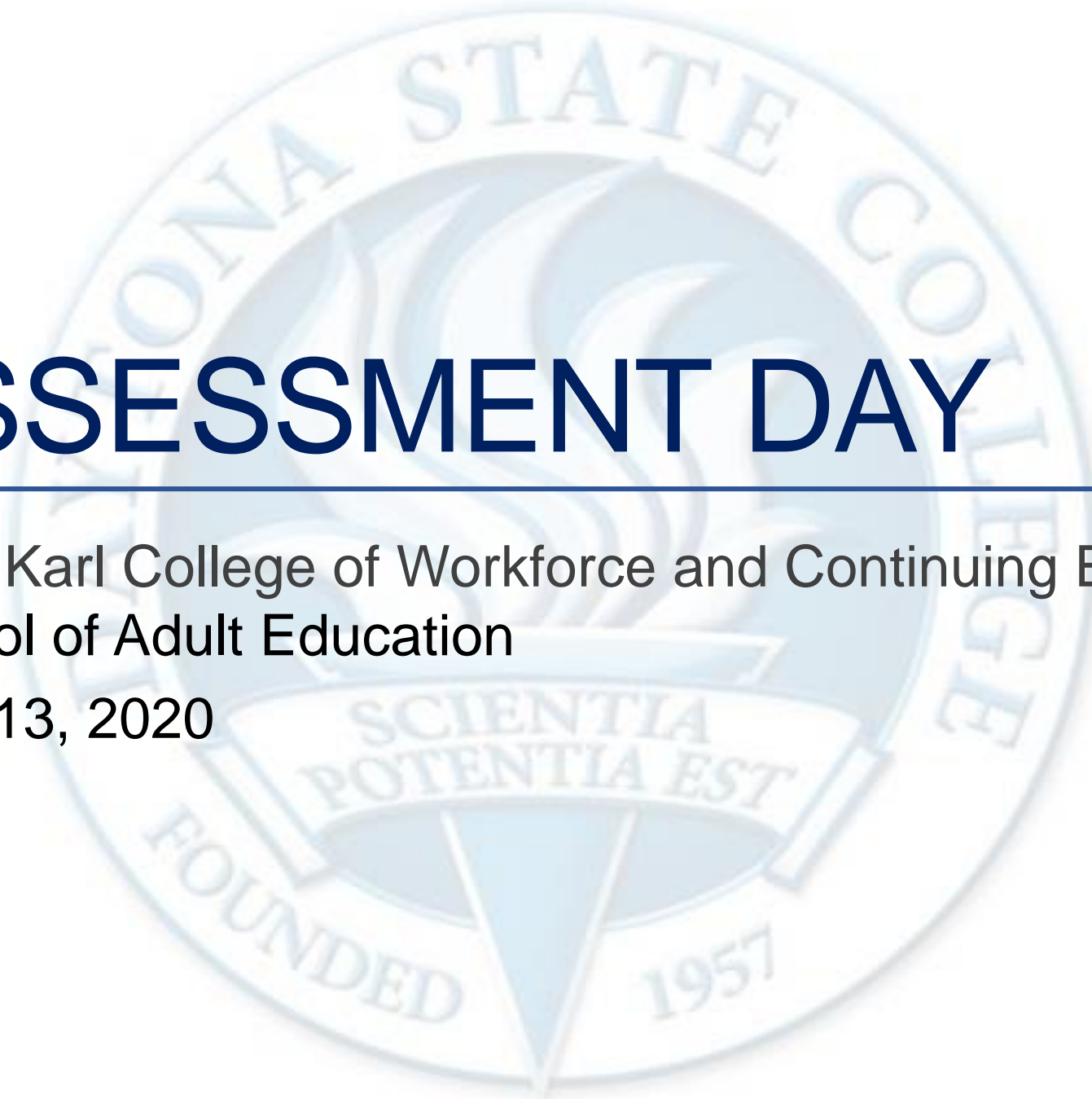


ASSESSMENT DAY

Mary Karl College of Workforce and Continuing Education
School of Adult Education

April 13, 2020



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

Last Assessment Day Action Items

Action Items 04/01/2019:

- Develop and implement strategies to increase enrollment;
- Develop more regular communication with IR to ensure the most current directives from FLDOE technical papers are applied to reporting data procedures;
- Create better collaboration with business and industry for training opportunities in ESOL, GED, AHS, etc.;
- Create better collaboration within the college's own academic departments to strengthen pathways (program showcases);
- For IE/IR: Add financial information from the student application each semester.

Programs in this Department

[Adult Basic Education](#)

[Adult High School](#)

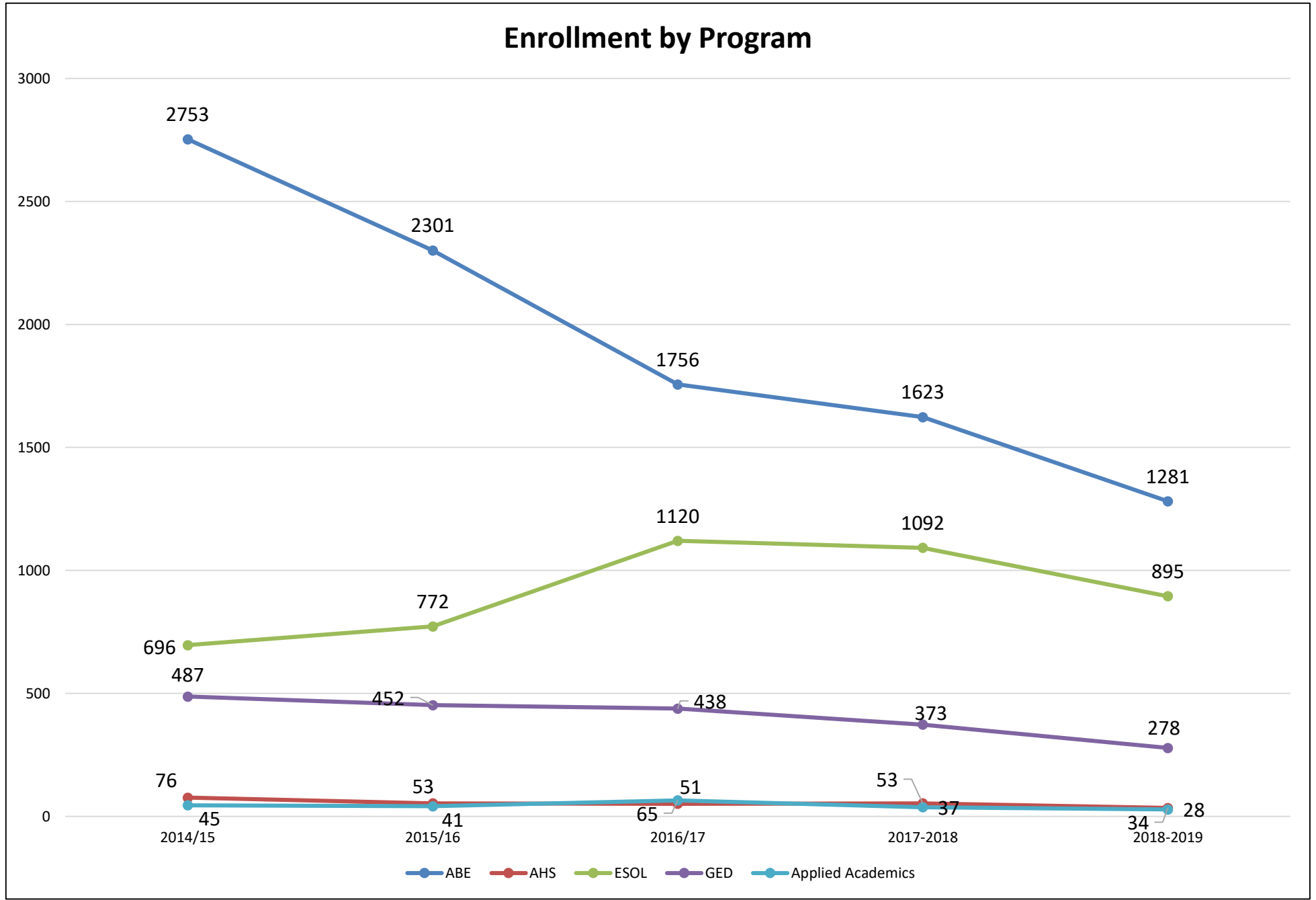
[English for Speakers of Other Languages \(ESOL\)](#)

ESL

Citizenship

[GED](#)

Applied Academics



Students are duplicated across programs.

Source: IR Program Assessment Data

Student Success – Total Number Enrolled at Each Level

Total Number Enrolled	Year 15-16	Year 16-17	Year 17-18	Year 18-19
ABE Beginning Literacy (1)	73	139	120	138
ABE Beginning Basic Education (2)	436	427	437	262
ABE Intermediate Low (3)	700	664	630	428
ABE Intermediate High (4)	715	518	455	228
ABE Enrolled	1,924	1,748	1,642	1,056
ASE Low (5 - Grade 9-10)	395	425	328	112
ASE High (7 - Grade 11-12)	112	56	99	24
ASE Enrolled	507	481	427	136
AEV Low (8 - Grade 9-10)	41	65	38	32
AEV High (9 - Grade 11-12)	0	0	2	0
AEV Enrolled	41	65	40	32
ESL Beginning Literacy (B)	82	102	86	38
ESL Beginning Low (C)	57	135	90	65
ESL Beginning High (D)	126	294	229	168
ESL Intermediate Low (E)	190	220	253	163
ESL Intermediate High (F)	137	168	201	158
ESL Advanced (G)	127	130	194	130
ESL Enrolled	719	1,049	1,053	1,192
Total	3,289	3,411	3,204	1,946

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

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

STUDENTS ARE DUPLICATED ACROSS PROGRAMS.

Student Success – Number Completed at Each Level

Number Completed Level	Year 15-16	Year 16-17	Year 17-18	Year 18-19
ABE Beginning Literacy (1)	18	58	49	65
ABE Beginning Basic Education (2)	120	207	196	117
ABE Intermediate Low (3)	237	254	258	198
ABE Intermediate High (4)	244	199	214	98
ABE Enrolled	619	718	717	478
ASE Low (5 - Grade 9-10)	62	95	72	50
ASE High (7 - Grade 11-12)	26	12	28	13
ASE Enrolled	88	107	100	63
AEV Low (8 - Grade 9-10)	5	4	2	8
AEV High (9 - Grade 11-12)	0	0	0	0
AEV Enrolled	5	4	2	8
ESL Beginning Literacy (B)	24	10	1	3
ESL Beginning Low (C)	24	17	7	11
ESL Beginning High (D)	37	35	23	26
ESL Intermediate Low (E)	61	26	48	43
ESL Intermediate High (F)	31	23	29	33
ESL Advanced (G)	29	8	16	27
ESL Enrolled	206	119	124	143
Total	918	956	950	692

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

Student Success – Percentage Completing at Each Level

Percentage Completing Level	Year 15-16	Year 16-17	Year 17-18	Year 18-19
ABE Beginning Literacy (1)	24.7%	41.7%	40.8%	47.1%
ABE Beginning Basic Education (2)	27.5%	48.5%	44.9%	44.7%
ABE Intermediate Low (3)	33.9%	38.3%	41.0%	46.3%
ABE Intermediate High (4)	34.1%	38.4%	47.0%	43.0%
ABE Enrolled	32.2%	41.1%	43.7%	45.3%
ASE Low (5 - Grade 9-10)	15.7%	22.4%	22.0%	44.6%
ASE High (7 - Grade 11-12)	23.2%	21.4%	28.3%	54.2%
ASE Enrolled	17.4%	22.2%	23.4%	49.4%
AEV Low (8 - Grade 9-10)	12.2%	6.2%	5.3%	21.9%
AEV High (9 - Grade 11-12)	0.0%	0.0%	0.0%	0.0%
AEV Enrolled	12.2%	6.2%	5.0%	21.9%
ESL Beginning Literacy (B)	29.3%	9.8%	1.2%	7.9%
ESL Beginning Low (C)	42.1%	12.6%	7.8%	16.9%
ESL Beginning High (D)	29.4%	11.9%	10.0%	15.5%
ESL Intermediate Low (E)	32.1%	11.8%	19.0%	26.4%
ESL Intermediate High (F)	22.6%	13.7%	14.4%	20.9%
ESL Advanced (G)	22.8%	6.2%	8.2%	20.8%
ESL Enrolled	28.7%	11.3%	11.8%	18.1%
Total	27.9%	28.0%	29.7%	35.6%

AHS/GED Retention Rate

Year	Fall Enrolled	Spring Enrolled	Earned Fall or Spring not Enrolled Spring	Total Spring Enrolled or Completed Fall/Spring	Retention Rate
2013-2014	335	89	95	184	54.93%
2014-2015	305	124	26	150	49.18%
2015-2016	283	112	35	147	51.94%
2016-2017	194	96	20	116	59.79%
2017-2018	194	99	22	121	62.37%
2018-2019	160	81	20	101	61.13%

AE Graduates and Time to Degree by Award

Program	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	Awards	TTD (years)	Awards	TTD (years)	Awards	TTD (years)	Awards	TTD (years)	Awards	TTD (years)
AHS	7	2.76	10	1.70	6	3.50	6	1.06	11	1.46
GED	76	1.27	109	1.73	140	1.24	138	1.84	130	1.93

Calculate from 1st session enrolled in an AHS course

Calculate from 1st session enrolled in a GED course

Graduation Rate

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

AHS/GED Transition Rate to DSC College Credit

Program	Degree year	Degrees earned	cc enrolled years	Number cc enrolled	Trans Rate
GED	2012/2013	687	2012/2013 or 2013/2014	237	34.50%
	2013/2014	604	2013/2014 or 2014/2015	216	35.76%
	2014/2015	120	2014/2015 or 2015/2016	49	40.83%
	2015/2016	201	2015/2016 or 2016/2017	90	44.78%
	2016/2017	202	2016/2017 or 2017/2018	72	35.64%
	2017/2018	209	2017/2018 or 2018/2019	78	37.32%
AHS	2012/2013	14	2012/2013 or 2013/2014	7	50.00%
	2013/2014	9	2013/2014 or 2014/2015	7	77.78%
	2014/2015	7	2014/2015 or 2015/2016	2	28.57%
	2015/2016	11	2015/2016 or 2016/2017	3	27.27%
	2016/2017	9	2016/2017 or 2017/2018	3	33.33%
	2017/2018	9	2017/2018 or 2018/2019	3	33.33%

GED Transition Rate to DSC PSAV

Program	Degree year	Degrees earned	cc enrolled years	Number PSAV enrolled	PSAV Trans Rate
GED	2012/2013	687	2012/2013 or 2013/2014	33	4.80%
	2013/2014	604	2013/2014 or 2014/2015	24	3.97%
	2014/2015	120	2014/2015 or 2015/2016	6	5.00%
	2015/2016	201	2015/2016 or 2016/2017	18	8.96%
	2016/2017	202	2016/2017 or 2017/2018	15	7.43%
	2017/2018	209	2017/2018 or 2018/2019	20	9.57%
AHS	2012/2013	14	2012/2013 or 2013/2014	0	0.00%
	2013/2014	9	2013/2014 or 2014/2015	0	0.00%
	2014/2015	7	2014/2015 or 2015/2016	0	0.00%
	2015/2016	11	2015/2016 or 2016/2017	1	9.09%
	2016/2017	9	2016/2017 or 2017/2018	0	0.00%
	2017/2018	9	2017/2018 or 2018/2019	0	0.00%

ABE Program (1 of 4)

Program	Initial Educational Functioning Level	Enrollment by EFL	LCP Enrollments by EFL	Distinct Students Enrolled by EFL	Students Earning at Least one LCP at the EFL Level	2018-19 % Students Earning at Least one LCP at the EFL Level
ABE	Beginning Literacy (1)	409	104	149	33	22.1%
	Beginning Basic Education (2)	1,089	442	324	131	40.4%
	Intermediate Low (3)	1,694	836	568	243	42.8%
	Intermediate High (4)	1,154	703	376	189	53.5%
ABE TOTAL		4,346	2,085	1,417	596	42.1%

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

Source: IR Program Assessment Data

ABE Program (2 of 4)

Program	Initial Educational Functional Functioning Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2018-2019 % Students Earning at Least One LCP at the EFL Level
ABE	Beginning Literacy (1)	ABX0100S	137	30	58	8	13.8%
	Beginning Basic Education (2)		482	166	142	52	36.6%
	Intermediate Low (3)		741	347	271	115	42.4%
	Intermediate High (4)		482	299	169	100	59.2%
ABE	Beginning Literacy (1)	ABX0200S	191	51	66	18	27.3%
	Beginning Basic Education (2)		258	87	82	26	31.7%
	Intermediate Low (3)		559	268	198	86	43.4%
	Intermediate High (4)		386	211	151	70	46.4%
ABE	Beginning Literacy (1)	ABX0300S	81	23	30	7	23.3%
	Beginning Basic Education (2)		349	189	118	62	52.5%
	Intermediate Low (3)		394	221	149	80	53.7%
	Intermediate High (4)		286	193	114	65	57.0%

ABE Program (3 of 4)

Program	Initial Educational Functioning Level	Campus	Enrollments by EFL and Campus	LCP Enrollments by EFL and Campus	Distinct Students Enrolled by EFL and Campus	Students Earning at Least One LCP at the EFL Level by Campus	2018-19 % Students Earning at Least One LCP at the EFL Level by Campus
ABE	Beginning Literacy (1)	Daytona	126	32	76	16	21.1%
		New Smyrna	6	3	4	1	25.0%
		Flagler	5	0	5	0	0.0%
		Deland	27	12	17	8	47.1%
		Deltona	59	17	36	8	22.2%
		Online	186	40	123	22	17.9%
ABE	Beginning Basic Education (2)	Daytona	261	125	130	62	47.7%
		New Smyrna	39	6	21	3	14.3%
		Flagler	25	8	14	5	35.7%
		Deland	82	26	45	16	35.6%
		Deltona	199	88	92	37	40.2%
		Online	483	189	254	94	37.0%
ABE	Intermediate Low (3)	Daytona	423	223	253	125	49.4%
		New Smyrna	51	8	34	6	17.6%
		Flagler	56	29	28	13	46.4%
		Deland	168	98	86	42	48.8%
		Deltona	221	113	115	45	39.1%
		Online	775	365	473	199	42.1%
ABE	Intermediate High (4)	Daytona	329	187	163	80	49.1%
		New Smyrna	63	39	26	13	50.0%
		Flagler	36	18	19	8	42.1%
		Deland	88	67	46	30	65.2%
		Deltona	144	108	61	39	63.9%
		Online	494	284	287	144	50.2%
ABE Total			4,346	2,085	2,408	1,016	42.2%

ABE Program (4 of 4)

Program	Initial Educational Functioning Level	Instructional Mode	Enrollments by EFL and IM	LCP Enrollments by EFL and IM	Distinct Students Enrolled by EFL and IM	Students Earning at Least One LCP at the EFL Level by IM	2018-19 % Students Earning at Least One LCP at the EFL Level by IM
ABE	Beginning Literacy (1)	Online	186	40	123	22	17.9%
		Lecture	223	64	138	33	23.9%
ABE	Beginning Basic Education (2)	Online	483	189	254	94	37.0%
		Lecture	606	253	301	123	40.9%
ABE	Intermediate Low (3)	Online	775	365	473	199	42.1%
		Lecture	919	471	511	229	44.8%
ABE	Intermediate High (4)	Online	494	284	287	144	50.2%
		Lecture	660	419	313	170	54.3%
ABE Total			4,346	2,085	2,400	1,014	42.3%

GED Program (1 of 3)

Program	Initial Educational Functioning Level	Enrollment by EFL	LCP Enrollments by EFL	Distinct Students Enrolled by EFL	Students Earning at Least one LCP at the EFL Level	2018-19 % Students Earning at Least one LCP at the EFL Level
GED	Low (5 - Grade 9-10)	556	189	202	86	42.6%
	High (7 - Grade 11-12)	88	41	45	18	40.0%
GED TOTAL		644	230	247	104	42.1%

GED Program (2 of 3)

Program	Initial Educational Functional Functioning Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2018-2019 % Students Earning at Least One LCP at the EFL Level
GED	Low (5 - Grade 9-10)	GED6301S	533	184	184	82	44.6%
	High (7 - Grade 11-12)		74	38	33	16	48.5%
GED	Low (5 - Grade 9-10)	GED6900S	23	5	21	5	23.8%
	High (7 - Grade 11-12)		14	3	12	2	16.7%

Program	Initial Educational Functioning Level	Campus	Enrollments by EFL and Campus	LCP Enrollments by EFL and Campus	Distinct Students Enrolled by EFL and Campus	Students Earning at Least One LCP at the EFL Level by Campus	2018-19 % Students Earning at Least One LCP at the EFL Level by Campus
GED	GED Low (5 - Grade 9-10)	Daytona	115	41	79	35	44.3%
		New Smyrna	29	5	14	2	14.3%
		Flagler	12	3	8	1	12.5%
		Deland	56	19	32	14	43.8%
		Deltona	82	38	53	31	58.5%
		Online	262	83	172	68	39.5%
GED	GED High (7 - Grade 11-12)	Daytona	17	9	14	8	57.1%
		New Smyrna	8	6	4	2	50.0%
		Flagler	3	3	1	1	100%
		Deland	4	3	4	3	75.0%
		Deltona	11	3	9	2	22.2%
		Online	45	17	37	12	32.4%
GED Total			644	230	427	179	41.9%

GED Program (3 of 3)

Program	Initial Educational Functioning Level	Instructional Mode	Enrollments by EFL and IM	LCP Enrollments by EFL and IM	Distinct Students Enrolled by EFL and IM	Students Earning at Least One LCP at the EFL Level by IM	2018-2019 % Students Earning at Least One LCP at the EFL Level by IM
GED	GED Low (5 - Grade 9-10)	Online	262	83	172	68	39.5%
		Lecture	294	106	184	82	44.6%
GED	GED High (7 - Grade 11-12)	Online	45	17	37	12	32.4%
		Lecture	43	24	32	16	50.0%
GED Total			644	230	425	178	41.9%

AHS Program (1 of 4)

Program	Initial Educational Functioning Level	Enrollment by EFL	LCP Enrollments by EFL	Distinct Students Enrolled by EFL	Students Earning at Least one LCP at the EFL Level	2018-2019 % Students Earning at Least one LCP at the EFL Level
AHS	Low (5 - Grade 9-10)	115	97	21	17	81.0%
	High (7 - Grade 11-12)	70	50	10	7	70.0%
AHS TOTAL		185	147	31	24	77.4%

Program	Initial Educational Functional Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2018-2019 % Students Earning at Least One LCP at the EFL Level
AHS	High (7 - Grade 11-12)	0800300S	1	1	1	1	100%
AHS	High (7 - Grade 11-12)	1001310S	1	0	1	0	0.0%
AHS	Low (5 - Grade 9-10)	1001370S	11	10	7	6	85.7%
AHS	Low (5 - Grade 9-10)	1001400S	17	16	10	9	90.0%
	High (7 - Grade 11-12)		22	15	7	6	85.7%
AHS	High (7 - Grade 11-12)	1005340S	1	1	1	1	100%
AHS	High (7 - Grade 11-12)	1200330S	2	1	1	1	100%

AHS Program (2 of 4)

Program	Initial Educational Functional Functioning Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2018-2019 % Students Earning at Least One LCP at the EFL Level
AHS	Low (5 - Grade 9-10)	1200387S	13	11	6	5	83.3%
	High (7 - Grade 11-12)		3	3	2	2	100%
AHS	Low (5 - Grade 9-10)	1208300S	15	13	8	7	87.5%
	High (7 - Grade 11-12)		3	3	2	2	100%
AHS	Low (5 - Grade 9-10)	2000330S	6	6	3	3	100%
	High (7 - Grade 11-12)		6	3	2	2	100%
AHS	Low (5 - Grade 9-10)	2001310S	1	0	1	0	0.0%
	High (7 - Grade 11-12)		5	5	2	1	50.0%
AHS	High (7 - Grade 11-12)	2001340S	1	1	1	1	100%
AHS	High (5 - Grade 9-10)	2002400S	1	1	1	1	100%
AHS	Low (5 - Grade 9-10)	2002500S	4	4	2	2	100%
AHS	Low (5 - Grade 9-10)	2003310S	3	3	2	2	100%

Program	Initial Educational Functional Functioning Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2018-2019 % Students Earning at Least One LCP at the EFL Level
AHS	Low (5 - Grade 9-10)	2100310S	8	7	5	4	80.0%
AHS	Low (5 - Grade 9-10)	2102380S	9	5	8	5	62.5%
	High (7 - Grade 11-12)		4	3	3	2	66.7%
AHS	Low (5 - Grade 9-10)	2103300S	6	5	4	3	75.0%
	High (7 - Grade 11-12)		3	3	2	2	100%
AHS	High (5 - Grade 9-10)	2104600S	1	1	1	1	100%
	High (7 - Grade 11-12)		2	2	2	2	100%
AHS	Low (5 - Grade 9-10)	2106310S	11	8	9	7	77.8%
	High (7 - Grade 11-12)		2	2	1	1	100%
AHS	Low (5 - Grade 9-10)	2106350S	2	2	2	2	100%
	High (7 - Grade 11-12)		3	1	3	1	33.3%
AHS	Low (5 - Grade 9-10)	2107300S	2	1	2	1	50.0%
	High (7 - Grade 11-12)		3	1	3	1	33.3%
AHS	Low (5 - Grade 9-10)	2107310S	1	1	1	1	100%
	High (7 - Grade 11-12)		2	2	2	2	100%
AHS	Low (5 - Grade 9-10)	2109310S	4	3	3	2	66.7%
	High (7 - Grade 11-12)		2	1	1	1	100%
AHS	High (7 - Grade 11-12)	2109350S	4	2	2	1	50.0%

AHS Program (4 of 4)

Program	Initial Educational Functioning Level	Campus	Enrollments by EFL and Campus	LCP Enrollments by EFL and Campus	Distinct Students Enrolled by EFL and Campus	Students Earning at Least One LCP at the EFL Level by Campus	2018-2019 % Students Earning at Least One LCP at the EFL Level by Campus
AHS	Low (5 - Grade 9-10)	Online	115	97	21	17	81.0%
	High (7 - Grade 11-12)		70	50	10	7	70.0%
AHS Total			185	147	31	24	77.4%

Program	Initial Educational Functioning Level	Instructional Mode	Enrollments by EFL and IM	LCP Enrollments by EFL and IM	Distinct Students Enrolled by EFL and IM	Students Earning at Least One LCP at the EFL Level by IM	2018-2019 % Students Earning at Least One LCP at the EFL Level by IM
AHS	Low (5 - Grade 9-10)	Online	115	97	21	17	81.0%
	High (7 - Grade 11-12)		70	50	10	7	70.0%
AHS Total			185	147	31	24	77.4%

ESOL Program (1 of 5)

Program	Initial Educational Functioning Level	Enrollment by EFL	LCP Enrollments by EFL	Distinct Students Enrolled by EFL	Students Earning at Least one LCP at the EFL Level	2018-2019 % Students Earning at Least one LCP at the EFL Level
ESOL	Beginning Literacy (B)	87	2	38	1	2.6%
ESOL	Beginning Low (C)	163	23	67	9	13.4%
ESOL	Beginning High (D)	463	61	188	23	12.2%
ESOL	Intermediate Low (E)	508	126	189	49	25.9%
ESOL	Intermediate High (F)	475	100	181	35	19.3%
ESOL	Advanced (G)	454	78	152	29	19.1%
ESOL TOTAL		2,150	390	815	146	17.9%

ESOL Program (2 of 5)

Program	Initial Educational Functional Functioning Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2018-2019 % Students Earning at Least One LCP at the EFL Level
ESOL	Beginning Literacy (B)	LEP0013S	62	0	27	0	0.0%
	Beginning Low (C)		34	8	16	4	25.0%
	Beginning High (D)		37	2	18	1	5.6%
	Intermediate Low (E)		12	2	6	1	16.7%
	Intermediate High (F)		2	2	1	1	100%
ESOL	Beginning Literacy (B)	LEP0014S	10	0	5	0	0.0%
	Beginning Low (C)		90	12	37	4	10.8%
	Beginning High (D)		58	17	29	9	31.0%
	Intermediate Low (E)		8	6	4	3	75.0%
	Advanced (G)		2	0	1	0	0.0%
ESOL	Beginning Literacy (B)	LEP0015S	7	2	3	1	33.3%
	Beginning Low (C)		30	1	17	1	5.9%
	Beginning High (D)		290	32	135	16	11.9%
	Intermediate Low (E)		89	44	46	22	47.8%
	Intermediate High (F)		3	2	2	1	50.0%
ESOL	Beginning Literacy (B)	LEP0016S	2	0	1	0	0.0%
	Beginning Low (C)		9	2	4	1	25.0%
	Beginning High (D)		77	10	33	5	15.2%
	Intermediate Low (E)		340	63	149	32	21.5%
	Intermediate High (F)		77	45	39	23	59.0%
	Advanced (G)		6	2	3	1	33.3%

ESOL Program (3 of 5)

Program	Initial Educational Functional Functioning Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2018-2019 % Students Earning at Least One LCP at the EFL Level
ESOL	Beginning Literacy (B)	LEP0017S	2	0	1	0	0.0%
	Beginning High (D)		1	0	1	0	0.0%
	Intermediate Low (E)		57	9	26	6	23.1%
	Intermediate High (F)		293	42	136	22	16.2%
	Advanced (G)		62	21	30	11	36.7%
ESOL	Beginning Literacy (B)	LEP0018S	4	0	2	0	0.0%
	Intermediate Low (E)		2	2	1	1	100%
	Intermediate High (F)		94	9	36	5	13.9%
	Advanced (G)		316	47	129	26	20.2%
ESOL	Intermediate High (F)	LEP0030S	6	0	3	0	0.0%
	Advanced (G)		68	8	32	5	15.6%

Program	Initial Educational Functioning Level	Campus	Enrollments by EFL and Campus	LCP Enrollments by EFL and Campus	Distinct Students Enrolled by EFL and Campus	Students Earning at Least One LCP at the EFL Level by Campus	2018-2019 % Students Earning at Least One LCP at the EFL Level by Campus
ESOL	Beginning Literacy (B)	Daytona	32	1	27	1	3.7%
		New Smyrna	1	0	1	0	0.0%
		Flagler	2	0	2	0	0.0%
		Deland	3	0	3	0	0.0%
		Deltona	6	0	5	0	0.0%
		Online	43	1	38	1	2.6%
ESOL	Beginning Low (C)	Daytona	44	3	33	2	6.1%
		New Smyrna	1	0	1	0	0.0%
		Flagler	5	1	3	1	33.3%
		Deland	7	0	5	0	0.0%
		Deltona	29	8	23	6	26.1%
		Online	77	11	59	8	13.6%
ESOL	Beginning High (D)	Daytona	115	13	90	9	10.0%
		New Smyrna	8	0	5	0	0.0%
		Flagler	27	8	16	5	31.3%
		Deland	28	3	21	2	9.5%
		Deltona	82	8	57	7	12.3%
		Online	203	29	152	21	13.8%
ESOL	Intermediate Low (E)	Daytona	108	13	71	12	16.9%
		New Smyrna	5	1	4	1	25.0%
		Flagler	24	9	17	7	41.2%
		Deland	53	20	40	14	35.0%
		Deltona	83	22	60	15	25.0%
		Online	235	61	167	46	27.5%
ESOL	Intermediate High (F)	Daytona	105	23	69	15	21.7%
		New Smyrna	2	0	2	0	0.0%
		Flagler	29	3	20	2	10.0%
		Deland	38	9	30	5	16.7%
		Deltona	79	17	61	13	21.3%
		Online	222	48	165	34	20.6%
ESOL	Advanced (G)	Daytona	108	18	70	13	18.6%
		New Smyrna	5	0	5	0	0.0%
		Flagler	35	3	22	2	9.1%
		Deland	39	7	21	6	28.6%
		Deltona	54	14	35	9	25.7%
		Online	213	36	140	25	17.9%
ESOL Total			2,150	390	1,540	282	18.3%

ESOL Program (5 of 5)

Program	Initial Educational Functioning Level	Instructional Mode	Enrollments by EFL and IM	LCP Enrollments by EFL and IM	Distinct Students Enrolled by EFL and IM	Students Earning at Least One LCP at the EFL Level by IM	2018-2019 % Students Earning at Least One LCP at the EFL Level by IM
ESOL	Beginning Literacy (B)	Online	43	1	38	1	2.6%
		Lecture	44	1	38	1	2.6%
ESOL	Beginning Low (C)	Online	77	11	59	8	13.6%
		Lecture	86	12	65	9	13.8%
ESOL	Beginning High (D)	Online	203	29	152	21	13.8%
		Lecture	260	32	187	23	12.3%
ESOL	Intermediate Low (E)	Online	235	61	167	46	27.5%
		Lecture	273	65	189	49	25.9%
ESOL	Intermediate High (F)	Online	222	48	165	34	20.6%
		Lecture	253	52	181	35	19.3%
ESOL	Advanced (G)	Online	213	36	140	25	17.9%
		Lecture	241	42	151	29	19.2%
ESOL Total			2,150	390	1,532	281	18.3%

AEV Program (1 of 3)

Program	Initial Educational Functioning Level	Enrollment by EFL	LCP Enrollments by EFL	Distinct Students Enrolled by EFL	Students Earning at Least one LCP at the EFL Level	2018-2019 % Students Earning at Least one LCP at the EFL Level
AEV	Low (8 - Grade 9-10)	53	8	32	7	21.9%
	High (9 - Grade 11-12)					
AEV TOTAL		53	8	32	7	21.9%

AEV Program (2 of 3)

Program	Initial Educational Functional Level	Course	Enrollments by Courses	LCP Enrollments by Course	Distinct Students Enrolled by Course	Students Earning at Least One LCP at the Course Level	2018-2019 % Students Earning at Least One LCP at the EFL Level
AEV	Low (8 - Grade 9-10)	AEV0100S	53	8	32	7	21.9%
	High (9 - Grade 11-12)						

Program	Initial Educational Functional Level	Campus	Enrollments by EFL and Campus	LCP Enrollments by EFL and Campus	Distinct Students Enrolled by EFL and Campus	Students Earning at Least One LCP at the EFL Level by Campus	2018-2019 % Students Earning at Least One LCP at the EFL Level by Campus
AEV	Low (8 - Grade 9-10)	Daytona	5	0	4	0	0.0%
		New Smyrna					
		Deland	3	0	1	0	0.0%
		Deltona	5	1	3	1	33.3%
		Online	40	7	30	7	23.3%
AEV	High (9 - Grade 11-12)	Daytona					
		Deltona					
AEV Total			13	1	8	1	12.5%

AEV Program (3 of 3)

Program	Initial Educational Functioning Level	Instructional Mode	Enrollments by EFL and IM	LCP Enrollments by EFL and IM	Distinct Students Enrolled by EFL and IM	Students Earning at Least One LCP at the EFL Level by IM	2018-2019 % Students Earning at Least One LCP at the EFL Level by IM
AEV	Low (8 - Grade 9-10)	Online	40	7	30	7	23.3%
		Lecture	13	1	8	1	12.5%
AEV	High (9 - Grade 11-12)	Online					
		Lecture					
AEV Total			53	8	38	8	21.1%

Civitas – illumine Students

DAYTONA STATE COLLEGE

TRENDS **BETA** PERSISTENCE INSIGHTS COURSE INSIGHTS

Saved Filters


Department Adult Basic Education x Adult High School x English for Speakers of Other Languages x General Education Development x

OVERVIEW

1,008 of 14,747 Active Students


PERSISTENCE PREDICTION

Active Filter - 1,008



40%

All Students - 14,747

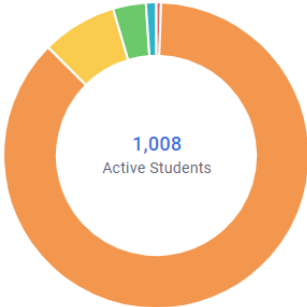


70%

Spring 2020 - Fall 2020

PREDICTION DISTRIBUTION - SPRING 2020 - FALL 2020

Very Low	1%
Low	87%
Moderate	8%
High	3%
Very High	1%




1,008 Active Students

POWERFUL PREDICTORS

Powerful Predictors use historical data to show what variables are important to persistence for this group of students

Highest Signal Lowest Signal



Rank 1 Rank 41

[Learn about Powerful Predictors](#) [View All Powerful Predictors](#)

Academic Progress (10) **Strongest correlation to persistence**

Area of Study (7)

Enrollment (4)

Civitas – illumine Courses

