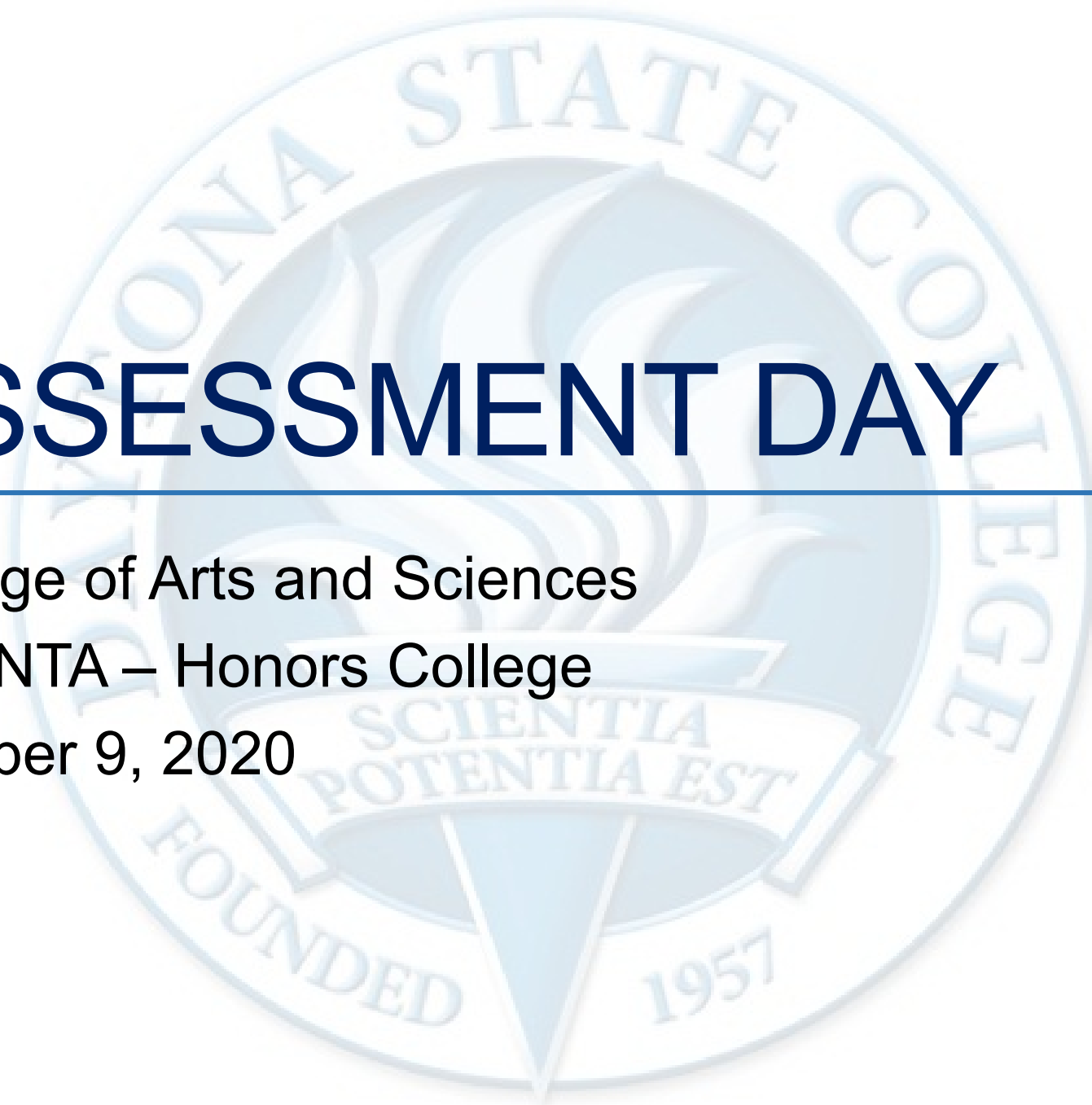# ASSESSMENT DAY

College of Arts and Sciences

QUANTA – Honors College

October 9, 2020

Strengths

Challenges

Recommendations

Academic Assessment

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

# Requirements

https://daytonastate.edu/quantahonorscollege/index.html

Last Assessment Day – Action Items

QUANTA-Honors College 11/08/2019:

- Explore acquirement of additional classroom space;

- Look into transportation opportunities for students outside of Daytona;

- Encourage new faculty to get interested in teaching for QUANTA;

- Grow undergraduate student opportunities for research

Headcount

2016-2017: 107
2017-2018: 99
2018-2019: 112
2019-2020: 126
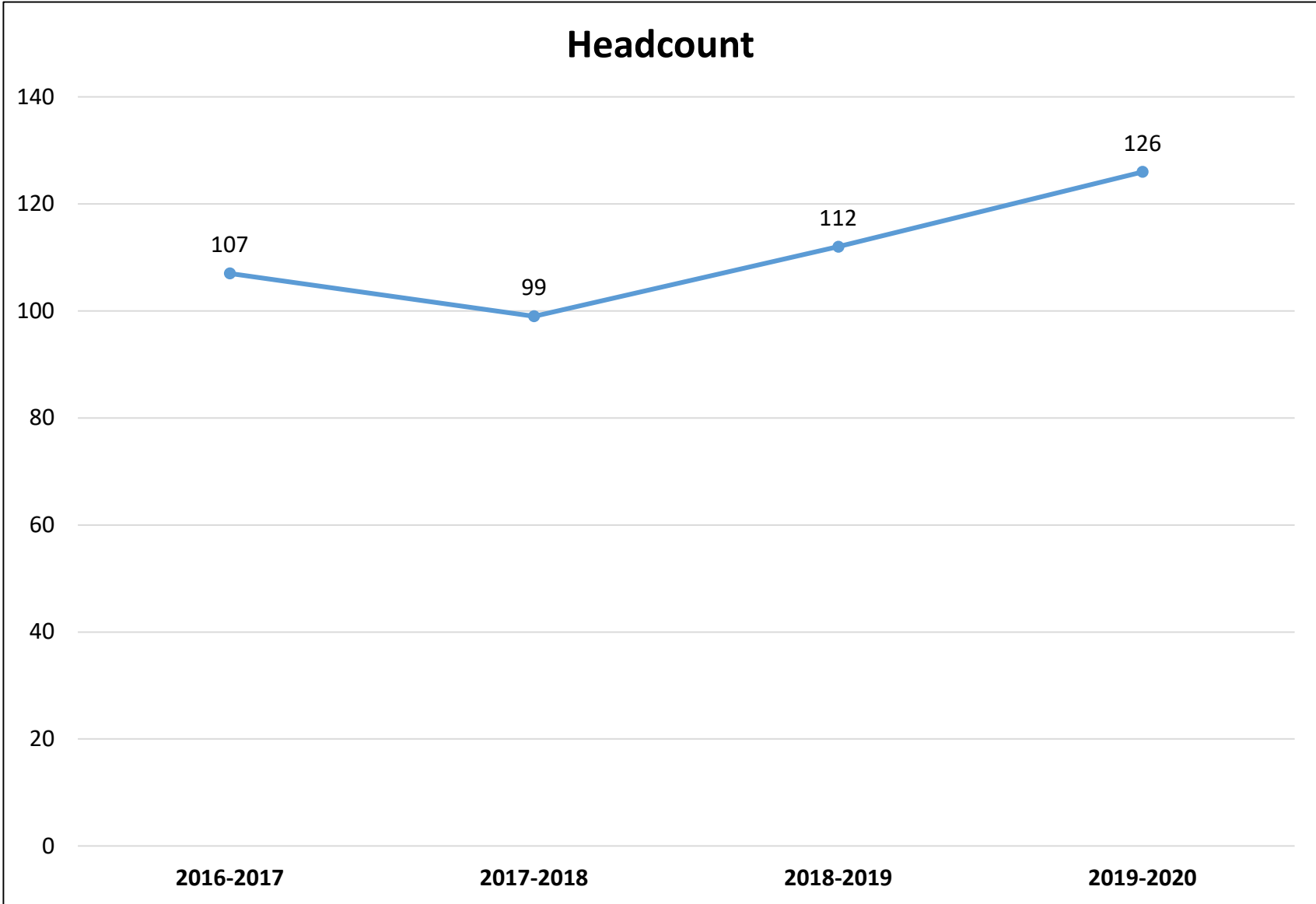
2019-2020 First Year: 77, Second Year: 49

Source: IR Program Assessment Data

Retention Rates
Fall to Fall

Program and Fall Cohort Year		Registered	Exclusions	Adjusted Cohort	Retained by QUANTA		Retained by College		Total Retained
					N	%	N	%	
QUANTA	FA15	105	15	90	60	66.7%			
	FA16	98	16	82	33	40.2%	5	6.1%	46.3%
	FA17	53	1	52	34	65%	8	15%	81%
	FA18*	59	1	58	38	65.5%	11	19%	84.5%
	FA19*	61	1	60	28	46.7%	18	30%	76.7%

*First-Year

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.

First Year Retention Rates by Race/Ethnicity

Fall Term	Race/Ethnicity	Registered	Exclusions	Adjusted Cohort	Retained	
					N	%
2018	Asian	3	0	3	3	100.0%
	Black	8	0	8**	4	50.0%
	Hispanic/Latino	12	0	12*	8	66.7%
	Two or More Races	2	0	2	2	100.0%
	Unknown	2	0	2	2	100.0%
	White	32	1	31**	19	61.3%
2019	American Indian	1	0	1*	0	0.0%
	Asian	2	0	2	2	100.0%
	Black	5	0	5**	1	20.0%
	Hispanic/Latino	18	0	18**	8	44.4%
	White	35	1	34**	17	50.0%

*one student retained by DSC, **two or more students retained by DSC

Registered - Includes all students enrolled in the fall term of the specified year, with the specified program as their primary major.
Exclusions - Includes students who are deceased or graduated fall of the specified year or the following spring or summer.
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

First Year Retention Rates by Gender

Fall Term	Gender	Registered	Exclusions	Adjusted Cohort	Retained	
					N	%
2018	Female	37	0	37*	26	70.3%
	Male	22	1	21*	12	57.1%
2019	Female	37	1	36*	18	50.0%
	Male	19	0	19*	7	36.8%
	PrefNoAns	2	0	2*	1	50.0%
	Unknown	3	0	3	2	66.7%

*one or more students retained by DSC

Registered - Includes all students enrolled in the fall term of the specified year, with the specified program as their primary major.
Exclusions - Includes students who are deceased or graduated fall of the specified year or the following spring or summer.
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

Course Success Rates

Courses	2017-2018		2017-2018 Overall % Successful	2018-2019		2018-2019 Overall % Successful	2019-2020		2019-2020 Overall % Successful	
	Attempted	% Successful		Attempted	% Successful		Attempted	% Successful		
BSC1005	39	87%	77%							
DEP2004				35	89%	86%	49	84%	89%	↑
ENC1101	45	91%	72%	44	98%	75%	47	72%	74%	
ENC1102	44	70%	79%	55	96%	80%	51	80%	78%	
ENC2210	35	94%	81%	39	87%	80%	49	96%	82%	
HUM2020				60	97%	82%	67	78%	76%	
IDH2028	35	100%	100%	32	97%	97%	45	93%	95%	
LIS2004	44	73%		50	84%		50	74%		
LIT2000	57	93%	82%	60	97%	81%	55	82%	81%	
MGF2106	27	89%	70%	28	89%	74%				
OCE1001				29	90%		28	64%	77%	↑
POS2041	33	97%	85%							
PSY1012	28	86%	77%	25	84%	80%				
SLS2505	56	93%	91%	60	97%	97%	67	78%	78%	
SPC2608							28	57%	82%	↑
STA2023	35	94%	81%	37	89%	75%	47	96%	77%	
REL2300	46	70%	74%							
Total	524	87%		554	93%		583	81%		

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

Source: IR Program Assessment Data

Course Success Rates by Instructional Method and Location

Courses	IM and Campus	2017-2018		2018-2019		2019-2020	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
BSC1005	Lecture - Daytona	39	87%				
DEP2004	Hybrid - Daytona			35	89%	49	84%
ENC1101	Hybrid - Daytona	45	91%	44	98%	47	72%
ENC1102	Hybrid - Daytona	44	70%	55	96%	51	80%
ENC2210	Hybrid - Daytona	35	94%	39	87%	49	96%
HUM2020	Hybrid - Daytona			60	97%	67	78%
IDH2028	Hybrid - Daytona	35	100%	32	97%	45	93%
LIS2004	Online	44	73%	50	84%	50	74%
LIT2000	Hybrid - Daytona	57	93%	60	97%	55	82%
MGF2106	Lecture - Daytona	27	89%	28	89%		
OCE1001	Lecture - Daytona			29	90%	28	64%
POS2041	Hybrid - Daytona	33	97%				
PSY1012	Hybrid - Daytona	28	86%	25	84%		
SLS2505	Hybrid - Daytona	56	93%	60	97%	67	78%
SPC2608	Hybrid - Daytona					28	57%
STA2023	Hybrid - Daytona	35	94%	37	89%	47	96%
REL2300	Hybrid- Daytona	46	70%				
Total		524	87%	554	93%	583	81%

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

QUANTA Course Success Rate by Instructional Method – Overall

Campus	2016-2017		2017-2018		2017-2018		2019-2020	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
Lecture	51	80%	66	88%	28	89%	28	64%
Hybrid	413	82%	414	88%	476	94%	505	82%
Online			44	73%	50	84%	50	74%
Total	464	82%	524	87%	554	93%	582	81%

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

Course Success Rate By Race/Ethnicity (1 of 2)

Course and Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
DEP2004	35	89%	49	84%
Asian	1	100%	3	67%
Black	2	100%	5	100%
Hispanic/Latino	6	100%	9	56%
Two or More Races	4	100%	2	100%
Unknown	1	100%	3	67%
White	21	81%	27	93%
ENC1101	44	98%	47	72%
American Indian			1	100%
Asian	3	100%	1	100%
Black	6	83%	4	75%
Hispanic/Latino	9	100%	14	71%
White	23	100%	27	70%
ENC1102	55	96%	51	80%
Asian	3	100%	2	100%
Black	6	100%	4	25%
Hispanic/Latino	11	91%	13	92%
Unknown	3	100%	1	100%
White	30	97%	31	81%
ENC2210	39	87%	49	96%
Asian	1	100%	3	100%
Black	3	67%	5	100%
Hispanic/Latino	8	100%	9	100%
Two or More Races	4	100%	2	100%
Unknown	1	100%	3	67%
White	22	82%	27	96%

| Course and Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
HUM2020	60	97%	67	78%
American Indian			1	100%
Asian	3	100%	2	100%
Black	8	88%	6	83%
Hispanic/Latino	12	100%	18	72%
White	33	97%	40	78%
IDH2028	32	97%	45	93%
Asian	1	100%	2	100%
Black	3	100%	4	100%
Hispanic/Latino	7	100%	8	88%
Two or More Races	3	100%	1	100%
Unknown	1	100%	2	100%
White	17	94%	28	93%
LIS2004	50	84%	50	74%
Asian	2	100%	2	50%
Black	5	80%	2	50%
Hispanic/Latino	11	82%	13	69%
Unknown			1	100%
White	30	83%	32	78%
LIT2000	60	97%	55	82%
Asian	3	100%	2	100%
Black	7	100%	4	25%
Hispanic/Latino	11	91%	14	93%
Unknown	3	100%	1	100%
White	34	97%	34	82%
MGF2106	28	89%		
Hispanic/Latino	8	63%		
Two or More Races	2	100%		
Unknown	1	100%		
White	17	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 Rate By Race/Ethnicity (2 of 2)

Course and Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
OCE1001	29	90%	28	64%
Asian			1	100%
Black	1	100%	3	33%
Hispanic/Latino	7	57%	8	75%
White	18	100%	16	63%
PSY1012	25	84%		
Black	1	100%		
Hispanic/Latino	6	50%		
Two or More Races	2	100%		
Unknown	1	100%		
White	15	93%		
SLS2505	60	97%	67	78%
American Indian			1	100%
Asian	3	100%	2	100%
Black	8	88%	6	83%
Hispanic/Latino	12	100%	18	72%
White	33	97%	40	78%
SPC2608			28	57%
Asian			1	100%
Black			3	33%
Hispanic/Latino			8	75%
White			16	50%
STA2023	37	89%	47	96%
Asian	1	100%	3	100%
Black	2	100%	5	100%
Hispanic/Latino	8	100%	9	100%
Two or More Races	4	100%	2	100%
Unknown	1	100%	2	50%
White	21	81%	26	96%
Grand Total	554	93%	583	81%

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

Source: IR Program Assessment Data

Overall Success Rate By Race/Ethnicity

Course and Race/Ethnicity	2018-2019		2019-2020	
	Enrolled	Success Rate	Enrolled	Success Rate
American Indian			3	100%
Asian	21	100%	24	92%
Black	52	90%	51	73%
Hispanic/Latino	116	89%	141	79%
Two or More Races	32	100%	7	100%
Unknown	19	100%	13	77%
White	314	93%	344	81%
Grand Total	554	93%	583	81%

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

Source: IR Program Assessment Data

Civitas

DAYTONA STATE COLLEGE
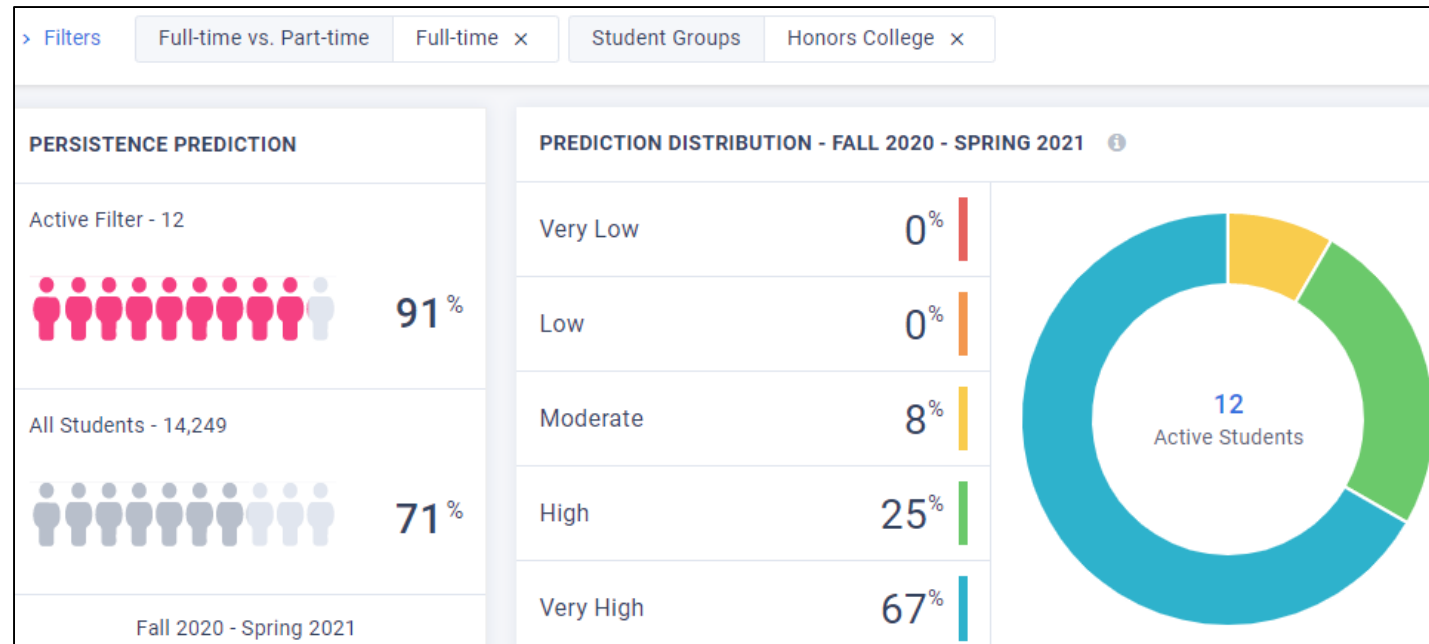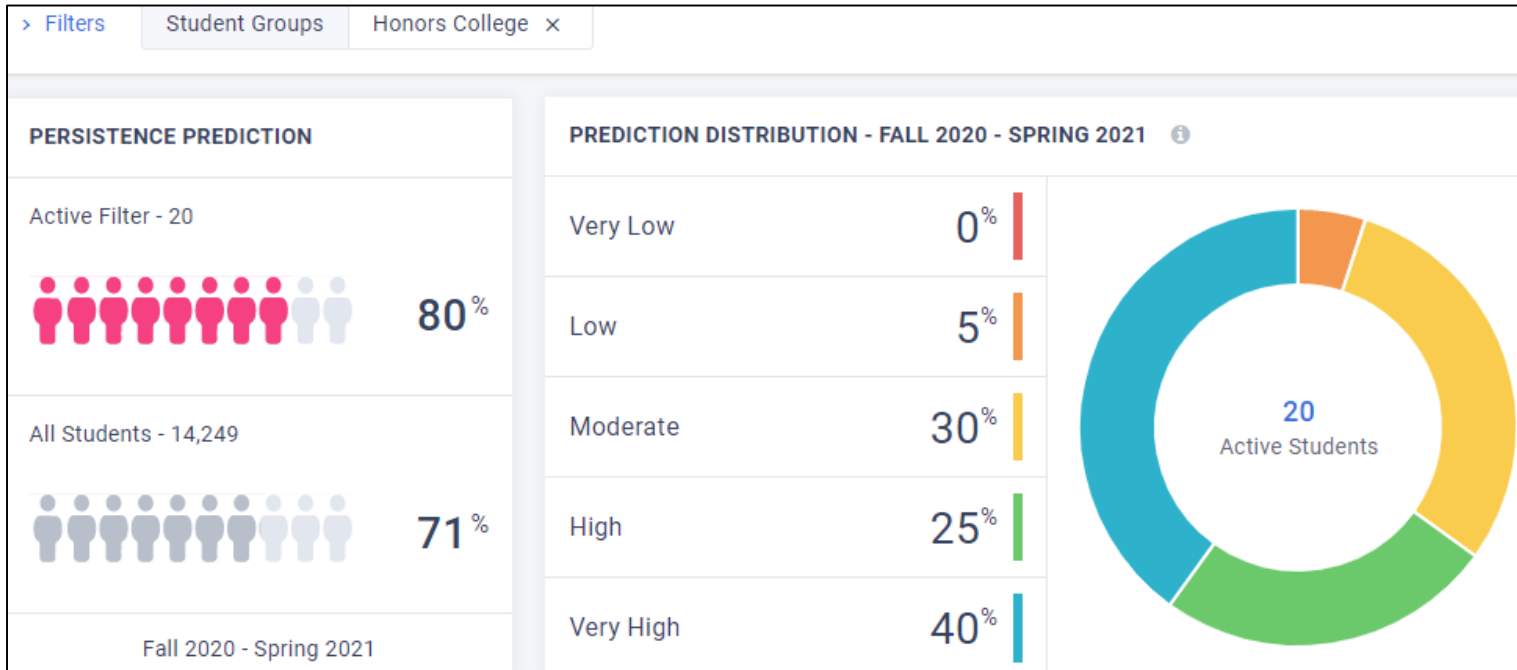
2020-2021
Academic Affairs
Assessment Day – Program Guides

A Review of Program Guide and Course Catalog Information

Program Guides - Overview

- Given Assessment Day results, are there any changes <u>needed to</u> or <u>desired for</u> the Program Guide?

- Please Review:

    – Program Information

    – General Education Course Selections (if applicable)

    – Program Course Catalog Information

    – Program of Study

Program Guides – Information Review

- Mission statement

  – Does it accurately state the purpose and goals of the program?

- Description

  – Does it clearly portray the nature of the program and any unique characteristics (i.e. embedded certificates, industry certifications, program accreditations, etc.)?

Program Guides – General Ed. Review

- ## General Education Courses *(if applicable)*

  - Are the selection of courses aligned with the academic knowledge students need to be successful in the related field(s)/occupations?

    - Must be a minimum of 15 credit hours for A.S. programs *(F.A.C. 6A-10.024)*
    - Must include ENC1101 and a Math Core course

  - Do the selection of courses allow for seamless transition to the Baccalaureate level (if applicable)?

Program Guides – Course Reqs. Review

- Program Specific Course Requirements

  - Are the courses relevant to the academic and technical skills required in the related field(s)/occupation(s)?

  - Are there any required courses offered by another department? If so, consult with that department on upcoming changes (if any).

  - Are there any courses that have not been offered in over 5 years?

Program Guides – Course Info. Review

- Program Specific Course Catalog Information

  - Is the course description accurate?

  - Are the course prefix, number and/or title relevant?

  - Are the term offerings up-to-date?

  - Are the prerequisite and corequisite course assignments appropriate to what students need to know to be successful in the requisite *(required)* course?

Program Guide – Program of Study Review

- Program of Study

  - Is the sequence of courses structured from foundational to advanced content, as appropriate?

  - Does the sequence align with course, term offerings?

  - Does the sequence align with course, prerequisite/co-requisite assignments?

  - Are there any special notes/information missing, incorrect or desired?