081	41	100%
Black	1	100%
Hispanic	5	100%
Two or More Races	1	100%
White	34	100%

Program, Course, Race/Ethnicity	# Students Enrolled	Success Rate
6222 - BS-Exceptional Ed.	37	97%
EEX3240	1	100%
White	1	100%
EEX4034	9	100%
Black	1	100%
Hispanic	2	100%
White	6	100%
EEX4221	6	100%
Hispanic	1	100%
White	5	100%
EEX4265	7	100%
Hispanic	1	100%
White	6	100%
EEX4601	6	100%
Hispanic	1	100%
White	5	100%
EEX4943	8	88%
Black	1	100%
Hispanic	1	100%
White	6	83%
6223 - BS-Secondary Math Ed.	4	75%
MAE4360	4	75%
Hispanic	1	100%
White	3	67%
6224 - BS-Secondary Biology Ed.	67	93%
EDF3214	39	90%
Asian	1	100%
Black	2	100%
Hispanic	3	100%
White	33	88%

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

2017-2018 Course Success Rates by Race/Ethnicity (3 of 4)

Program, Course, Race/Ethnicity	# Students Enrolled	Success Rate
6224 - BS-Secondary Biology Ed.	67	93%
EEX4242	8	100%
Hispanic	2	100%
White	6	100%
EME3434	7	86%
Hispanic	1	100%
White	6	83%
ESE4943	6	100%
Hispanic	1	100%
White	5	100%
LAE4361	6	100%
Hispanic	2	100%
White	4	100%
SCE4360	1	100%
White	1	100%
8008 - EPI	68	90%
EPI0940	23	91%
Asian	1	100%
Black	2	100%
Hispanic	2	100%
Two or More Races	1	100%
White	17	88%
RED3012	45	89%
Asian	1	100%
Black	2	100%
Hispanic	3	100%
Two or More Races	1	100%
White	38	87%
EDU - Education	1087	86%
EDF1005	222	86%
Black	15	73%
Hispanic	32	78%
Two or More Races	10	80%
White	165	88%

Program, Course, Race/Ethnicity	# Students Enrolled	Success Rate
EDU - Education	1087	86%
EDF2085	227	75%
Am. Ind	1	100%
Black	28	50%
Hispanic	31	77%
Two or More Races	7	57%
White	160	80%
EDG2905	9	100%
Hispanic	3	100%
White	6	100%
EDP2002	117	92%
Asian	1	100%
Black	8	75%
Hispanic	14	79%
Two or More Races	7	100%
White	87	95%
EEX2010	106	86%
Black	7	57%
Hispanic	15	93%
Two or More Races	3	67%
White	81	88%
EME2040	177	91%
Asian	1	100%
Black	11	91%
Hispanic	18	100%
Two or More Races	6	83%
White	141	90%
MAE2801	154	88%
Asian	1	100%
Black	10	80%
Hispanic	19	89%
Two or More Races	7	86%
White	117	88%

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

2017-2018 Course Success Rates by Race/Ethnicity (4 of 4)

Program, Course, Race/Ethnicity	# Students Enrolled	Success Rate
EDU - Education	1087	86%
SLS3355L	75	100%
Asian	1	100%
Black	3	100%
Hispanic	9	100%
Two or More Races	3	100%
White	59	100%
Grand Total	2317	92%

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

2017-2018 Overall Success Rates by IM and Race/Ethnicity

Program, Course, Race/Ethnicity	# Students Enrolled	Success Rate
6221 - BS-Elementary Education	1054	98%
Asian	7	100%
Black	39	100%
Hispanic	131	98%
Two or More Races	30	100%
White	847	98%
6222 - BS-Exceptional Education	37	97%
Black	2	100%
Hispanic	6	100%
White	29	97%
6223 - BS-Secondary Math Ed.	4	75%
Hispanic	1	100%
White	3	67%
6224 - BS-Secondary Biology Ed.	67	93%
Asian	1	100%
Black	2	100%
Hispanic	9	100%
White	55	91%
8008 - EPI	68	90%
Asian	2	100%
Black	4	100%
Hispanic	5	100%
Two or More Races	2	100%
White	55	87%
EDU - Education	1087	86%
Am. Ind	1	100%
Asian	4	100%
Black	82	68%
Hispanic	141	86%
Two or More Races	43	81%
White	816	89%
Grand Total	2317	92%

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

2017-2018 Success Rates by Campus and Race/Ethnicity (1 of 4)

Program, Course, Campus, Race/Ethnicity	# Students Enrolled	Success Rate
6221 - BS-Elementary Ed.	1054	98%
EDE4223	20	100%
DAYT	18	100%
Hispanic	1	100%
Two or More Races	1	100%
White	16	100%
ONLN	2	100%
Hispanic	1	100%
White	1	100%
EDE4943	41	98%
DAYT	41	98%
Black	1	100%
Hispanic	3	100%
Two or More Races	1	100%
White	36	97%
EDF4430	104	98%
DAYT	104	98%
Asian	2	100%
Black	7	100%
Hispanic	13	100%
Two or More Races	5	100%
White	77	97%
EDF4603	132	95%
ONLN	132	95%
Asian	2	100%
Black	4	100%
Hispanic	16	88%
Two or More Races	4	100%
White	106	96%
EDG4323	108	96%
DAYT	108	96%
Asian	2	100%
Black	8	100%
Hispanic	13	100%
Two or More Races	2	100%
White	83	95%

Program, Course, Campus, Race/Ethnicity	# Students Enrolled	Success Rate
6221 - BS-Elementary Ed.	1054	98%
EEX4070	41	100%
DAYT	41	100%
Black	1	100%
Hispanic	4	100%
Two or More Races	1	100%
White	35	100%
ESE4945	55	96%
DAYT	55	96%
Black	2	100%
Hispanic	5	100%
Two or More Races	1	100%
White	47	96%
LAE3414	37	100%
DAYT	37	100%
Black	2	100%
Hispanic	5	100%
Two or More Races	2	100%
White	28	100%
LAE4314	43	100%
ONLN	43	100%
Black	1	100%
Hispanic	5	100%
Two or More Races	1	100%
White	36	100%
MAE4326	54	100%
DAYT	54	100%
Black	1	100%
Hispanic	7	100%
Two or More Races	1	100%
White	45	100%
MAE4803	16	100%
DAYT	16	100%
Black	1	100%
Hispanic	3	100%
White	12	100%

2017-2018 Success Rates by Campus and Race/Ethnicity (2 of 4)

Program, Course, Campus, Race/Ethnicity	# Students Enrolled	Success Rate
6221 - BS-Elementary Ed.	1054	98%
RED3309	49	98%
DAYT	49	98%
Black	2	100%
Hispanic	6	100%
Two or More Races	2	100%
White	39	97%
RED4511	49	96%
DAYT	49	96%
Black	1	100%
Hispanic	7	100%
Two or More Races	1	100%
White	40	95%
RED4519	41	100%
DAYT	41	100%
Black	1	100%
Hispanic	6	100%
Two or More Races	1	100%
White	33	100%
RED4844	48	100%
DAYT	38	100%
Black	1	100%
Hispanic	7	100%
Two or More Races	1	100%
White	29	100%
DLND	10	100%
White	10	100%
SCE3310	46	96%
DAYT	46	96%
Black	1	100%
Hispanic	7	100%
Two or More Races	1	100%
White	37	95%

Program, Course, Campus, Race/Ethnicity	# Students Enrolled	Success Rate
6221 - BS-Elementary Ed.	1054	98%
SSE3312	51	100%
DAYT	50	100%
Black	1	100%
Hispanic	5	100%
Two or More Races	1	100%
White	43	100%
ONLN	1	100%
Hispanic	1	100%
TSL3080	78	97%
DAYT	78	97%
Asian	1	100%
Black	3	100%
Hispanic	11	100%
Two or More Races	3	100%
White	60	97%
TSL4081	41	100%
DAYT	41	100%
Black	1	100%
Hispanic	5	100%
Two or More Races	1	100%
White	34	100%
6222 - BS-Exceptional Ed.	37	97%
EEX3240	1	100%
ONLN	1	100%
White	1	100%
EEX4034	9	100%
ONLN	9	100%
Black	1	100%
Hispanic	2	100%
White	6	100%
EEX4221	6	100%
DAYT	6	100%
Hispanic	1	100%
White	5	100%

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

2017-2018 Success Rates by Campus and Race/Ethnicity (3 of 4)

Program, Course, Campus, Race/Ethnicity	# Students Enrolled	Success Rate
6222 - BS-Exceptional Ed.	37	97%
EEX4265	7	100%
ONLN	7	100%
Hispanic	1	100%
White	6	100%
EEX4601	6	100%
DAYT	6	100%
Hispanic	1	100%
White	5	100%
EEX4943	8	88%
DAYT	8	88%
Black	1	100%
Hispanic	1	100%
White	6	83%
6223 - BS-Secondary Math Ed.	4	75%
MAE4360	4	75%
DAYT	4	75%
Hispanic	1	100%
White	3	67%
6224 - BS-Secondary Biology Ed.	67	93%
EDF3214	39	90%
DAYT	15	93%
Black	1	100%
Hispanic	2	100%
White	12	92%
ONLN	24	88%
Asian	1	100%
Black	1	100%
Hispanic	1	100%
White	21	86%
EEX4242	8	100%
DAYT	7	100%
Hispanic	2	100%
White	5	100%
ONLN	1	100%
White	1	100%

Program, Course, Campus, Race/Ethnicity	# Students Enrolled	Success Rate
6224 - BS-Secondary Biology Ed.	67	93%
EME3434	7	86%
ONLN	7	86%
Hispanic	1	100%
White	6	83%
ESE4943	6	100%
DAYT	6	100%
Hispanic	1	100%
White	5	100%
LAE4361	6	100%
DAYT	6	100%
Hispanic	2	100%
White	4	100%
SCE4360	1	100%
DAYT	1	100%
White	1	100%
8008 - EPI	68	90%
EPI0940	23	91%
DAYT	23	91%
Asian	1	100%
Black	2	100%
Hispanic	2	100%
Two or More Races	1	100%
White	17	88%
RED3012	45	89%
ONLN	45	89%
Asian	1	100%
Black	2	100%
Hispanic	3	100%
Two or More Races	1	100%
White	38	87%

2017-2018 Success Rates by Campus and Race/Ethnicity (4 of 4)

Program, Course, Campus, Race/Ethnicity	# Students Enrolled	Success Rate
EDU - Education	1087	86%
EDF1005	222	86%
DAYT	41	85%
Black	3	33%
Hispanic	7	71%
Two or More Races	1	0%
White	30	97%
ONLN	181	86%
Black	12	83%
Hispanic	25	80%
Two or More Races	9	89%
White	135	87%
EDF2085	227	75%
ONLN	227	75%
Am. Ind	1	100%
Black	28	50%
Hispanic	31	77%
Two or More Races	7	57%
White	160	80%
EDG2905	9	100%
DAYT	9	100%
Hispanic	3	100%
White	6	100%
EDP2002	117	92%
ONLN	117	92%
Asian	1	100%
Black	8	75%
Hispanic	14	79%
Two or More Races	7	100%
White	87	95%

Program, Course, Campus, Race/Ethnicity	# Students Enrolled	Success Rate
EDU - Education	1087	86%
EEX2010	106	86%
DAYT	26	88%
Black	1	0%
Hispanic	5	80%
Two or More Races	1	100%
White	19	95%
ONLN	80	85%
Black	6	67%
Hispanic	10	100%
Two or More Races	2	50%
White	62	85%
EME2040	177	91%
DAYT	15	93%
Black	1	100%
Hispanic	1	100%
Two or More Races	1	0%
White	12	100%
ONLN	162	91%
Asian	1	100%
Black	10	90%
Hispanic	17	100%
Two or More Races	5	100%
White	129	89%
MAE2801	154	88%
ONLN	154	88%
Asian	1	100%
Black	10	80%
Hispanic	19	89%
Two or More Races	7	86%
White	117	88%
SLS3355L	75	100%
DAYT	75	100%
Asian	1	100%
Black	3	100%
Hispanic	9	100%
Two or More Races	3	100%
White	59	100%
Grand Total	2317	92%

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

2017-2018 Success Rates by IM and Race/Ethnicity (1 of 5)

Program, Course, IM, Race/Ethnicity	# Students Enrolled	Success Rate
6221 - BS-Elementary Ed.	1054	98%
EDE4223	20	100%
IS	2	100%
Hispanic	1	100%
White	1	100%
Lecture	18	100%
Hispanic	1	100%
Two or More Races	1	100%
White	16	100%
EDE4943	41	98%
Lecture	16	94%
Hispanic	1	100%
Two or More Races	1	100%
White	14	93%
Hybrid	25	100%
Black	1	100%
Hispanic	2	100%
White	22	100%
EDF4430	104	98%
Hybrid	104	98%
Asian	2	100%
Black	7	100%
Hispanic	13	100%
Two or More Races	5	100%
White	77	97%
EDF4603	132	95%
Online	132	95%
Asian	2	100%
Black	4	100%
Hispanic	16	88%
Two or More Races	4	100%
White	106	96%
EDG4323	108	96%
IS	1	100%
White	1	100%

Program, Course, IM, Race/Ethnicity	# Students Enrolled	Success Rate
6221 - BS-Elementary Ed.	1054	98%
EDG4323	108	96%
Hybrid	107	96%
Asian	2	100%
Black	8	100%
Hispanic	13	100%
Two or More Races	2	100%
White	82	95%
EEX4070	41	100%
Hybrid	41	100%
Black	1	100%
Hispanic	4	100%
Two or More Races	1	100%
White	35	100%
ESE4945	55	96%
Hybrid	55	96%
Black	2	100%
Hispanic	5	100%
Two or More Races	1	100%
White	47	96%
LAE3414	37	100%
Hybrid	37	100%
Black	2	100%
Hispanic	5	100%
Two or More Races	2	100%
White	28	100%
LAE4314	43	100%
Online	43	100%
Black	1	100%
Hispanic	5	100%
Two or More Races	1	100%
White	36	100%

2017-2018 Success Rates by IM and Race/Ethnicity (2 of 5)

Program, Course, IM, Race/Ethnicity	# Students Enrolled	Success Rate
6221 - BS-Elementary Ed.	1054	98%
MAE4326	54	100%
Hybrid	54	100%
Black	1	100%
Hispanic	7	100%
Two or More Races	1	100%
White	45	100%
MAE4803	16	100%
Hybrid	16	100%
Black	1	100%
Hispanic	3	100%
White	12	100%
RED3309	49	98%
Hybrid	49	98%
Black	2	100%
Hispanic	6	100%
Two or More Races	2	100%
White	39	97%
RED4511	49	96%
Hybrid	49	96%
Black	1	100%
Hispanic	7	100%
Two or More Races	1	100%
White	40	95%
RED4519	41	100%
Hybrid	41	100%
Black	1	100%
Hispanic	6	100%
Two or More Races	1	100%
White	33	100%
RED4844	48	100%
Hybrid	48	100%
Black	1	100%
Hispanic	7	100%
Two or More Races	1	100%
White	39	100%

Program, Course, IM, Race/Ethnicity	# Students Enrolled	Success Rate
6221 - BS-Elementary Ed.	1054	98%
SCE3310	46	96%
Hybrid	46	96%
Black	1	100%
Hispanic	7	100%
Two or More Races	1	100%
White	37	95%
SSE3312	51	100%
IS	1	100%
Hispanic	1	100%
Hybrid	50	100%
Black	1	100%
Hispanic	5	100%
Two or More Races	1	100%
White	43	100%
TSL3080	78	97%
Hybrid	78	97%
Asian	1	100%
Black	3	100%
Hispanic	11	100%
Two or More Races	3	100%
White	60	97%
TSL4081	41	100%
IS	1	100%
White	1	100%
Hybrid	40	100%
Black	1	100%
Hispanic	5	100%
Two or More Races	1	100%
White	33	100%
6222 - BS-Exceptional Ed.	37	97%
EEX3240	1	100%
IS	1	100%
White	1	100%

2017-2018 Success Rates by IM and Race/Ethnicity (3 of 5)

Program, Course, IM, Race/Ethnicity	# Students Enrolled	Success Rate
6222 - BS-Exceptional Ed.	37	97%
EEX4034	9	100%
Online	9	100%
Black	1	100%
Hispanic	2	100%
White	6	100%
EEX4221	6	100%
Hybrid	6	100%
Hispanic	1	100%
White	5	100%
EEX4265	7	100%
Online	7	100%
Hispanic	1	100%
White	6	100%
EEX4601	6	100%
Hybrid	6	100%
Hispanic	1	100%
White	5	100%
EEX4943	8	88%
Lecture	5	80%
Black	1	100%
White	4	75%
Hybrid	3	100%
Hispanic	1	100%
White	2	100%
6223 - BS-Secondary Math Ed.	4	75%
MAE4360	4	75%
Hybrid	4	75%
Hispanic	1	100%
White	3	67%

Program, Course, IM, Race/Ethnicity	# Students Enrolled	Success Rate
6224 - BS-Secondary Biology Ed.	67	93%
EDF3214	39	90%
Online	24	88%
Asian	1	100%
Black	1	100%
Hispanic	1	100%
White	21	86%
Hybrid	15	93%
Black	1	100%
Hispanic	2	100%
White	12	92%
EEX4242	8	100%
IS	1	100%
White	1	100%
Hybrid	7	100%
Hispanic	2	100%
White	5	100%
EME3434	7	86%
Online	7	86%
Hispanic	1	100%
White	6	83%
ESE4943	6	100%
Lecture	2	100%
White	2	100%
Hybrid	4	100%
Hispanic	1	100%
White	3	100%
LAE4361	6	100%
Hybrid	6	100%
Hispanic	2	100%
White	4	100%
SCE4360	1	100%
Hybrid	1	100%
White	1	100%

Program, Course, IM, Race/Ethnicity	# Students Enrolled	Success Rate
8008 - EPI	68	90%
EPI0940	23	91%
Lecture	15	87%
Asian	1	100%
Black	1	100%
Hispanic	1	100%
Two or More Races	1	100%
White	11	82%
Hybrid	8	100%
Black	1	100%
Hispanic	1	100%
White	6	100%
RED3012	45	89%
Online	45	89%
Asian	1	100%
Black	2	100%
Hispanic	3	100%
Two or More Races	1	100%
White	38	87%
EDU - Education	1087	86%
EDF1005	222	86%
Online	181	86%
Black	12	83%
Hispanic	25	80%
Two or More Races	9	89%
White	135	87%
Hybrid	41	85%
Black	3	33%
Hispanic	7	71%
Two or More Races	1	0%
White	30	97%
EDF2085	227	75%
Online	227	75%
Am. Ind	1	100%
Black	28	50%
Hispanic	31	77%
Two or More Races	7	57%
White	160	80%

Program, Course, IM, Race/Ethnicity	# Students Enrolled	Success Rate
EDU - Education	1087	86%
EDG2905	9	100%
Hybrid	9	100%
Hispanic	3	100%
White	6	100%
EDP2002	117	92%
Online	117	92%
Asian	1	100%
Black	8	75%
Hispanic	14	79%
Two or More Races	7	100%
White	87	95%
EEX2010	106	86%
Online	80	85%
Black	6	67%
Hispanic	10	100%
Two or More Races	2	50%
White	62	85%
Hybrid	26	88%
Black	1	0%
Hispanic	5	80%
Two or More Races	1	100%
White	19	95%
EME2040	177	91%
Online	162	91%
Asian	1	100%
Black	10	90%
Hispanic	17	100%
Two or More Races	5	100%
White	129	89%
Hybrid	15	93%
Black	1	100%
Hispanic	1	100%
Two or More Races	1	0%
White	12	100%

2017-2018 Success Rates by IM and Race/Ethnicity (5 of 5)

Program, Course, IM, Race/Ethnicity	# Students Enrolled	Success Rate
EDU - Education	1087	86%
MAE2801	154	88%
Online	154	88%
Asian	1	100%
Black	10	80%
Hispanic	19	89%
Two or More Races	7	86%
White	117	88%
SLS3355L	75	100%
Lecture	36	100%
Black	1	100%
Hispanic	5	100%
White	30	100%
Hybrid	39	100%
Asian	1	100%
Black	2	100%
Hispanic	4	100%
Two or More Races	3	100%
White	29	100%
Grand Total	2317	92%

Grade Distribution (1 of 5)

Course	Summer 2017							
	A	B	C	D	F	FNs	Ws	W1s
6221 - BS-Elementary Ed.	91(88.3%)	9(8.8%)	2(1.9%)	0(0%)	0(0%)	0(0%)	1(1%)	0(0%)
EDF4603	57	6	2	0	0	0	1	0
LAE4314	34	3	0	0	0	0	0	0
EDU - Education	134(63.2%)	34(16%)	18(8.5%)	4(1.9%)	10(4.7%)	4(1.9%)	5(2.4%)	3(1.4%)
EDF1005	18	5	3	0	4	1	2	0
EDF2085	21	6	1	1	0	3	2	3
EDG2905	9	0	0	0	0	0	0	0
EDP2002	27	3	1	0	4	0	0	0
EME2040	39	6	7	0	1	0	1	0
MAE2801	20	14	6	3	1	0	0	0

Grade Distribution (2 of 5)

Course	Fall 2017							
	A	B	C	D	F	FNs	Ws	W1s
6221 - BS-Elementary Ed.	345(82.5%)	45(10.8%)	10(2.4%)	0(0%)	5(1.2%)	0(0%)	13(3.1%)	0(0%)
EDE4223	16	2	0	0	0	0	0	0
EDE4943	0	0	0	0	0	0	1	0
EDF4430	42	15	1	0	0	0	2	0
EDF4603	27	3	1	0	2	0	3	0
EDG4323	51	2	1	0	1	0	2	0
EEX4070	22	0	0	0	0	0	0	0
ESE4945	0	0	0	0	1	0	1	0
LAE3414	14	0	1	0	0	0	0	0
MAE4326	25	2	1	0	0	0	0	0
RED3309	14	5	1	0	0	0	1	0
RED4511	25	2	0	0	0	0	1	0
RED4519	17	3	1	0	0	0	0	0
RED4844	0	0	0	0	0	0	0	0
SCE3310	19	5	0	0	1	0	0	0
SSE3312	46	3	1	0	0	0	0	0
TSL3080	26	3	2	0	0	0	2	0
TSL4081	1	0	0	0	0	0	0	0
6222 - BS-Exceptional Ed.	15(93.8%)	0(0%)	0(0%)	0(0%)	1(6.2%)	0(0%)	0(0%)	0(0%)
EEX4034	3	0	0	0	0	0	0	0
EEX4221	6	0	0	0	0	0	0	0
EEX4601	6	0	0	0	0	0	0	0
EEX4943	0	0	0	0	1	0	0	0

Grade Distribution (3 of 5)

Course	Fall 2017							
	A	B	C	D	F	FNs	Ws	W1s
6224 - BS-Secondary Biology Ed.	23(76.7%)	4(13.4%)	1(3.3%)	0(0%)	1(3.3%)	0(0%)	1(3.3%)	0(0%)
EDF3214	14	0	0	0	0	0	1	0
EEX4242	5	2	1	0	0	0	0	0
EME3434	4	2	0	0	1	0	0	0
ESE4943	0	0	0	0	0	0	0	0
8008 - EPI	25	2	0	0	0	0	3	2
EPI0940	0	0	0	0	0	0	2	0
RED3012	25	2	0	0	0	0	1	2
EDU - Education	198(49.3%)	75(18.7%)	65(16.2%)	8(2%)	28(7%)	8(2%)	9(2.2%)	11(2.6%)
EDF1005	53	19	13	3	9	3	1	1
EDF2085	30	18	13	1	8	3	6	6
EDP2002	27	3	10	0	1	0	0	0
EEX2010	25	8	6	0	1	2	2	2
EME2040	47	7	4	0	7	0	0	2
MAE2801	16	20	19	4	2	0	0	0
SLS3355L	0	0	0	0	0	0	0	0

Grade Distribution (4 of 5)

Course	Spring 2018							
	A	B	C	D	F	FNs	Ws	W1s
6221 - BS-Elementary Ed.	327(81.9%)	57(14.3%)	12(3%)	0(0%)	1(0.3%)	0(0%)	2(0.5%)	0(0%)
EDE4223	2	0	0	0	0	0	0	0
EDE4943	0	0	0	0	0	0	0	0
EDF4430	26	16	4	0	0	0	0	0
EDF4603	30	1	1	0	0	0	0	0
EDG4323	50	2	0	0	0	0	1	0
EEX4070	19	0	0	0	0	0	0	0
ESE4945	0	0	0	0	0	0	0	0
LAE3414	16	6	0	0	0	0	0	0
LAE4314	6	0	0	0	0	0	0	0
MAE4326	20	6	0	0	0	0	0	0
MAE4803	14	2	0	0	0	0	0	0
RED3309	22	4	2	0	0	0	0	0
RED4511	16	4	0	0	0	0	1	0
RED4519	12	6	2	0	0	0	0	0
RED4844	0	0	0	0	0	0	0	0
SCE3310	14	5	1	0	1	0	0	0
SSE3312	1	0	0	0	0	0	0	0
TSL3080	42	3	1	0	0	0	0	0
TSL4081	37	2	1	0	0	0	0	0
6222 - BS-Exceptional Ed.	13(92.9%)	1(7.1%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
EEX3240	1	0	0	0	0	0	0	0
EEX4034	5	1	0	0	0	0	0	0
EEX4265	7	0	0	0	0	0	0	0
EEX4943	0	0	0	0	0	0	0	0

Grade Distribution (5 of 5)

Course	Spring 2018							
	A	B	C	D	F	FNs	Ws	W1s
6223 - BS-Secondary Math Ed.	1(25%)	2(50%)	0(0%)	1(25%)	0(0%)	0(0%)	0(0%)	0(0%)
MAE4360	1	2	0	1	0	0	0	0
6224 - BS-Secondary Biology Ed.	24(77.4%)	2(6.5%)	2(6.5%)	0(0%)	1(3.2%)	0(0%)	1(3.2%)	1(3.2%)
EDF3214	20	1	0	0	1	0	1	1
ESE4943	0	0	0	0	0	0	0	0
LAE4361	3	1	2	0	0	0	0	0
SCE4360	1	0	0	0	0	0	0	0
8008 - EPI	13	2	0	0	0	0	1	1
EPI0940	0	0	0	0	0	0	0	0
RED3012	13	2	0	0	0	0	1	1
EDU - Education	229(57.5%)	62(15.6%)	45(11.3%)	7(1.8%)	19(4.8%)	0(0%)	25(6.3%)	11(2.8%)
EDF1005	60	8	12	0	3	0	5	1
EDF2085	41	22	14	2	10	0	11	3
EDP2002	32	0	3	0	2	0	2	0
EEX2010	38	10	5	1	1	0	4	2
EME2040	39	8	4	0	0	0	1	4
MAE2801	19	14	7	4	3	0	2	1
SLS3355L	0	0	0	0	0	0	0	0
Grand Total	1,438(69.3%)	295(14.2%)	155(7.5%)	20(1%)	66(3.2%)	12(0.6%)	61(2.9%)	29(1.4%)

Average Class Size by Course (1 of 2)

Major and Associated Courses		2014-2015		2015-2016		2016-2017		2017-2018	
		Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size
6221- BS-Elementary Education	EDE4223	2	25	2	20	2	19	2	10
	EDE4943					12	4	11	4
	EDF4430	4	36	4	28	4	33	4	27
	EDF4603	4	24	6	28	4	30	6	22
	EDG4323	4	34	4	25	4	32	5	22
	EEX4070	2	24	2	27	2	17	2	21
	ESE4945	2	39	3	20	4	14	4	14
	LAE3414	2	30	2	17	2	26	2	19
	LAE4314	2	24	3	27	2	17	3	14
	MAE4326	2	30	2	36	2	20	2	27
	MAEE4803							1	16
	RED3309	2	38	2	21	2	30	2	25
	RED4511	2	32	2	30	2	22	2	25
	RED4519	2	31	2	24	2	26	2	21
	RED4844	3	21	4	16	4	15	4	12
	SCE3310	2	31	2	29	2	23	2	23
	SSE3312	2	34	2	28	2	21	3	17
	TSL3080	3	30	2	21	3	22	4	20
TSL4081	2	31	3	21	2	23	3	14	
Major	42	30	47	24	57	19	64	17	
6222 - BS-Exceptional Education	EEX3240	1	15	1	7	1	10	1	1
	EEX3280	2	10	1	9	1	20	2	5
	EEX4034	2	9	1	36	2	10	1	6
	EEX4221	1	9	1	16	1	7	1	7
	EEX4601	1	8	1	15	1	8	1	6
	EEX4943					5	1	6	1
	Major	7	10	5	17	11	6	12	3

To prevent data from skewing, the following instructional methods are excluded: Labs associated with lectures, Private/Performance, Clinicals, Co-op, DIS, Field trips and Internships.

Source: IR Program Assessment Data

Average Class Size by Course (2 of 2)

Major or Dept. and Associated Courses		2014-2015		2015-2016		2016-2017		2017-2018	
		Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size
6223 - BS- Secondary Math Ed.	MAE4360	1	4	1	5	1	3	1	4
	Major	1	4	1	5	1	3	1	4
6224 - BS- Secondary Biology Ed.	EDF3214	2	21	2	28	2	31	2	20
	EEX4242	1	8	1	5	1	7	2	4
	EME3434	1	10	1	5	1	7	1	7
	ESE4943					3	2	3	2
	LAE4361	1	10	1	7	1	8	1	6
	SCE4360			1	5	1	4	1	1
	Major	5	14	6	13	9	11	10	7
8008	EPI0940					14	1	15	2
	RED3012					2	28	2	24
	Major					16	5	17	4
EDU - Education	EDF1005	11	24	14	22	10	24	9	25
	EDF2085	10	25	12	23	9	28	9	25
	EDG2905	1	8	1	8			1	9
	EDP2002	3	19	3	24	3	27	3	38
	EEX2010							6	18
	EME2040	10	26	10	28			7	25
	MAE2801	4	24	6	26	6	22	6	26
	SLS3355L					11	9	8	9
	Major	39	24	46	24	49	22	49	22
Total		94	25	105	23	143	17	153	15

To prevent data from skewing, the following instructional methods are excluded: Labs associated with lectures, Private/Performance, Clinicals, Co-op, DIS, Field trips and Internships.

Source: IR Program Assessment Data

Average Class Size by Instructional Method- Multiple Methods Only (1 of 2)

Major or Dept., Associated Courses and Instructional Method			2017-2018	
			Sections	Avg. Size
6221 - BS-Elementary Education	EDE4943	Lecture	4	4
		Hybrid	7	4
		Course	11	4
6222 - BS-Exceptional Education	EEX4943	Lecture	3	2
		Hybrid	3	1
		Course	6	1
6224 - BS-Secondary Biology Ed.	EDF3214	Online	1	24
		Hybrid	1	15
		Course	2	20
8008 - EPI	EPI0940	Lecture	8	2
		Hybrid	7	1
		Course	15	2

College Total

Instructional Method	2014-2015 Avg. Size	2015-2016 Avg. Size	2016-2017 Avg. Size	2017-2018 Avg. Size
Hybrid	22	21	23	22
Lecture	22	22	21	21
Online	29	30	30	29

To prevent data from skewing, the following instructional methods are excluded: labs associated with lectures, Private/Performance, OJT, clinicals, co-op, DIS, field trips and internships. Years are reporting years, SU-SP. Blank cells or missing years indicate no enrollment.

Source: IR Program Assessment Data

Average Class Size by Instructional Method- Multiple Methods Only (2 of 2)

Major or Dept., Associated Courses and Instructional Method			2014-2015		2015-2016		2016-2017		2017-2018	
			Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size	Sections	Avg. Size
EDU - Education	EDF1005	Hybrid	5	24	7	20	5	17	7	26
		Online	6	24	7	23	5	31	2	21
		Course	11	24	14	22	10	24	9	25
	EDF2085	Hybrid	3	24	5	23	4	27		
		Lecture	1	24	7	22				
		Online	6	26			5	29	9	25
		Course	10	25	12	23	9	28	9	25
	EEX2010	Online							4	20
		Hybrid							2	13
		Course							6	18
	EME2040	Hybrid	3	25	3	21	3	18	6	27
		Online	7	26	7	31	7	32	1	16
		Course	10	26	10	28	10	28	7	25
	SLS3335L	Lecture							4	9
		Hybrid							4	10
		Course							8	9

College Total

Instructional Method	2014-2015 Avg. Size	2015-2016 Avg. Size	2016-2017 Avg. Size	2017-2018 Avg. Size
Hybrid	22	21	23	22
Lecture	22	22	21	21
Online	29	30	30	29

To prevent data from skewing, the following instructional methods are excluded: labs associated with lectures, Private/Performance, OJT, clinicals, co-op, DIS, field trips and internships. Years are reporting years, SU-SP. Blank cells or missing years indicate no enrollment.

Source: IR Program Assessment Data

Overall Average Class Size by Instructional Method

Major or Dept. and Instructional Method		2017-2018	
		Sections	Avg. Size
6221 - BS-Elementary Education	IS	4	1
	Online	9	20
	Lecture	5	7
	Hybrid	46	18
	Program	64	17
6222 - BS-Exceptional Education	IS	1	1
	Online	3	5
	Lecture	3	2
	Hybrid	5	3
	Program	12	3
6223 - BS-Secondary Math Ed.	Hybrid	1	4
	Program	1	4
6224 - BS-Secondary Biology Ed.	IS	1	1
	Online	2	16
	Lecture	1	2
	Hybrid	6	6
	Program	10	7
8008 - EPI	Online	2	24
	Lecture	8	2
	Hybrid	7	1
	Program	17	4
EDU - Education	Online	35	26
	Lecture	4	9
	Hybrid	10	13
	Program	49	22
Grand Total		153	15

College Total

Instructional Method	2014-2015	2015-2016	2016-2017	2017-2018
	Avg. Size	Avg. Size	Avg. Size	Avg. Size
Hybrid	22	21	23	22
Lecture	22	22	21	21
Online	29	30	30	29

To prevent data from skewing, the following instructional methods are excluded: labs associated with lectures, Private/Performance, OJT, clinicals, co-op, DIS, field trips and internships. Years are reporting years, SU-SP. Blank cells or missing years indicate no enrollment.

Source: IR Program Assessment Data

Program, Course, & Campus	# of Sections	Avg. Size
6221 - BS-Elementary Ed.	64	17
EDE4223	2	10
DAYT	1	18
ONLN	1	2
EDE4943	11	4
DAYT	11	4
EDF4430	4	27
DAYT	4	27
EDF4603	6	22
ONLN	6	22
EDG4323	5	22
DAYT	5	22
EEX4070	2	21
DAYT	2	21
ESE4945	4	14
DAYT	4	14
LAE3414	2	19
DAYT	2	19
LAE4314	3	14
ONLN	3	14
MAE4326	2	27
DAYT	2	27
MAE4803	1	16
DAYT	1	16
RED3309	2	25
DAYT	2	25
RED4511	2	25
DAYT	2	25
RED4519	2	21
DAYT	2	21
RED4844	4	12
DAYT	3	13
DLND	1	10
SCE3310	2	23
DAYT	2	23

Program, Course, & Campus	# of Sections	Avg. Size
6221 - BS-Elementary Ed.	64	17
TSL3080	4	20
DAYT	4	20
TSL4081	3	14
DAYT	3	14
6222 - BS-Exceptional Ed.	12	3
EEX3240	1	1
ONLN	1	1
EEX4034	2	5
ONLN	2	5
EEX4221	1	6
DAYT	1	6
EEX4265	1	7
ONLN	1	7
EEX4601	1	6
DAYT	1	6
EEX4943	6	1
DAYT	6	1
6223 - BS-Secondary Math Ed.	1	4
MAE4360	1	4
DAYT	1	4
6224 - BS-Secondary Biology Ed.	10	7
EDF3214	2	20
DAYT	1	15
ONLN	1	24
EEX4242	2	4
DAYT	1	7
ONLN	1	1
EME3434	1	7
ONLN	1	7
ESE4943	3	2
DAYT	3	2
LAE4361	1	6
DAYT	1	6
SCE4360	1	1
DAYT	1	1

2017-2018 Average Class Size by Campus (2 of 2)

Program, Course, & Campus	# of Sections	Avg. Size
8008 - EPI	17	4
EPI0940	15	2
DAYT	15	2
RED3012	2	24
ONLN	2	24
EDU - Education	49	22
EDF1005	9	25
DAYT	2	21
ONLN	7	26
EDF2085	9	25
ONLN	9	25
EDG2905	1	9
DAYT	1	9
EDP2002	3	38
ONLN	3	38
EEX2010	6	18
DAYT	2	13
ONLN	4	20
EME2040	7	25
DAYT	1	16
ONLN	6	27
MAE2801	6	26
ONLN	6	26
SLS3355L	8	9
DAYT	8	9
Grand Total	153	15

2017-2018 Overall Average Class Size by Campus

Program, Course, & Campus	# of Sections	Avg. Size
6221 - BS-Elementary Education	64	17
DAYT	52	17
DLND	1	10
ONLN	11	16
6222 - BS-Exceptional Education	12	3
DAYT	8	3
ONLN	4	4
6223 - BS-Secondary Math Ed.	1	4
DAYT	1	4
6224 - BS-Secondary Biology Ed.	10	7
DAYT	7	5
ONLN	3	11
8008 - EPI	17	4
DAYT	15	2
ONLN	2	24
EDU - Education	49	22
DAYT	14	12
ONLN	35	26
Grand Total	153	15

Performance Funding - Graduation Rates

Major	Fall Cohort Year	# in Cohort	150% Graduates	150% Graduation Rate	200% Graduates	200% Graduation Rate
6221- Elementary Education	2012	36	26	72.2%	27	75%
	2013	15	11	73.3%	12	80.0%
	2014 – 200% in Progress	30	17	56.7%	20	66.7%
	2015 – In progress	16	12	75%	12	75%
6222- Exceptional Education	2012	8	5	62.5%	6	75%
	2013	7	4	57.1%	4	57.1%
	2014 – 200% in Progress	11	9	81.8%	9	81.8%
	2015 – In progress	3	3	100%	3	100%
6223- Secondary Math Education	2012	2	2	100.0%	2	100.0%
	2013	3	1	33.3%	1	33.3%
	2014 –200% in Progress	0				
	2015 – In progress	4	2	50%	2	50%
6224- Secondary Biology Education	2012	5	3	60.0%	4	80.0%
	2013	1	1	100%	1	100%
	2014 – 200% in Progress	0				
	2015 – In progress	1	1	100%	1	100%
6226 - BS-Secondary Chemistry Ed.	2014 – 200% in Progress	1	1	100%	1	100%
6227 - BS-Sec. Earth/Space Science	2013	0				
	2014 – 200% in Progress	1	1	100%	1	100%
	2015 – In progress	1	1	100%	1	100%
8008- EPI	2014	20	1	5.0%	2	10.0%
	2015	19	2	10.5%	2	10.5%
	2016 - 200% in Progress	18	4	22.2%	6	33.3%
	2017- In Progress	13	1	7.7%	1	7.7%

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

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

Source: IR Program Assessment Data

Graduation Rates by Race /Ethnicity (1 of 2)

Major	Fall Cohort Year	Race/Ethnicity	# in Cohort	Graduated within 150% Time	150% Graduation Rate	Graduated within 200% Time	200% Graduation Rate
622100 - Elementary Education B.S.	2012	Asian	1	0	0.0%	0	0.0%
		Black	1	1	100.0%	1	100.0%
		Hispanic	6	5	83.3%	5	83.3%
		White	28	20	71.4%	21	75.0%
	2013	Black	1	0	0.0%	0	0.0%
		White	14	11	78.6%	12	85.7%
	2014	Hispanic	3	0	0.0%	0	0.0%
		Two or More Races	3	0	0.0%	1	33.3%
		White	24	17	70.8%	19	79.2%
	2015	Asian	1	1	100.0%	1	100.0%
Two or More Races		1	1	100.0%	1	100.0%	
White		14	10	71.4%	10	71.4%	
622200 - Exceptional Student Ed. B.S.	2012	Black	1	1	100.0%	1	100.0%
		Hispanic	1	1	100.0%	1	100.0%
		White	6	3	50.0%	4	66.7%
	2013	White	7	4	57.1%	4	57.1%
	2014	Black	1	1	100.0%	1	100.0%
		White	10	8	80.0%	8	80.0%
2015	White	3	3	100.0%	3	100.0%	
622300 - Secondary Mathematics Ed. B.S.	2012	White	2	2	100.0%	2	100.0%
	2013	Hispanic	1	0	0.0%	0	0.0%
		White	2	1	50.0%	1	50.0%
	2015	White	4	2	50.0%	2	50.0%

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

Fall Cohort Year includes prior Summer term enrollment in major.

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

Source: IR Program Assessment Data

Graduation Rates by Race /Ethnicity (2 of 2)

Major	Fall Cohort Year	Race/Ethnicity	# in Cohort	Graduated within 150% Time	150% Graduation Rate	Graduated within 200% Time	200% Graduation Rate
622400 - Secondary Biology Ed. B.S.	2012	White	5	3	60%	4	80%
	2013	White	1	1	100%	1	100%
	2015	White	1	1	100%	1	100%
622600 - Secondary Chemistry Ed. B.S.	2014	White	1	1	100%	1	100%
622700 - Secondary Earth/Space Ed. B.S.	2012	White	1	1	100%	1	100%
	2014	White	1	1	100%	1	100%
	2015	White	1	1	100%	1	100%
800800 - Educator Preparation Institute	2014	Black	3	0	0%	1	10%
		Hispanic	3	0	0%	0	0%
		White	14	1	7.1%	1	7.1%
	2015	Black	3	0	0%	0	0%
		Hispanic	2	0	0%	0	0%
		White	14	2	14.3%	2	14.3%
	2016	Black	1	0	0%	0	0%
		Hispanic	3	1	33.3%	2	66.7%
		White	14	3	21.4%	4	28.6%
	2017	Hispanic	1	0	0%	0	0%
White		12	1	8.3%	1	8.3%	

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

Fall Cohort Year includes prior Summer term enrollment in major.

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

Source: IR Program Assessment Data

Performance Funding - Retention Rates

Major	Fall Term	Registered	Excluded	Retained by DSC		Retained by Program		Total Retained
				N	%	N	%	
6221 BS-Elementary Education	2013	120	44	0	0%	68	89%	89%
	2014	124	54	3	4.29%	61	87.1%	91.4%
	2015	59	19	0	0%	25	62.5%	62.5%
	2016	81	31	0	0%	41	82%	82%
6222 BS-Exceptional Education	2013	29	8	1	5%	18	86%	90%
	2014	31	13	0	0%	15	83.3%	83.3%
	2015	12	8	0	0%	2	50%	50%
	2016	15	4	0	0%	8	73%	73%
6223 BS-Secondary Math Ed.	2013	8	0	0	0%	6	75%	75%
	2014	10	3	1	14.3%	5	71.4%	85.7%
	2015	8	3	0	0%	4	80%	80%
	2016	9	2	1	14%	5	71%	86%
6224 BS-Secondary Biology Ed.	2013	12	6	0	0%	6	100%	100%
	2014	6	4	0	0%	1	50%	50%
	2015	2	1	0	0%	1	100%	100%
	2016	3	2	0	0%	1	100%	100%
6226 BS-Secondary Chemistry Ed.	2014	1	0	0	0%	1	100%	100%
	2015	0						
	2016	3	1	0	0%	2	100%	100%
6227 BS-Sec. Earth/Space Sci.	2013	1	0	0	0%	1	100%	100%
	2014	2	0	0	0%	2	100%	100%
	2015	2	0	0	0%	2	100%	100%
	2016	3	1	0	0%	2	100%	100%

College average (67.1%)

Registered - Includes all students enrolled in the fall term of the specified year, with the specified program as their primary major.

Exclusions - Includes students who are deceased or graduated fall of the specified year or the following spring or summer.

Not retained - Students who were not registered the following fall term.

Retained by DSC - Students who were still registered at DSC the following fall but with a different primary major.

Retained by Program - Students who were registered the following fall with the same primary major.

Source: IR Program Assessment Data

FA2016-FA2017 Retention Rates by Race/Ethnicity

Major	Race/Ethnicity	Registered	Exclusions	Adjusted Cohort	Retained by Program	
					N	%
6221 BS-Elementary Education	Asian	1	1	0	N/A	
	Black	2	1	1	1	100%
	Hispanic	5	1	4	4	100%
	Two or More Races	2	1	1	1	100%
	White	71	27	44	35	80%
6222 BS-Exceptional Education	Black	1	0	1	1	100%
	Hispanic	1	0	1	1	100%
	White	13	4	9	6	67%
6223 BS-Secondary Math Ed.	Hispanic	2	0	2	1	50%
	White	7	2	5*	4	80%
6224 BS-Secondary Biology Ed	Hispanic	1	0	1	1	100%
	White	2	2	0	N/A	
622600 - Secondary Chemistry Ed. B.S.	White	3	1	2	2	100%
6227 BS-Sec. Earth/Space Science	White	3	1	2	2	100%

**one student retained by DSC*

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

Registered - Includes all students enrolled in the fall term of the specified year, with the specified program as their primary major.

Exclusions - Includes students who are deceased or graduated fall of the specified year or the following spring or summer.

Adjusted Cohort - Registered students less exclusions.

Not retained - Students who were not registered the following fall term.

Retained by DSC - Students who were still registered at DSC the following fall but with a different primary major.

Retained by Program - Students who were registered the following fall with the same primary major.

Source: IR Program Assessment Data

Persistence Rate – Race/Ethnicity

Major	FA to SP	Registered	Excluded	Persistence by DSC		Persistence by Program		Total Persistence
				N	%	N	%	
8008 - EPI	FA14 to SP15	34	0	1	3%	24	71%	74%
	FA15 to SP16	39	1	0	0%	17	45%	45%
	FA16 to SP17	31	2	0	0%	16	53%	53%
	FA17 to SP18	34	1	0	0%	14	42%	42%

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

Performance Funding - Placement Rates (1 of 2)

(College average: 95.5%)

90%Program Title	Cohort Year	Grads Reported	Continuing Education	Employed		Estimated Average Annual Full-Time Wage	
				DSC	FCS	DSC	FCS
6221-Bachelor of Science in Education - Elementary Education	2015/16	37	NA	86%	90%	\$ 41,456	\$ 39,768
	2014/15	53	NA	87%	88%	\$ 39,708	\$ 40,200
	2013/14	46	4%	91%	89%	\$ 37,952	\$ 39,672
	2012/13	58	3%	93%	88%	\$ 35,808	\$ 37,776
6222-Bachelor of Science in Education - Exceptional Education	2015/16	14	NA	93%	92%	\$ 38,176	\$ 43,320
	2014/15	13	NA	100%	89%	\$ 41,360	\$ 44,576
	2013/14	8	13%	100%	89%	\$ **,***	\$ 40,228
	2012/13	4	25%	100%	88%	\$ **,***	\$ 42,648
6224-Bachelor of Science in Education - Secondary Biology Education	2015/16	NA	NA	100%	100%	\$ **,***	\$ 38,188
	2014/15	NA	0%	100%	94%	\$ **,***	\$ 45,696
	2013/14	6	0%	100%	87%	\$ **,***	\$ 39,132
	2012/13	2	0%	100%	85%	\$ **,***	\$ 40,692
6227-Bachelor of Science in Education - Secondary Earth/Space Science Education	2015/16	NA					
	2014/15						
	2013/14	1	0%	100%	100%	\$ **,***	\$ **,***
	2012/13	1	0%	100%	100%	\$ **,***	\$ **,***

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

Source: IR Program Assessment Data

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

Program Title	Cohort Year	Grads Reported	Continuing Education	Employed		Estimated Average Annual Full-Time Wage	
				DSC	FCS	DSC	FCS
6223-Bachelor of Science in Education - Secondary Mathematics Education	2015/16	NA	NA	100%	91%	\$ **,***	\$ 45,300
	2014/15	NA	0%	100%	79%	\$ **,***	\$ 48,260
	2013/14						
	2012/13	3	0%	67%	94%	\$ **,***	\$ 38,784
8008-EPI	2015/16	15	0%	93%	92%	\$ 41,832	\$ 43,864
	2014/15	NA		100%	84%	\$ **,***	\$ 43,488
	2013/14	14	0%	100%	91%	\$ 36,112	\$ 41,808

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

Headcount by Major

Major	2014-2015	2015-2016	2016-2017	2017-2018
6221 - BS-Elementary Education	161	127	119	114
6222 - BS-Exceptional Education	41	32	19	20
6223 - BS-Secondary Math Education	13	12	11	11
6224 - BS-Secondary Biology Education	7	4	4	2
6225- Secondary Physics Education				
6226 - BS-Secondary Chem. Education	2	1	3	2
6227 - BS-Sec. Earth/Space Science	1	4	3	2
8008 - EPI	46	59	54	47
Total	270	236	213	198

College Enrollment Decreased: 0.7%(14/15); 1.15% (15/16); 3.7%(16/17); 0.7%(17/18)

Graduates in Major

Major	2014-2015	2015-2016	2016-2017	2017-2018
6221 - BS-Elementary Education	54	37	33	39
6222 - BS-Exceptional Education	13	14	4	7
6223 - BS-Secondary Math Education	4	1	2	
6224 - BS-Secondary Biology Education	3	5	2	1
6225- Secondary Physics Education		1		
6226 - BS-Secondary Chem. Education	6	14	1	2
6227 - BS-Sec. Earth/Space Science	80	72	1	2
8008 - EPI	54	37	16	12
Total	13	14	59	63

Blank cells or missing years indicate no graduates.

Average Age by Program

Program		2014-2015	2015-2016	2016-2017	2017-2018
6221	BS-Elementary Education	29	27	28	29
6222	BS-Exceptional Education	34	34	34	31
6223	BS-Secondary Math Ed.	32	28	30	30
6224	BS-Secondary Biology Ed.	30	26	31	35
6225	Secondary Physics Education				
6226	BS-Secondary Chem. Ed.	40	41	35	32
6227	BS-Sec. Earth/Space Sci.	35	34	35	33
8008	EPI	35	35	39	37

Calculation excludes individuals whose birthdates are not reported.

	2014-2015	2015-2016	2016-2017	2017-2018
All Programs	32	30	32	31
Daytona State College	26.4	26	27	27

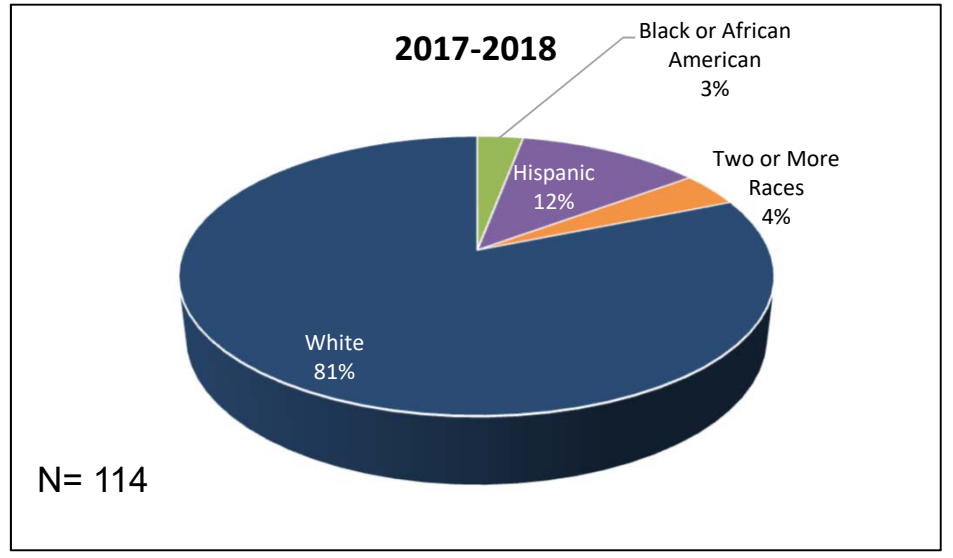
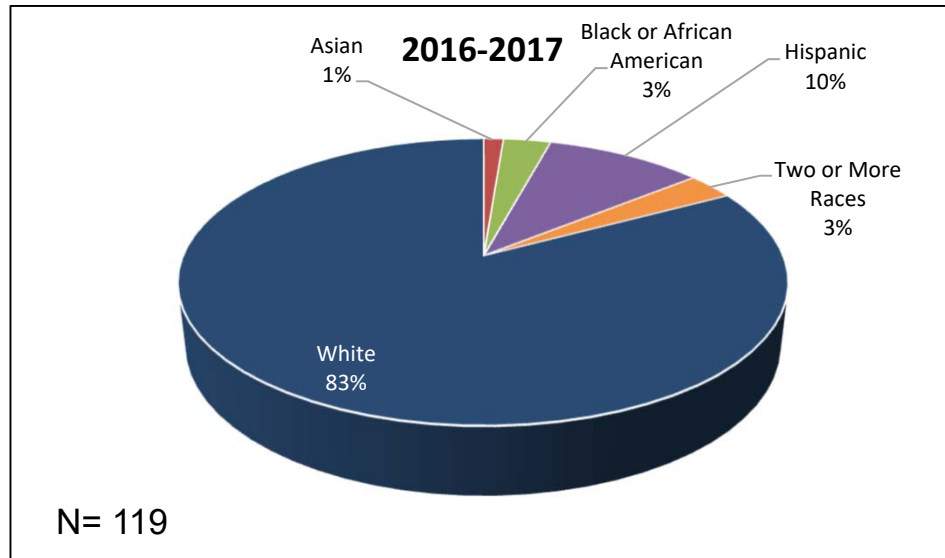
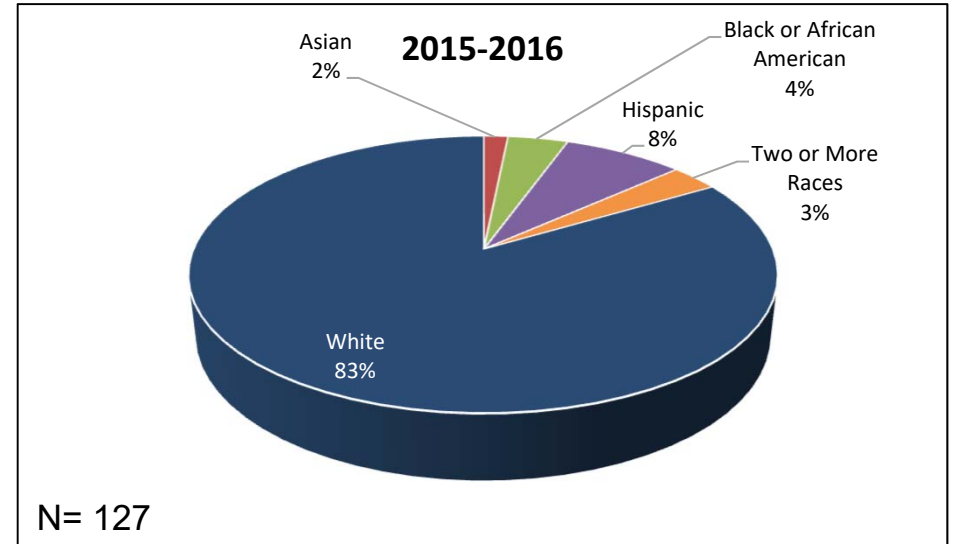
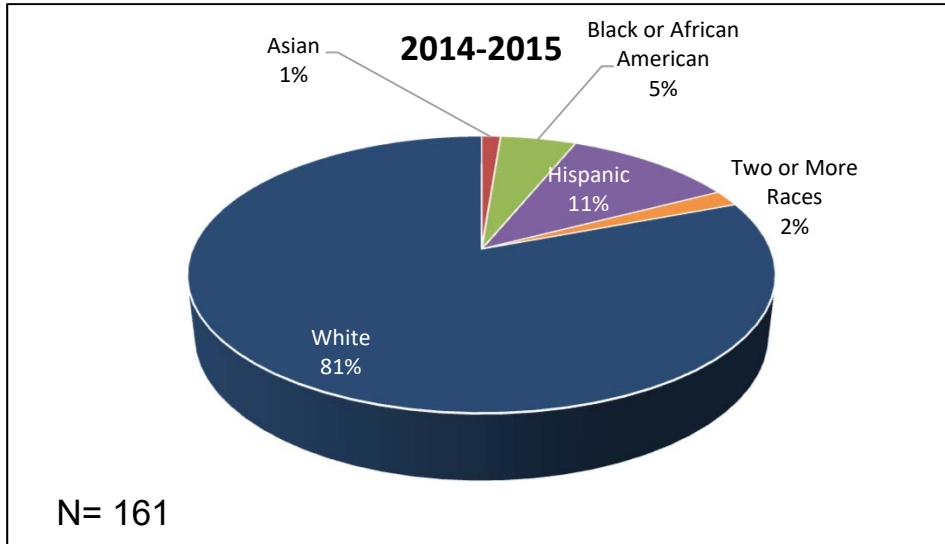
Gender

Program	2014-2015		2015-2016		2016-2017		2017-2018	
	Female	Male	Female	Male	Female	Male	Female	Male
6221 - BS-Elementary Education	88%	12%	91%	9%	89%	11%	93%	7%
6222 - BS-Exceptional Education	76%	24%	69%	31%	63%	37%	58%	42%
6223 - BS-Secondary Math Ed	54%	46%	50%	50%	73%	27%	45%	55%
6224 - BS-Secondary Biology Ed	71%	29%	75%	25%	75%	25%	100%	0%
6225- Secondary Physics Education								
6226 - BS-Secondary Chem Ed		100%		100%	33%	67%	50%	50%
6227 - BS-Sec. Earth/Space Sci	50%	50%	75%	25%	67%	3%	100%	0%
8008 - EPI	74%	26%	64%	36%	62%	38%	72%	28%

Blank cells or missing years indicate no enrollment. Excludes individuals whose gender is not reported.

Major	2014-2015		2015-2016		2016-2017		2017-2018	
	Female	Male	Female	Male	Female	Male	Female	Male
Daytona State College	60%	40%	60%	40%	60%	40%	58%	39%

Race / Ethnicity by Program 6221 – BS in Education - Elementary Education

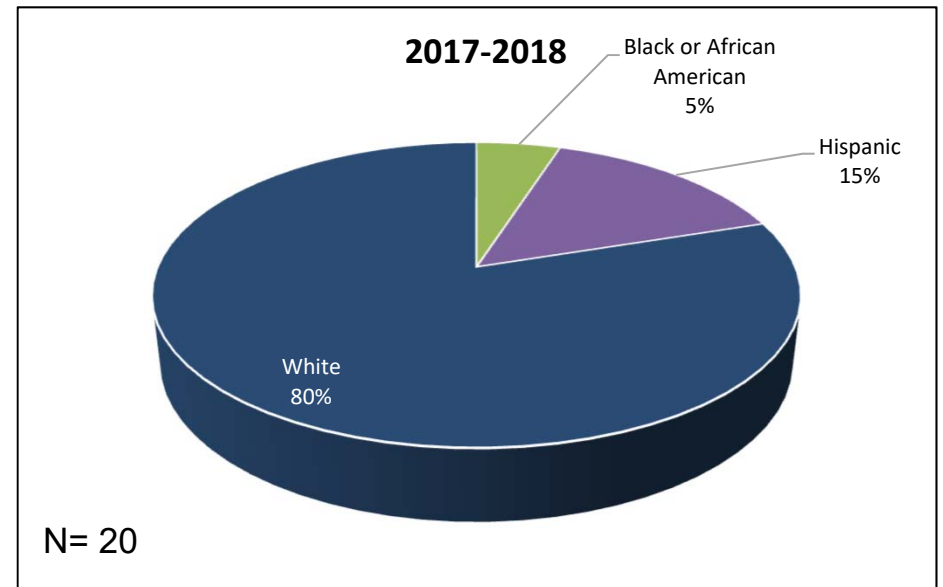
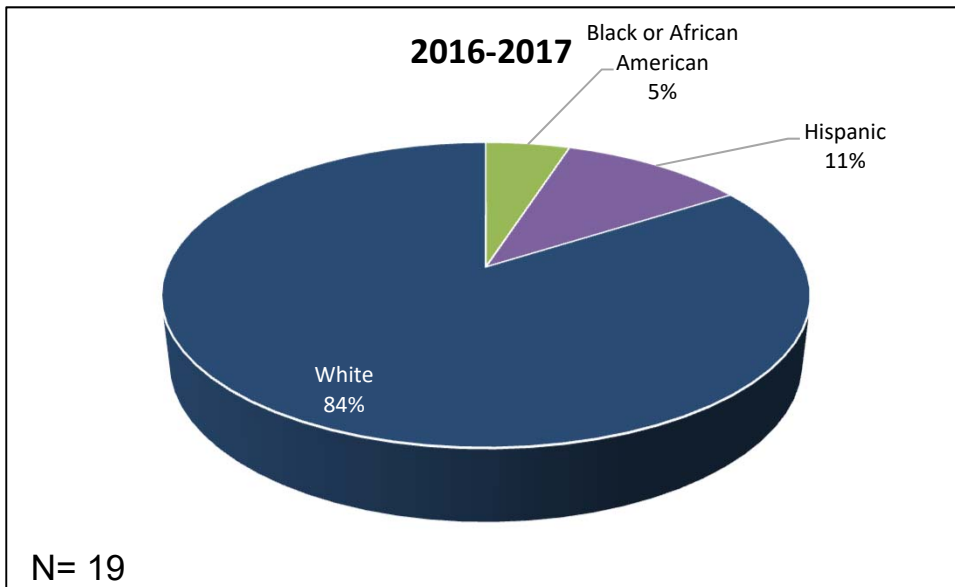
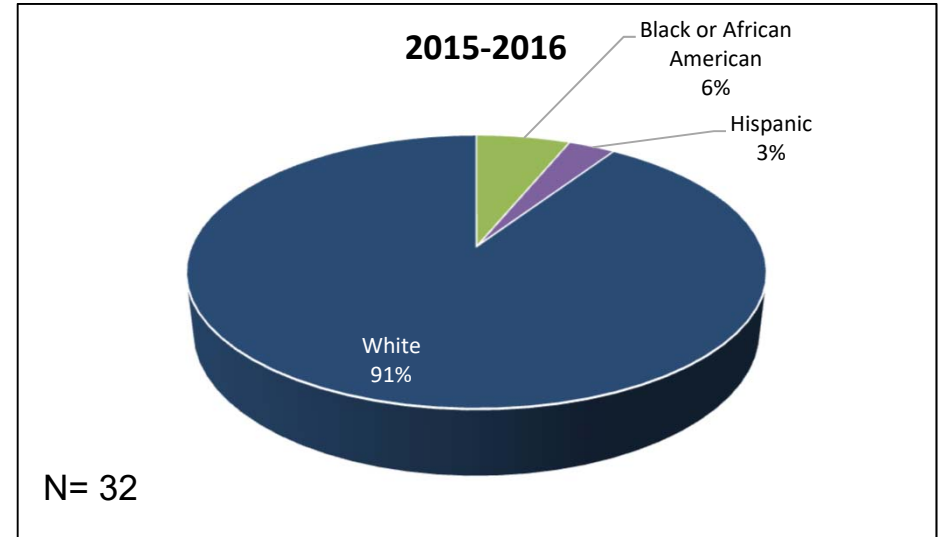
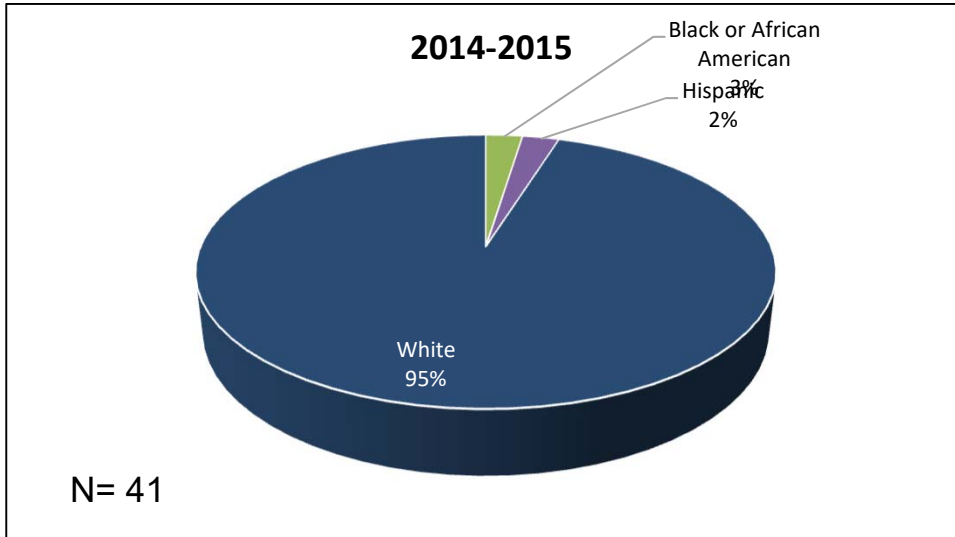


DSC Averages 2017-2018			
Black or African Amer	Hispanic	2 or More Races	White
14%	19%	3%	59%

Excludes individuals whose race / ethnicity is not reported.
Blank cells or missing years indicate no enrollment.

Source: IR Program Assessment Data

Race / Ethnicity by Program 6222 - BS in Education - Exceptional Education

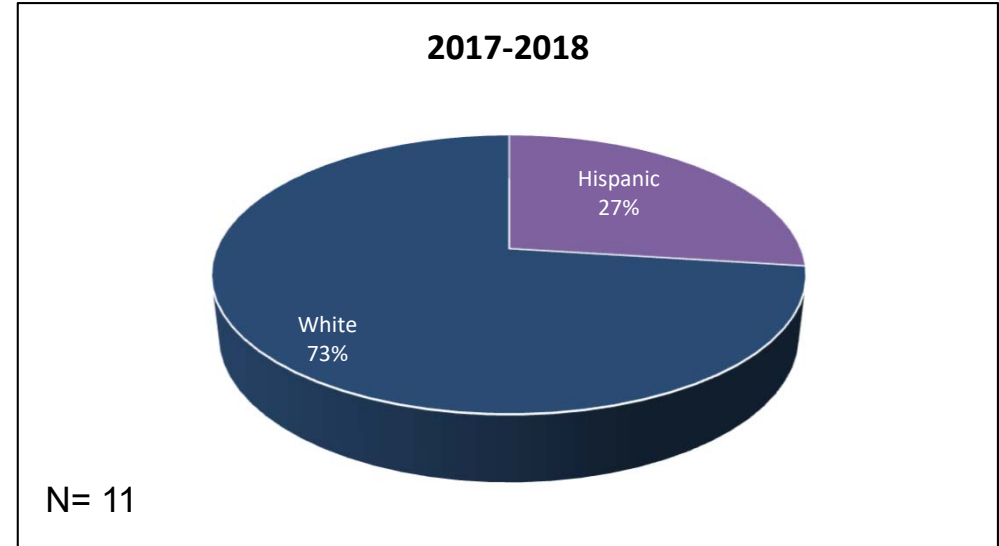
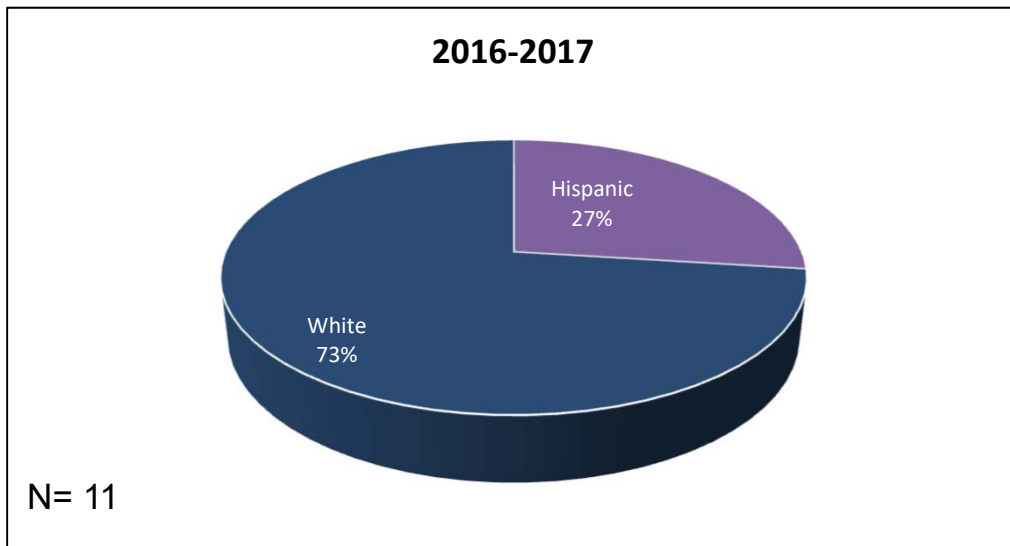
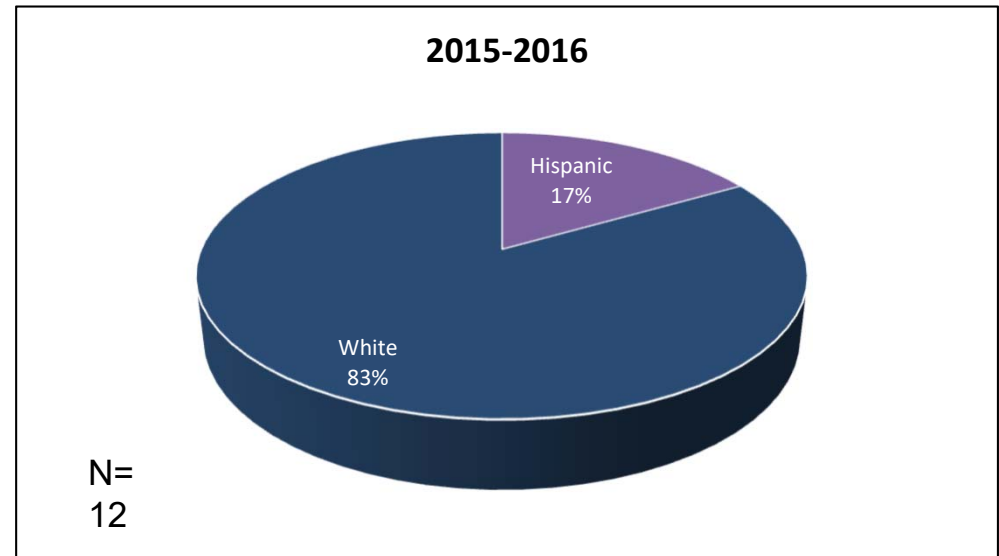
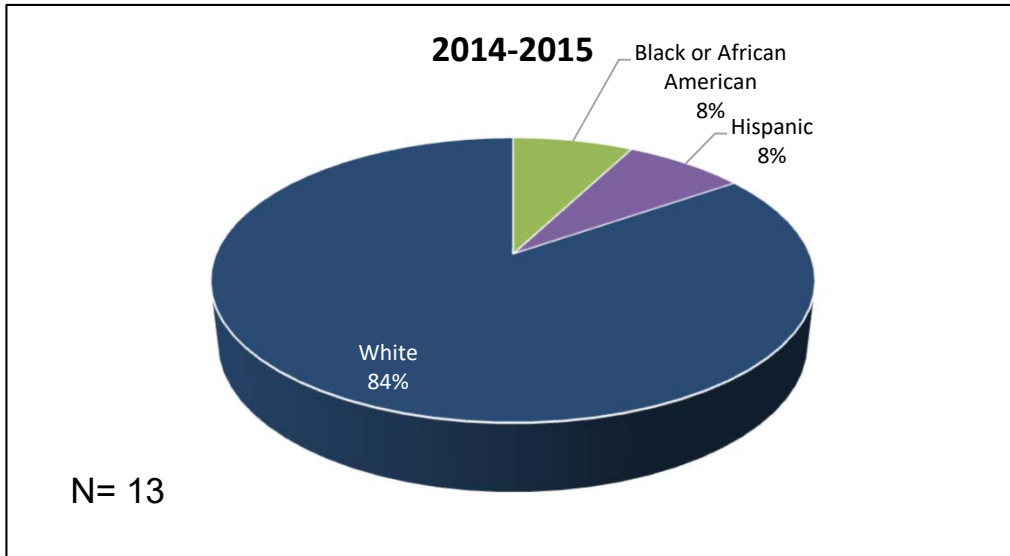


DSC Averages 2017-2018			
Black or African Amer	Hispanic	2 or More Races	White
14%	19%	3%	59%

Excludes individuals whose race / ethnicity is not reported.
Blank cells or missing years indicate no enrollment.

Race / Ethnicity by Program

6223 - BS in Education - Secondary Mathematics Education



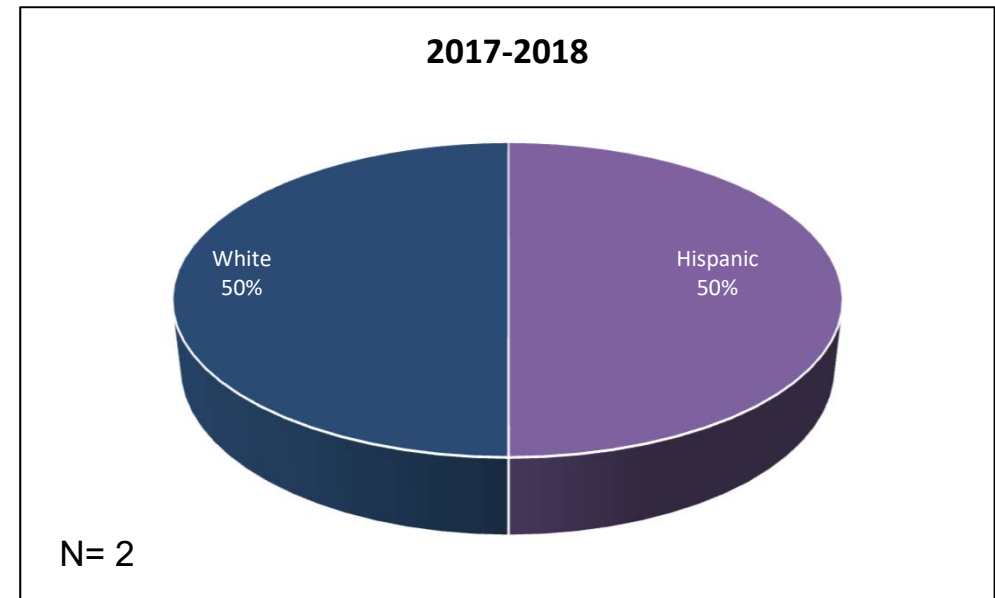
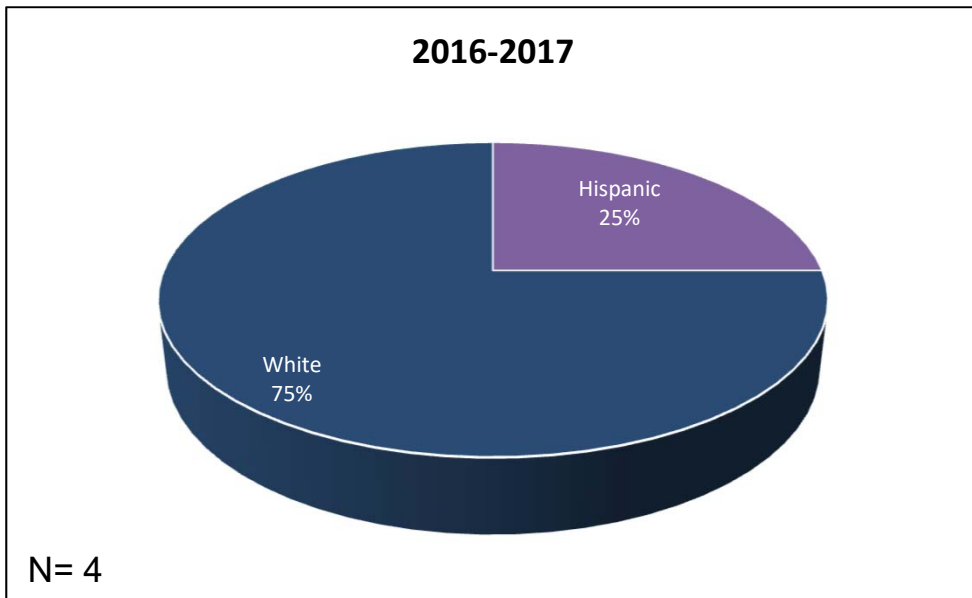
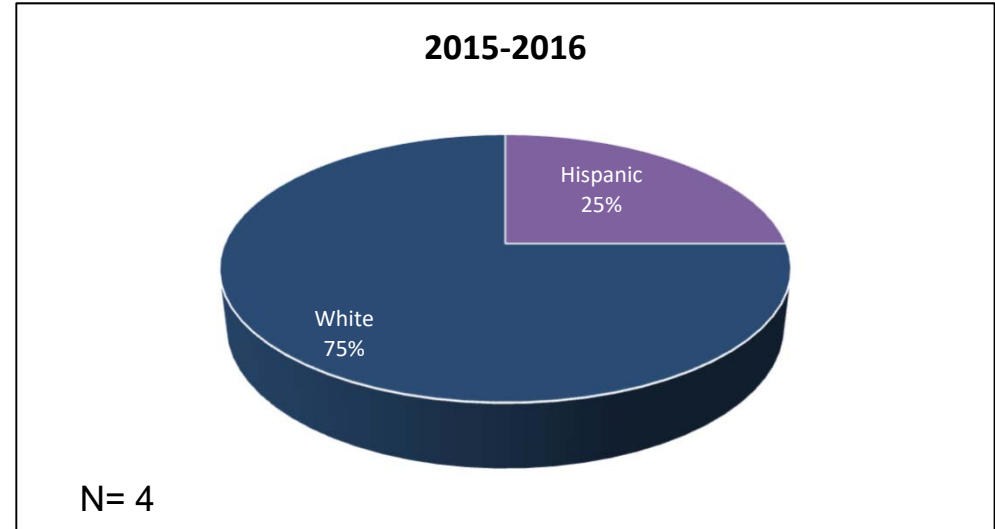
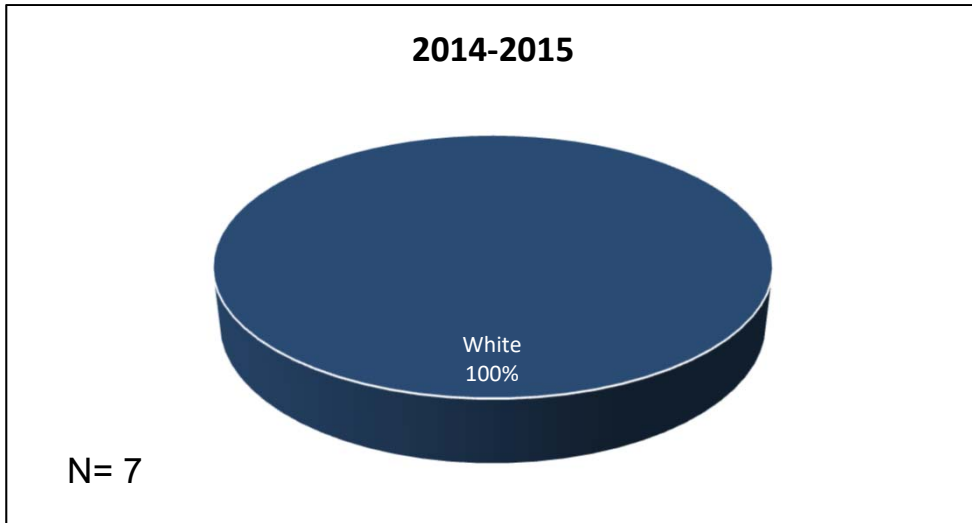
DSC Averages 2017-2018			
Black or African Amer	Hispanic	2 or More Races	White
14%	19%	3%	59%

Excludes individuals whose race / ethnicity is not reported.
Blank cells or missing years indicate no enrollment.

Source: IR Program Assessment Data

Race / Ethnicity by Program

6224 - BS in Education - Secondary Biology Education



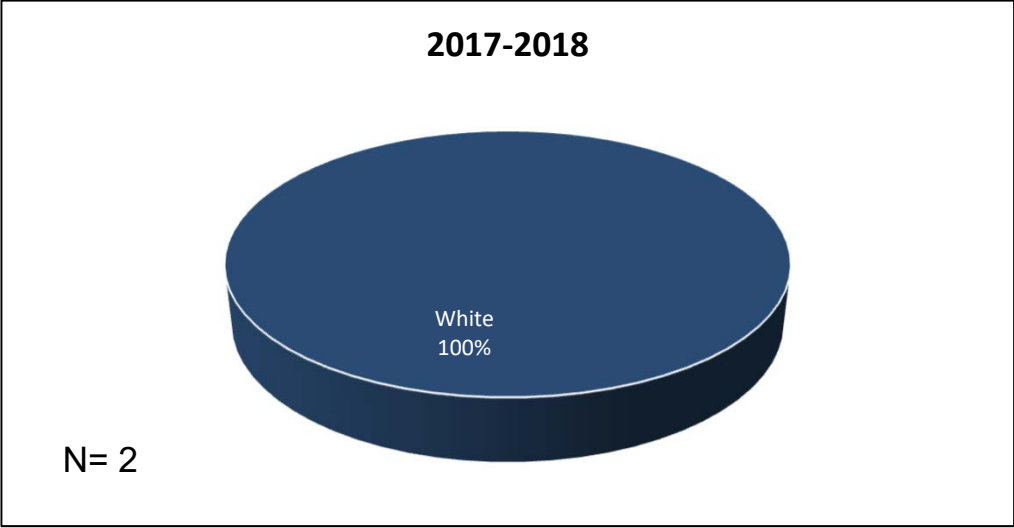
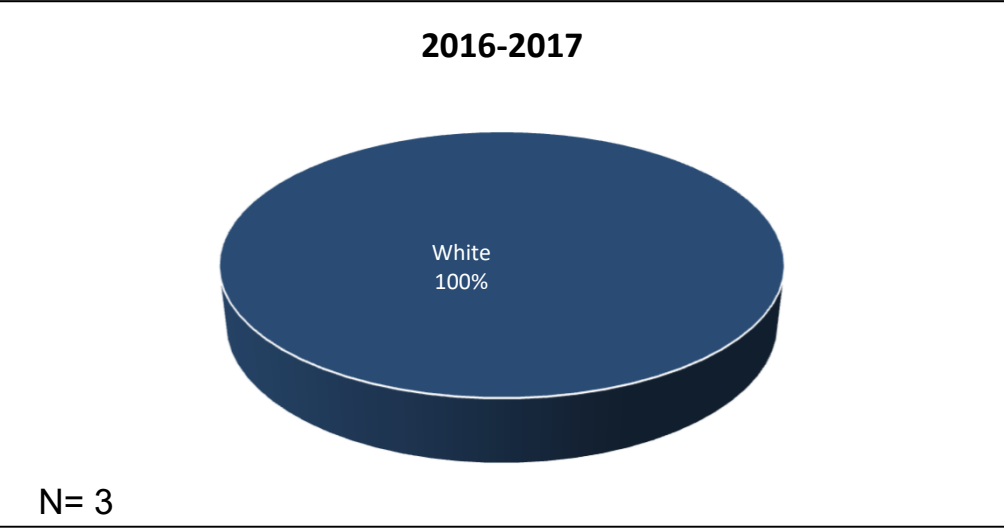
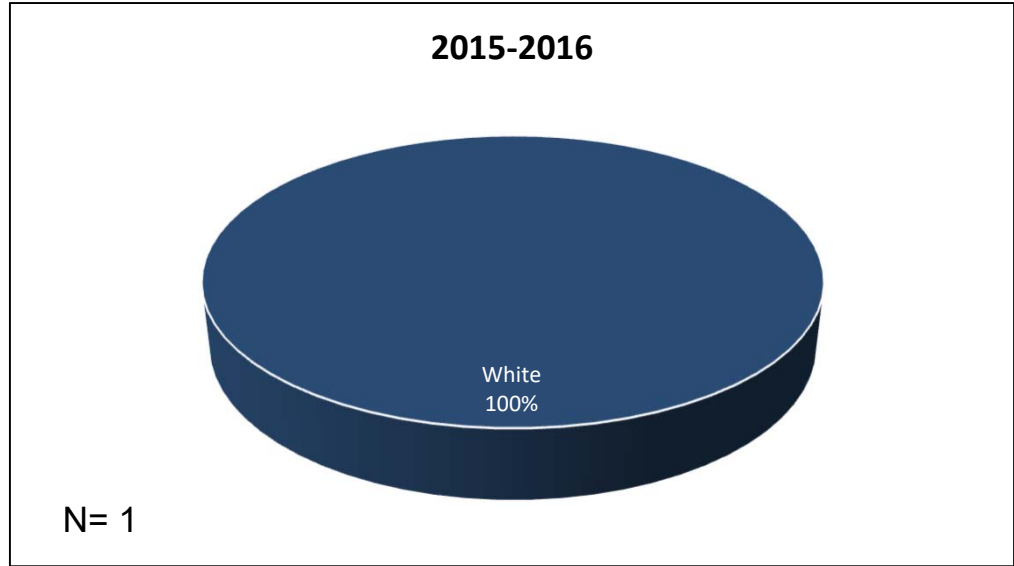
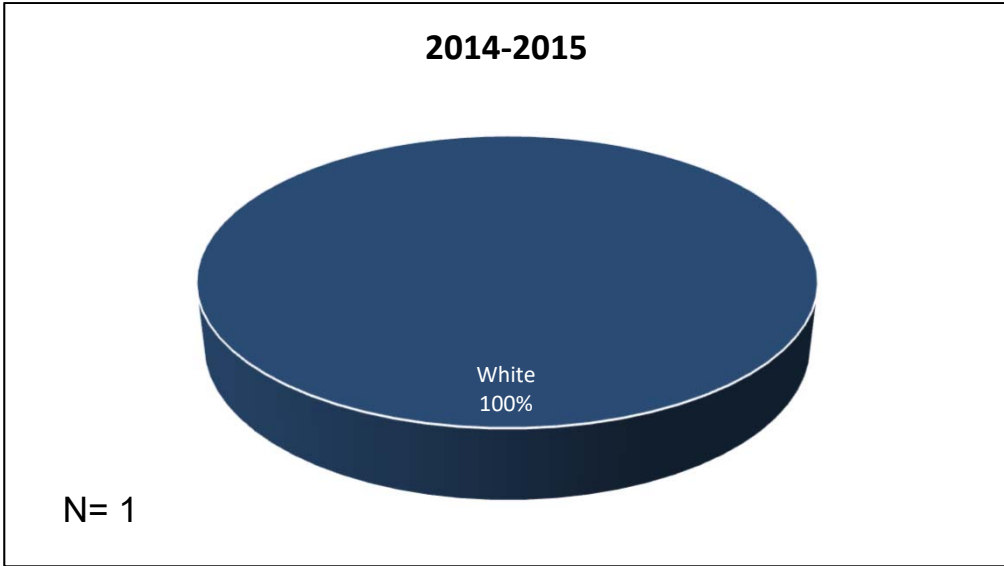
DSC Averages 2017-2018			
Black or African Amer	Hispanic	2 or More Races	White
14%	19%	3%	59%

Excludes individuals whose race / ethnicity is not reported.
Blank cells or missing years indicate no enrollment.

Source: IR Program Assessment Data

Race / Ethnicity by Program

6226 - BS in Education - Secondary Chemistry Education

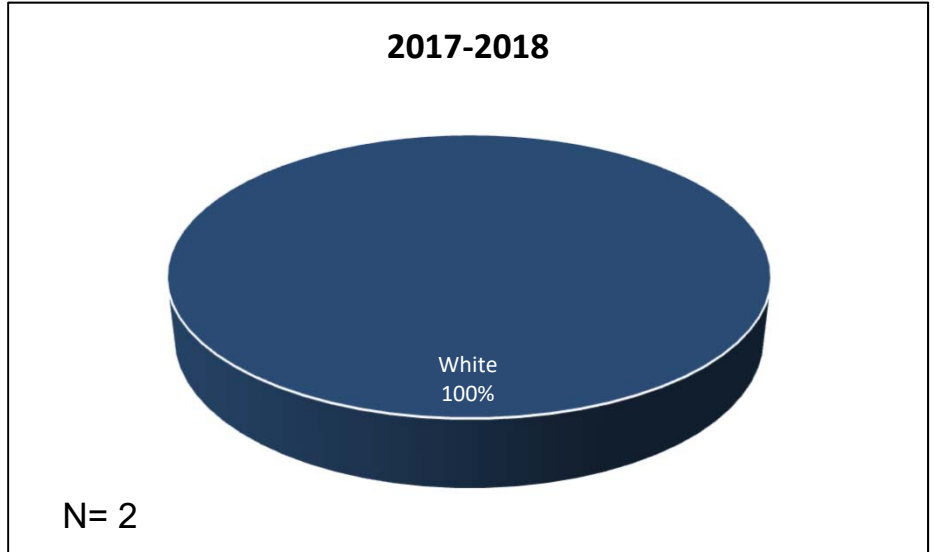
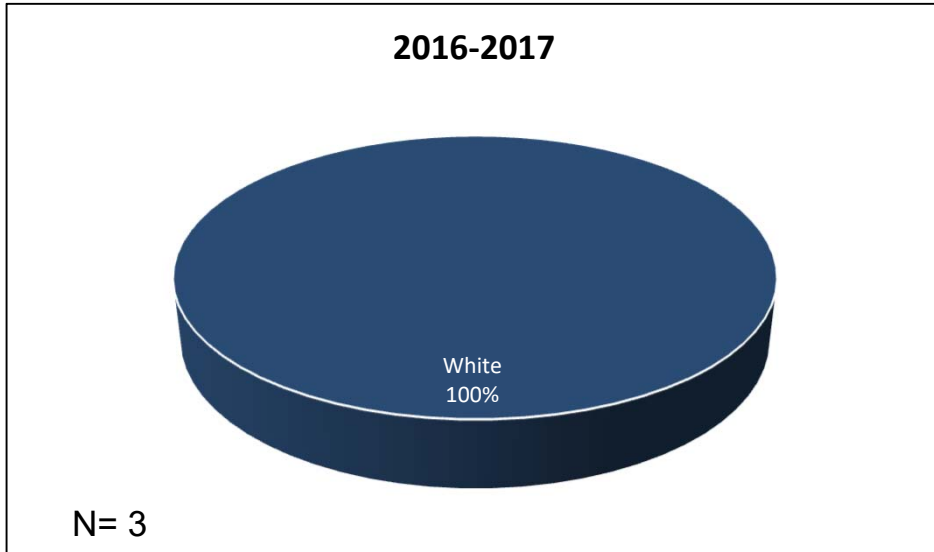
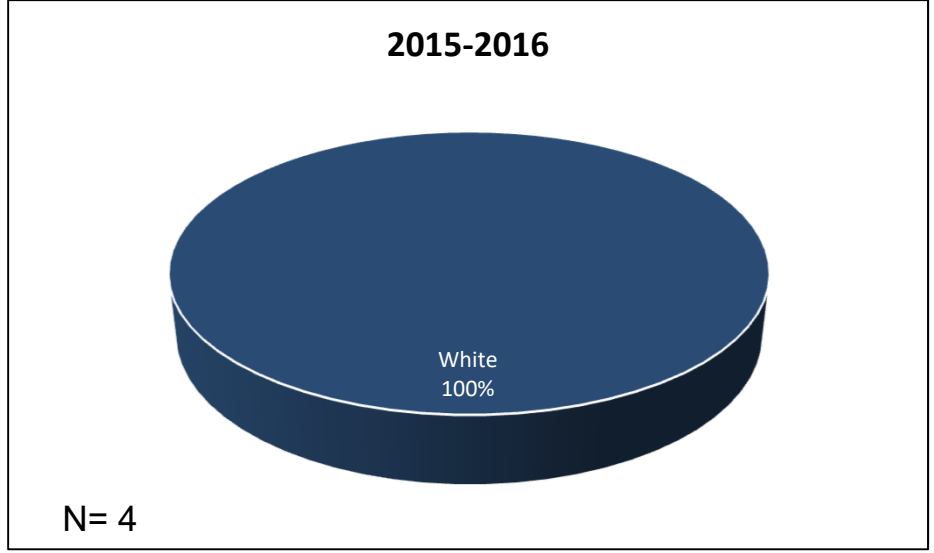
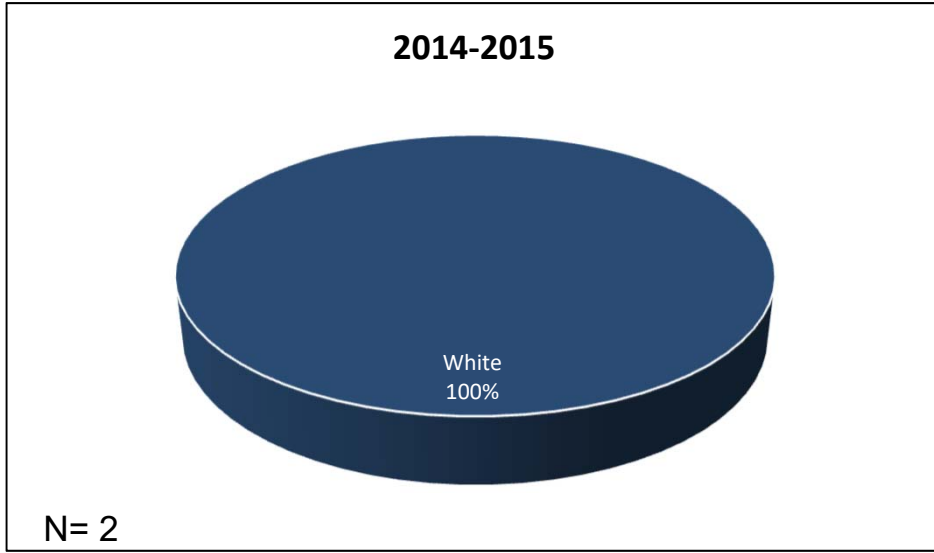


DSC Averages 2017-2018			
Black or African Amer	Hispanic	2 or More Races	White
14%	19%	3%	59%

Excludes individuals whose race / ethnicity is not reported.
Blank cells or missing years indicate no enrollment.

Race / Ethnicity by Program

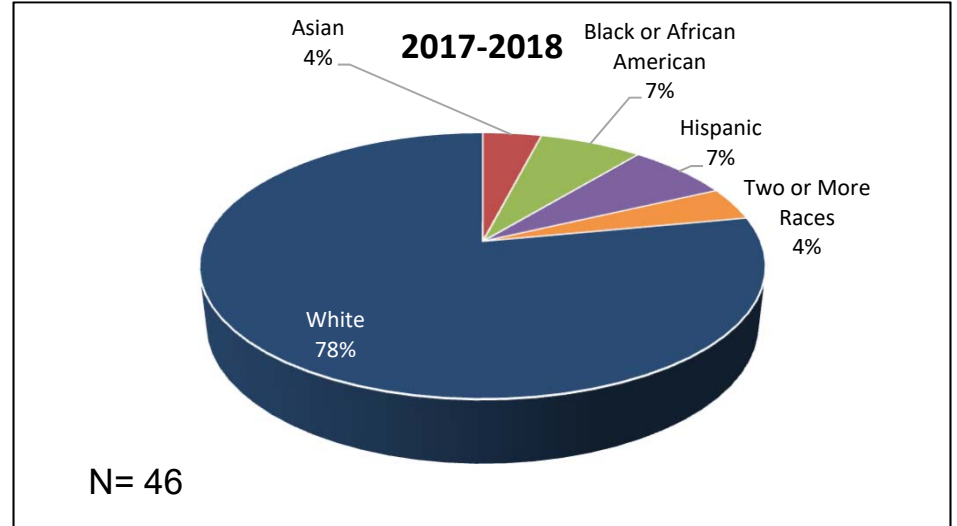
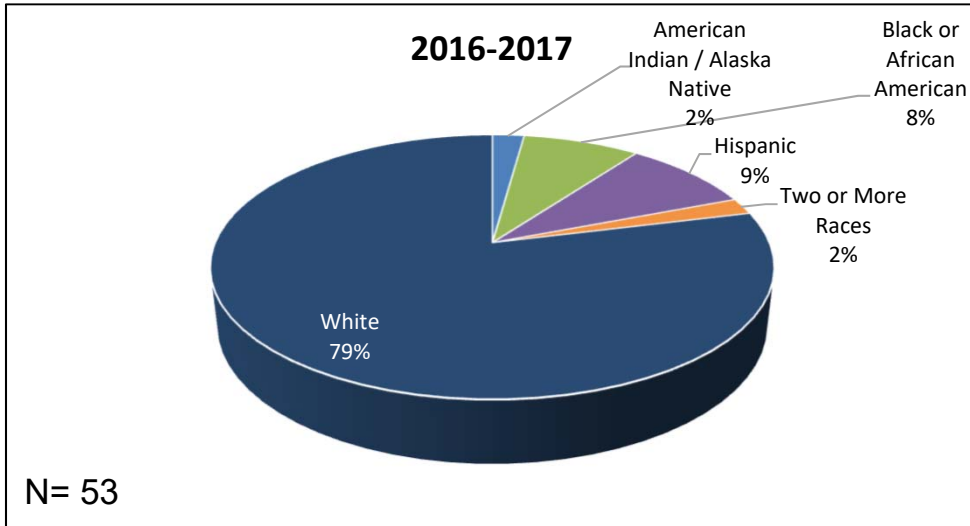
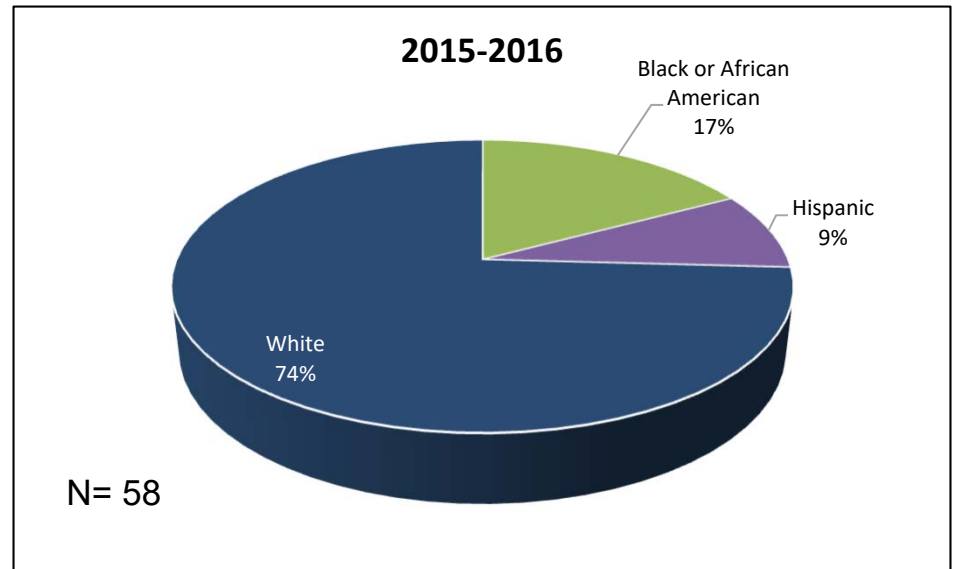
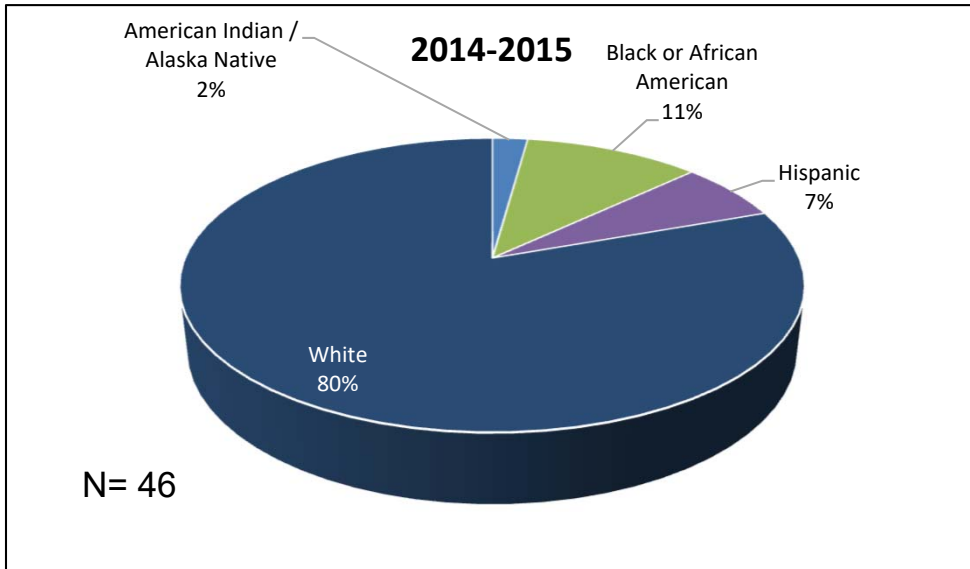
6227 - BS in Education - Secondary Earth/Space Science Education



DSC Averages 2017-2018			
Black or African Amer	Hispanic	2 or More Races	White
14%	19%	3%	59%

Excludes individuals whose race / ethnicity is not reported.
Blank cells or missing years indicate no enrollment.

Race / Ethnicity by Program 8008-EPI



DSC Averages 2017-2018			
Black or African Amer	Hispanic	2 or More Races	White
14%	19%	3%	59%

Excludes individuals whose race / ethnicity is not reported.
Blank cells or missing years indicate no enrollment.